**PREFACE**

**KWAME NKRUMAH UNIVERSITY OF SCIENCE AND**

**TECHNOLOGY – KUMASI**

**EXPLORING THE RELATIONSHIP BETWEEN MOTIVATION AND**

**PERFORMANCE IN THE GHANA EDUCATION SERVICE**

BY

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## DECLARATION

I hereby declare that this submission is my own work towards the MSc/PhD and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

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# ABSTRACT

The point is made repeatedly that an organization may have the requisite human, capital and economic resources, yet without the invincible resource motivation performance will still be far from reach. The said resource is a driving force that ensures an effective combination of all other resources to yield maximum performance. This study was therefore conducted to determine the links between motivation and performance particularly in the Ghana Education Service. Here, both financial and non-financial motivational factors in the service were examined through a questionnaire which was responded to by teachers, opinion leaders, retired educationists and educational officers. In all one hundred and thirty (130) questionnaires were issued and all responses received. An analysis of these responses suggest that it is very difficult designing a motivational package suitable enough to carry every teacher along satisfactorily – first because of the numbers involved and second the inexhaustible nature of the concept itself. Nevertheless, this research carries some recommendations which are hoped to positively impact on the drive in teachers to work harder. Among others, legitimizing extra classes, weaning off the endowed schools from government bursaries, paying of competitive salaries could greatly motivate teachers to give of their best.

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Finally, I cannot forget Mr. and Mrs. Stephen Karikari for their constant prayers. Mr. Yussif Amin and Mr. Kingsley Acquah are also remembered for their various supports towards my successful completion of this program.
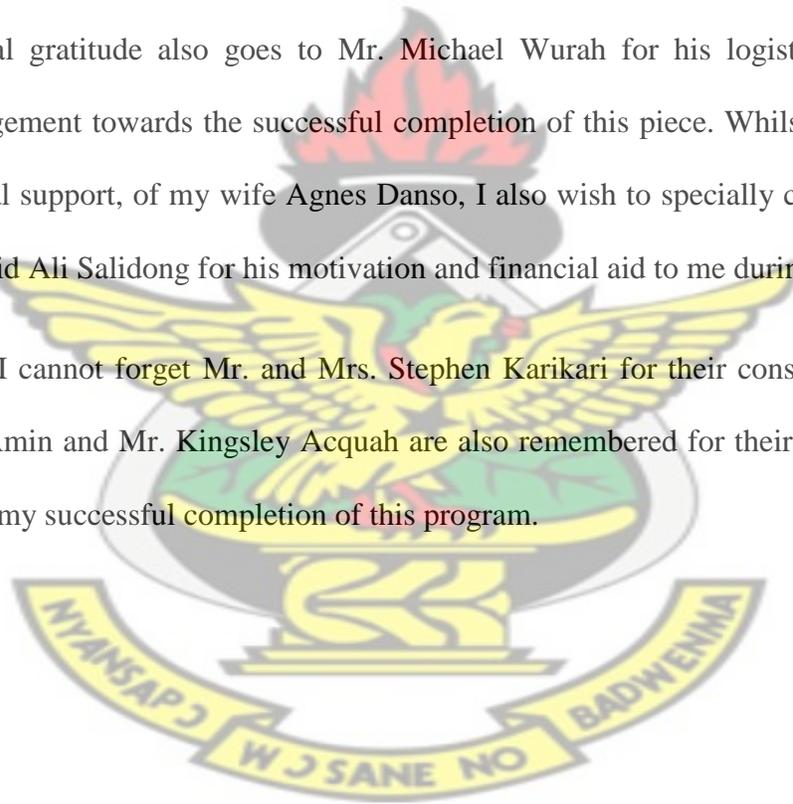
DEDICATION

To my dad and mum Mr. D.A. Saalidong and Madam Agartha Fugluu. It is also for my wife Agnes and our children Pearl Wihijima and Percy Bamung.

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# ABBREVIATIONS

WAEC      -          West African Examinations Council

BECE      -          Basic Education Certificate Examination

WASSCE  -          West African Senior Secondary Certificate Examination

GNAT      -          Ghana National Association of Teachers

ILO          -          International Labour Organization

SMCs      -          School Management Committees

SSSP      -          Single Spine Salary Policy

ICT          -          Information Communication Technology

SSNIT      -          Social Security and National Insurance Trust
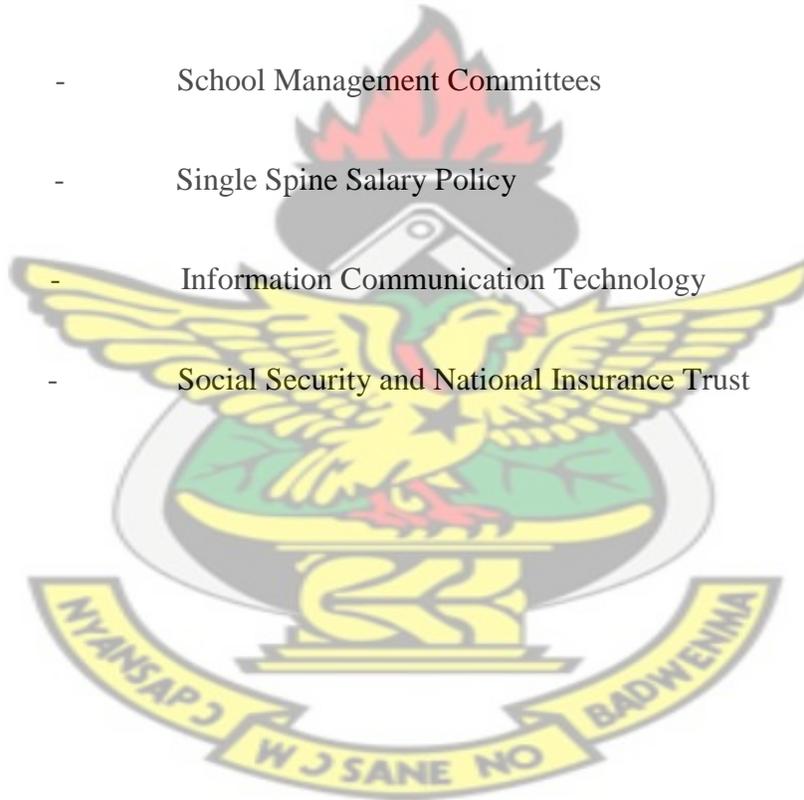
# CHAPTER ONE

## INTRODUCTION

### 1.1. BACKGROUND

Suffice it to say that, education gives an individual his/her basic functionality in society, while formal education in specifics is actually a sine qua non to the development and speedy progression of the society in question. The above can be given a further expression in the fact that formal education unlike informal and non-formal education provides a structured learning situation or process where the totality of a person is developed to fittingly interact with and make proper use of his/her environment for some desired benefits. It is in the light of the above that every state makes serious strides in availing access to formal education through the formulation of national policies and programmes on education.

Progressing on the above therefore, it becomes a mere rhetoric stating the mandate of the Ministry of Education (M.O.E.) in Ghana. What is of utmost essence to the researcher is to identify the Ghana Education Service (G.E.S.) as one of the eight (8) bodies under the MOE, that in the carriage of their specific mandates, they collectively provide the educational needs of Ghanaians. By her core business function, the GES implements all approved national policies and programmes relating to the pre-tertiary level of education in Ghana. An execution of this mandate as it were represents productivity or performance.

The term productivity has become an everyday expression. This is because local and external corporate organizations, individuals and states all grapple with the term since it

is a measure of the socio-economic well-being of the organization in question. This measure can also then be used for comparative purposes and for repositioning the organization. In as far as the GES is concerned productivity or performance is identified with the collective efforts of Government (M.O.E, District Assemblies), Civil Society (parents and guardians, interest groups), students / pupils, teachers and development partners.

Now it is relevant to state that among the lot of stakeholders, the student/pupil is the final and direct recipient of national policies and programmes. This final product is measured qualitatively and quantitatively. That is the society looks at certified examinations results - BECE and WASSCE and how well students fit into society. Quite interestingly the measurement of performance or productivity in GES is inordinately confined to the teacher who is often blamed when the product is bad and yet success is sparingly attributed to this person whose reward people generally say "is in heaven". As it were, even though undoubtedly the role of the teacher in the provision of basic education in Ghana is unparalleled, how well he is motivated to produce results constitute a major dichotomy.

To Drayer (1970), "teachers are the key to the success of any educational system and the individual teacher's level of motivation goes a long way in determining his/her output". Teachers are motivated in different ways. Surely, the performance level of the teacher like anyone else, rest on three factors - ability level, resources and motivation.

On one hand, in spite of the key role that a teacher plays in the life of the educant, yet existing financial and non-financial rewards are not the best for this educator.

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Conditions such as realistic wages, good working environment, good living conditions, job enrichment, pragmatic conditions of service, attractive scheme of service - timely promotion and due rewards, self actualization to mention but a few all constitute motivation and which the teacher needs to improve his/her performance.

The other, ability level can be enhanced through job analysis, job specification and job design, on-the-job and off-the-job training, job rotation, retooling and re-engineering, some or all of which can be themselves motivational factors. Finally the provision of resources is another preserve of government whose effort may be complemented by alumni, parent-teacher association, school management committees, school boards, nongovernmental organizations, civil society and development partners.

In deed most organizations today hold the notion that, true competitive advantage, put differently the most important asset of an organization are her employees. Quite surprising this maxim appears not to exist in GES. It is against this background that the researcher intends to look at the concepts of motivation and how they can influence performance in the GES.

1.2. STATEMENT OF THE PROBLEM

The problem the researcher intends to investigate is "exploring the relationship between motivation and performance in the GES". In Ghana labour unrest by various industries higher pay and improved conditions of services are almost a ritual and the teacher groups are no exceptions to this occurrence. For instance between 2005 and 2007, on yearly bases the National Association of Graduate Teachers (NAGRATs) led sit down strikes, halting in each case a month's coursework. In the first two instances

Government persuaded the group to return to work without their grievances being fully met. In the last, then President Kuffour appeared unannounced on a Meet the Press series where he ordered teachers to "go back to the class and teach because you were also taught by teachers". Few days later a court order compelled the NAGRAT 'to go back to the classroom and teach according to your conscience' as the judgment read.

An immediate reaction was that the NAGRAT won solidarity from the teaching fraternity. Some members of GNAT broke ranks and angrily declared strikes in pocket groups. Consequently teachers approached their work there-off with some nonchalance. The results of 2007 BECE and WASSCE were abysmal as shown in table 2 of page 15.

It is also the case that around 2001 about ten thousand (10,000) teachers were granted study leave with pay. Today the study leave with pay facility is granted to less than two thousand teachers annually. Even that, beneficiaries are those who pursue science, English, Mathematics education programs other than education related programs in general as was the case in the past. Post graduate programs too are hardly sponsored by the service whilst reward systems for higher academic certifications are almost non-existent at the pre-tertiary level of education in Ghana. In fact without any sinicism in the GES as soon as one attains certifications beyond the first degree you are advised to seek job at the higher institutions of learning where you are duly rewarded.

At the moment schools that are properly staffed are in the urban centers. Contrasted with the rural settings one is only lucky to find a trained teacher flanked by an array and in many cases few pupil and community volunteer teachers in the school. The above is confirmed by the fact that, at present the GES is in a teacher deficit of about sixty

thousand teachers nationwide. One begins to imagine why the service does not attract professional teachers as other sectors like health does.

A sense is also created within Ghana that some services are more important than others. As it were a carrot and stick game respectively separate the perceived essential service industries from the less essential ones. This often culminates in at times off-handed and bysar treatment of the teacher and hence de-motivates. Meanwhile, lessons of history also tell us that a few decades ago the teaching profession was a novelty. The story is totally different today and one wonders why the changing patterns.

Needless to state Ghana's cherished dream of attaining a middle income status by 2020 will be a mirage without a well motivated teacher. 2009. The researcher therefore wishes to establish how motivation correlates with productivity and there upon suggest what the GES must do to motivate her teachers to perform.

## 1.3. OBJECTIVES OF THE STUDY

The general objective of this study was to find out how motivation related to performance and productivity of the teacher as pertains to GES. In specific terms this research sought to;

- assess Ghanaian teachers view on what motivates them to give their best at the workplace.

- identify the forms of motivation that exist in GES.

- determine the extent to which organizational environment affects productivity of Ghanaian teachers.

- to justify the relationship between motivation and performance of teachers.

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## 1.4.  RESEARCH QUESTIONS

In pursuance and for the progress of this study the researcher intends to address the following questions:

- What motivates Ghanaian teachers to give their best at the workplace?

- What kinds of motivation exist in the GES to influence the attitudes of teachers?

- To what extent does organizational environment affect productivity or performance of Ghanaian teachers?

- What relationship exists between motivation and performance of Ghanaian teachers?

- What additional strategies could be employed by management to influence productivity of teachers?

## 1.5.  SCOPE OF THE STUDY

The problem being researched no doubt has a national character. The ubiquitous nature of the problem has therefore rendered the researcher's choice of Ahanta West a truly representative area for case study. More so Ahanta West in spite of its semi urban look registers one of the worse performances in the BECE in the Region.

The researcher also wishes to state that, as mentioned earlier the performance of the teacher depends on his/her abilities level, resources available and motivation. However to some extent, even enhancing the abilities of the teacher can be itself a motivator. Thus much of the attention of the researcher was on motivation while other stakeholders and factors that shared in the blame game of low productivity in the GES would be reserved for another discussion some day.

## 1.6. LIMITATIONS TO THE STUDY

Researches like this usually take material resources, time and energy. Hence; one major constraint was combining work life and studies. This called for a lot of sacrifices and trade-off of activities and schedules including leisure some of which are difficult to cost. Nonetheless the researcher went about this particular obstacle through effective and efficient time management.

Fatigue was another consequence of tight and enduring work life vis-à-vis carrying out this project. The obstruction of meeting deadlines was therefore unavoidable. Yet with diligence and extra effort the project was finally completed.

Scarce personal finance was a major hitch in realizing this research. Thus, this constraint affected the sample size of the research. Nevertheless, quality was not compromised.

## 1.7. JUSTIFICATION OF RESEARCH IN GENERAL

This project is hoped to, apart from serving part of the requirement for the award of Masters Degree in Business Administration; the findings can be useful to diverse individuals, organizations and government, particularly the GES. Policy making units of the GES especially employers, labour consultants, HR managers, welfare organizations, could resort to findings of the research for purposes of taking certain well informed decisions regarding teachers' welfare and reward systems in Ghana.

Pen ultimately, this research aside serving the basis for further research studies, will also address the problem of low productivity in GES. This is hoped to be achieved by

diagnosing motivational factors that results in job satisfaction and improved performance of teachers.

Finally, this research will add to the numerous voices that clamour for the need to provide adequate motivation to the teacher so as to positively impact performance.

## 1.8.  ORGANIZATION OF THE THESIS

This final product has a content comprising; preface, declaration, abstract, acknowledgement, dedication, table of content, lists of tables and figures, abbreviations, references and appendix. The table of content has five (5) chapters. Chapter one dealt with a background to the study, statement of the problem, objectives and research questions, significance and limitations of the study, scope and organization of the study. Chapter two has review of relevant literature on motivation and productivity and includes an introduction, organizational productivity, measurement of productivity, organizational environment and factors affecting productivity theories of motivation, job satisfaction, motivational factors and teachers' performance, incentives in GES.

Chapter three contains the methodology for the study - research design, the study area and target population, sampling techniques, data collection methods and instruments, data management and analysis. Chapter four has data presentation and discussions including an introduction, Socio-demographic characteristics of respondents - sex, distribution, educational background, rank etc. Other issues discussed were; job satisfaction, teacher performance – retirees and opinion leaders views of the teacher in the GES. Finally chapter five dealt with summary, recommendations and conclusions.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1. INTRODUCTION

This chapter contains briefs of various view points on the concepts of productivity / performance and motivation and the relationship between these variables. Issues such as organizational productivity, measurement of performance, organizational environment and factors that affect performance, motivation etc are discussed here.

## 2.2. ORGANIZATIONAL PRODUCTIVITY

For the purpose of this research productivity and performance will be used interchangeably. A reason is that, performance connotes how well a piece of work or an activity is done; emphasizing quality. Productivity on her part is the relationship between output and input. The term is therefore synonymous with output, yield and efficiency and therefore stresses more of quantity. Whichever way one looks at it the ability, motivational and resource levels of any organization is about the best formula for productivity or performance.

In view of the industry in perspective, it is relevant to state that, organizational productivity requires a synergy of both quantity and quality. In deed each year when the BECE and WASSCE results are released Ghanaians often expect very high numbers of students/pupils passing and with very strong grades. The society also expects these products to be assets that provide hope to the future of Ghana.

Organizational productivity is an aged long phenomenon that cuts across civilizations.

The harnessing of human, capital and natural resources around the Nile, Euphrates and Tigris, and in the cosmopolis of Egypt, Mesopotamia and Greece respectively for purposes of output could not have been explained in any better terms than productivity McDougal (1999). Even more important an epoch to organizational productivity was the 18th and 19th century AD industrial revolution in Europe. During this period according to Dickson (2007), mass production replaced handicrafts and while factory hands took over from artisans, the use of machines was a breakthrough in efficiency that demised the use of tools. The performance of factories to meet world demand for European goods was simply super. All this while organizational productivity was in largely tangibles and which dominated the gross domestic product of most industrialized economies.

The provision of Education is not only the falcon of development and progress in any nation but also contributes directly to the tertiary (service) sector of economies. To this call, there has been a paradigm shift in recent times: countries that have their service sector contribute the most to GDP where the education service falls, prove to be stronger economies.

NECA (1991) also observed that in productivity studies credence must be laid on labour force. This standpoint is against the fact that worker productivity is the value of goods and services produced in a period of time divided by hours of labour used to produce them. Improving productivity means making efforts to get more out of what is put in.

By way of an illustration the GES being a service rendering organization provides teachers and pupils, teaching and learning materials, laboratories and workshops, fields

and gardens, school plant and building, time and cash, labourers and staff, policy and regulations and even libraries and research as her inputs. These resources are used to turn out well groomed and qualified undergraduates for work life and the training and tertiary institutions. Now it must be emphasized that as stated by ILO (1962) in Dickson (2007), increasing productivity means making more efficient use of all types of resources in employment to produce as many goods and services as possible at the lowest possible real cost.

Since here in Ghana the excuse has always been lack of funds to avail all the kinds of inputs that facilitates increased performance in the GES, there is a lee way out of this problem. Suggested by the Jephose Anamoa- Mensah Committee report on the New Educational Reforms, teacher motivation is the key to improving performance in the GES than barely increasing other resources. Supporting the above position Fleetwood (2008) believes "a well managed workforce tends to cause an increase in performance".

### 2.2.1  MEASUREMENT OF PERFORMANCE

Before meeting head-on the complexity of a true; adequate and appropriate measure of teacher performance, it is important to put the concept in perspective. Performance measurement is a quantitative assessment of the amounts of input and output resources used in a production cycle. Hatry (2010) defines performance measurement as the "regular measurement of the results (outcomes) and efficiency of services or programs". The new element in this definition is the regular measurement of results or outcomes. Regular measurement of progress toward specified outcomes is a vital component of any effort at managing-for-results. Performance measurement is also important for

purposes of accountability, social auditing, decision making and purposes of planning.

As already stated the researcher used students who complete an educational process at the pre-tertiary level as the output and therefore a reflection of the inputs in the cycle of production. In the first place this product or output must be measurable. Unlike physical products which are produced according to easily measurable set of national and international standards (ISO), this is difficult to achieve in a service industry like the GES.

One difficulty in measuring performance in the GES is with regard to grading. The junior high school pupil and senior high school student performance is graded according to the BECE and WASSCE set standards. The data in Table 1 comes with the following challenges. First, teachers use GES teaching syllabus in preparing pupils and students who are eventually assessed and certificated by WAEC based on her own syllabus. The difficulties here are in the meeting of the profile dimensions, specific objectives and testing for psychomotor skills, values and attitudes that develops a total pupil/student which the GES seek to attain.

There is no gain saying that though several factors inform the performance level of the student, what numbers and quality of grades as well as conduct of the products (graduants) is tolerable remains a normative national issue. Emphatically, in terms of numbers, a hundred percent (100%) performance of a school at the BECE and WASSCE is the ideal expectation. Yet such plausible performance may not stand competition for placement. It is even more difficult assessing the positive impact of the students in question in society whereas it is often easier chronicling their negativities.

Hence measurement of performance comes with relativities.

Table 1:  WAEC BECE and WASSCE Grading Systems

BECE                                           WASSCE

| Grade | Interpretation | Marks Range | Grade | Interpretation | Marks Range |
|-------|---------------|-------------|-------|---------------|-------------|
| 1 | Highest | 100% - 80% | A1 | EXCELLENT | 100% - 80% |
| 2 | Higher | 79% - 71% | B2 | VERY GOOD | 79% - 70% |
| 3 | High | 70% - 61% | B3 | GOOD | 69% - 60% |
| 4 | High average | 60% - 56% | C4 | CREDIT | 59% - 55% |
| 5 | Average | 55% - 51% | C5 | CREDIT | 54% - 50% |
| 6 | Low average | 50% - 49% | C6 | CREDIT | 49% - 45% |
| 7 | Low | 45% - 41% | D7 | PASS | 44% - 40% |
| 8 | Lower | 40% - 36% | E8 | PASS | 39% - 35% |
| 9 | Lowest | 35% - 0% | F9 | FAIL | 34% - 0% |

Source: *WAEC*

Again, the wide variation that exists in the provision of input resources and resultant disparity in the output across the nation creates problems of aggregation. There is therefore the need to ensure some uniform standards in the availing of resources and a constant quality of the product before any attempts can be made to measure performance of the teacher in the GES. Now if the measurement of the teacher's

performance is in its self dependant on an index which is difficult to measure what then constitutes an appropriate measure?

The GES has its own measure of teacher performance. A rating scale of Excellent – 5, Good – 4, Satisfactory – 3, Needs improvement – 2, Unsatisfactory/poor -1 is used in assessing an eight (8) appraisal criteria. The criteria consists; lesson planning, lesson presentation, knowledge of subject, evaluation of learner ability, punctuality and attendance, relationship and co-curricular activities, communication skills, and personality traits.

- Each of the eight criteria comes with a number of provisions which ratings are added and the average to the nearest whole number found. If for instance, the ratings for 'lesson planning' indicates two 5s, two 4s, and one 3, the average will be 4 (ie 21/5). 'Lesson presentation' has sixteen (16). If the ratings shows that there are two 5s, three 4s, eight 3s one 2 and two 1s, the average will be 3.

- The averages calculated, are ticked in the appropriate column of a table to indicate the average rating for each criterion.

- The number for the rating given each criterion is multiplied by the weight assigned to the criterion shown in the last but one column of the table below and the answer put in the last column(score).

- All the scores are added in the last column and the total written in the last row.

- The final score is then compared to the score boundaries below and a tick put under the appropriate column of the last row to indicate the appraisee's overall rating; Excellent (450 – 500), Good (350 – 449), Satisfactory (250 – 349), Needs improvement (150 – 249), Poor (100 – 149).

From the data in Table 2, the appraisee's score is 381 which fall within a rate indicating a good performance. The general implication is that a teacher whose performance is between excellent and good is expected to leave the most desired impact on the student. Nonetheless, the individual and or a class of students need much more than an excellent or good performing teacher, several factors determine student and teacher performance.

Table 2: GES Performance Appraisal- secondary school teachers

| Appraisal Descriptions | Excellent (5) | Good (4) | Satisfaction (3) | Improvement (2) | Poor (1) | Weight | Score |
|---|---|---|---|---|---|---|---|
| Lesson planning | | √ | | | | 12 | 48 |
| Presentation | | | √ | | | 13 | 39 |
| Knowledge of subject | √ | | | | | 16 | 80 |
| Evaluation of learner | | √ | | | | 13 | 52 |
| Punctuality | | | | √ | | 13 | 26 |
| Relationship/co-curricula | | | √ | | | 9 | 27 |
| Com-skills | √ | | | | | 13 | 65 |
| Personal Traits | | √ | | | | 11 | 44 |
| Overall appraisal. | 10 | 12 | 6 | 2 | - | 100 | 381 |

Source: *Ghana Education Service - Appendix 'E'*

Yet in an attempt to measure performance in the GES attention is usually given to a single factor measurement - the teacher, for the following reasons:

❖ The teacher combines all other factors of production and is thus regarded as the most important factor of production.

❖ The teacher is the most easily quantifiable factor of production.

❖ The teacher is the only factor of production that the manager has conscious control over contribution to production.

Among others, in the GES the thinking is that when the teacher regularly prepares scheme of work and lesson notes, executes lessons as planned, carries out adequate assessment of students, recognize individuality and does effective guidance and counseling, all these will translate in good performance and positive attitudes of students thus a performing teacher. After all educational psychologists say that no pupil or student is stupid and for that matter non-trainable.

### 2.2.2. ORGANIZATIONAL ENVIRONMENT AND FACTORS THAT AFFECT TEACHER PERFORMANCE

The academic and professional background of the teacher greatly impacts on his /her performance. Otherwise stated how knowledgeable and professionally competent a teacher is, is enough to put him/her in a stead to perform well. One must however be quick to add that this factor is enhanced by some or all of the understated factors. In the view of Iyaniwura and Osoba (1983) as quoted by Dickson (2007), productivity in organizations depends on inputs such as man-hours, units of capital, raw materials.

One factor that can affect the performance of the teacher is the availability of teaching

and learning materials including textbooks, audio-visual aids, marker boards and writing materials just but a few. These aids facilitate understanding and consolidate teaching and learning outcomes.

It is also a fact that learning environments vary. Some school environments can be intensively noisy and others overly quiet and serine. While some are cozy-refreshing and inviting others are seriously unaccommodating and uninviting. Yet still while some are open and passersby attract the most attention others can be enclosed and security conscious enough to sustain attention in class. All these have the tendency to determining the impact of the teacher in the classroom.

Even though educational psychologists think that no student is stupid and therefore untrainable, the quality of the products admitted to the school also goes a long way to affect the performance level of the teacher. Teachers need to identify individual differences so as to be able to give pupils a solid foundation and anything short of that affects the academic standings and future of the pupil/student. Meanwhile a lot of mostly unavailable inputs ranging from adequate staffing to infrastructure do not allow for an interactive learning required to provide this foundation. This explains why the well endowed and top performing schools continue to seemingly do better.

There is also a limit to which the teacher can endure and meeting the teacher-pupil ratio is just not enough to ensure effective performance. By some emphasis, the ideal teacher-pupil ratio for basic schools is a teacher to twenty-five pupils and thirty students in the second cycle level. In the GES the standard is a teacher to thirty pupils for the basic schools and thirty-five in the second cycle schools. The reality on the ground

however is that, a teacher handles an average of about fifty pupils or students per class in the Ahanta West District. The above development heightens workload and inhibits the teachers' zeal to perform.

Another dimension to work load per se is that it takes a number of forms. One is that, even when the total enrolment of the school falls within tolerable ratios, one or few teachers may have to handle all the subjects and classes sometimes ranging from the primary to the junior high in a school. The least mention of intolerable ratios the better. In another breath, the teacher's work goes beyond the classroom or academic work to conduct of disciplinary issues. All these problems may take precedence over effective contact hours and successful completion of syllabi.

Yet another determinant of teacher performance is the regularity and effectiveness of monitoring and supervision. Teachers utilize resources, enforce policies and directives of GES in the school and must therefore be a constant point of attention so as to ascertain that students/pupils indeed benefit the most from any interventions. To this effect, personnel of the District Educational Directorates for example Circuit Supervisors, Assistant Director of Supervision/Human resource, Headmasters Advisors etc exercise this mandate of supervising and monitoring the teacher. The extent of logistics available to these officers can make or unmake interventions and hence the performance of teachers.

School plant and building as in classrooms, laboratories, libraries, dormitories among others condition effective teaching and learning and few teachers can work magic without these or their inadequacies. There are still a number of schools that has

classrooms under trees, huts and sheds; others have seriously leaking roofs that hardly can store any valuables. For schools with such conditions as soon as clouds begin to gather classes are closed for the day, so most rainy seasons are a holiday. Surely these conditions will adversely affect the performance level of the teacher and the vice versa.

In the view of Mullin (1996) as cited in Dickson (2007), the role motivation plays in shaping behaviours and influencing work performance for higher productivity still remains incontrovertible because it leaves workers "deeply involved with their work". Consequently, quoting an American firm Incentive Federation (1999), she says "people issues" is at the heart of many corporate entities. Even in the world of high technological advancement with robots and unmanned factories, the issue of motivating employees can make or break an organization.

## 2.3. MOTIVATION

According to Porters and Steers (1991) motivation is a highly complex issue that influences and is influenced by a large number of factors in the organizational environment. The force in man which drives him/her to do work is simply motivation. Vignali is quoted by Bassy (2002) as defining motivation as a process that triggers individuals to act as they do. Analoui as cited in Bassy (2002) says motivation is a drive within the individual necessary to direct that person's actions and behaviours towards the achievement of some goals and focuses on the fulfillment of certain needs and expectations. Mathis and Jackson (1982) sees the concept as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

In an organizational setting motivation deals with anything that causes an employee to exert great effort on his/her job. To this extend Rue and Byars (2001) describe motivation as the urge that comes from the employee. As such an organization may give its workers gold yet workers may still not perform. The answer is not far from reach but it is found in whether there is any drive on their job. Thus Molander (1996) looks at motivation as an individual's willingness to put efforts into his/her work and on the amount of efforts which are made in order to obtain incentives or a special form of incentives.

Commonwealth of Learning (2003) defines motivation as "the force within a person that establishes the level, direction and persistence of effort expended at work". They go on further to explain level as the amount of effort or intensity we put into the job, direction as choice of where to put our effort and persistence referring to stamina or how long we are able to maintain our effort.

Jones is quoted by Steers and Porters (1975) as having defined motivation as how behaviours gets started, energized, sustained, directed, stopped and the kind of subjective reactions that take place in an organization while all these are going on. The concept also looks at a set of independent/dependent variable relationships that explains the direction, amplitude and persistence of an individual's behaviours holding constant the efforts of aptitude skill and understanding of the task and the constraints operating in the environment (Campbell and Pritchard, 1976).

## 2.3.1. MOTIVATIONAL PROCESS

Steers and Porter (1975), belief that the basic building blocks of any generalized model

of motivation are; Behaviour, Goals, and some form of feedback. As by Bassy (2002) the motivational process is not as simple and straightforward as it appears. Lussier (2005) defines motivation as "the internal process leading to behaviours to satisfy needs ". According to Lussier people go through a process to meet a need and it is as follows:

Need → Motive → Behaviours → Satisfaction or Dissatisfaction

He goes on to say that our needs gives us a drive which is motive, our acquisition and usage of a need leads to a behaviour and the feel we are finally satisfied or dissatisfied. Thus every behaviour is motivated by a need and while motives are difficult to observe behaviours may be observed to infer motive.

Baron (1983) confirms that motives may be multiple and cannot directly be observed and therefore need to deduce them exist. Motives may also change over time and conflict with each other. One should also be quick to add that the selection of certain motives over others as well as the intensity, with which such motives are pursued, may differ from person to person (Porter & Steers, 1991). In sum understanding needs helps one understand behaviours.

Porter and Steers (1991) adds to the model by assuming that individuals hold a number of needs, desires, and expectations in varying strengths. Based on these needs and expectations, people act or behave in a certain way that they believe will lead to the desired goal. They go on to say that the individual is thereby provided with a feedback about the impact of his/her behaviours. That in turn may induce the individual to alter his/her present behaviours, or may reassure the individual that his/her current way of acting is correct and may confirm the person in pursuing this course of action.

Mullins (1999) presents a cyclical motivational process as found below.

Fig 1: A simplified illustration of the basic motivational model.
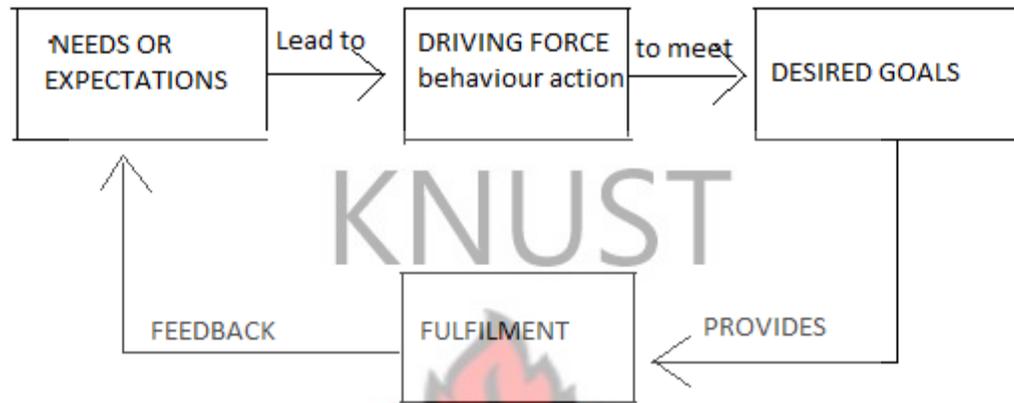


Source: *Mullins, (1999, p.407)*

Another meaningful contribution to the concept is by Cole (2002). Cole thinks motivation is a process in which people choose between alternative forms of behaviours in order to achieve personal goals which can be tangibles as monetary rewards and intangibles as in teamwork, job satisfaction and self actualization. In an earlier writing he defined motivation as the term used to describe those processes both intrinsic and rational by which people seek to satisfy their drives, perceived needs and personal goals that trigger human behaviours. In adding meaning to the above, Dressler (1999) believes it is the intensity of a person's desire to engage in some activity.

However, this simple straight forward and general model of motivation process could not pass the litmus test of certain scholars Dickson (2007). As cited by Dickson (2007) Dunnette and Kirchner (1965) identified four complications of the general motivation process. In their view, motives can only be inferred; they cannot be seen.

For instance, when we observe employees engaging in over time, we really do not know whether they are doing it because of the extra income they receive or just because they enjoy the work. In such a situation it is difficult to infer because any single act may express several motives. Motives could also appear in disguised forms. Moreover, several motives may be expressed in different ways. Lastly, cultural and individual differences also significantly affect the way certain motives are expressed (Dickson 2007).

Motives can also be dynamic in nature hence represent another complexity. The fact remains that every worker at anytime has a host of needs, desires and expectations which could alter or be in congruent with each other and therefore it becomes very difficult to measure them with certainty. For instance, the desire to go on leave would conflict with the desire to have the allowance in lieu of leave.

Thirdly, there are differences among individual (workers) concerning how they select certain motives over others and the intensity with which they pursue their motives. At the same time the impact of goal attainment on subsequent motives and behaviours could be exacerbating in terms of management attempt to motivate workers. Skinner argued that intensity of certain needs such as hunger, thirst and sex is generally reduced upon gratification and other needs come to the forefront as primary motivating factors. The maxim here is that, the more we have, the more we want and promoting an employee to a new and more challenging position may intensify the drive to work harder in anticipation of future promotion. That is why the gratification of certain needs, desire and expectation may at times lead individuals to shift their focus of attention towards different motive, at times such gratification can rather serve to increase the

strength of the motive (Dickson 2007).

By reason of individual personality make up, different methods should be applied in motivating employees. But, this is where many managers make mistake and the GES being such a large organization it even becomes more difficult satisfying individuality. Some expect all the employees to be motivated by the same factors. People work hard for different reasons and those employees have varied expectation from their job.

Now to epitomize the above viewpoints, motivation;

- differ in form and act differently in different people
- is about why individuals think and behave as they do
- can be intrinsic and extrinsic.
- involves identifying and developing needs and expectations, that energizes human behaviours, directing and channeling human behaviours and finally sustained behaviours.
- consists of process or cognitive and content or need theories that respectively identifies people's needs in order to understand what motivates them and those that identify the thought process of how and why people are motivated.
- when it is lacking the performance formula is distorted.

## 2.3.2. THEORIES OF MOTIVATION

Since F. W. Taylor the father of scientific management attempted a study on compensation and reward systems in relation to productivity in the early parts of 1900, the discipline has continued to gain tremendous attention till date. There have since been various theories that attempt an explanation of the behaviours of employees in

organizations. About eight (8) of them will be used to facilitate an understanding of motivation. Four (4) content theories consisting of: Maslow's hierarchy of needs, Herzberg's two-factor theory, Clayton Alderfer's ERG theory, McClelland's Trichotomy of needs theory shall be reviewed. Four (4) process theories including Vroom's expectancy theory, Adams' equity theory, Skinner's reinforcement theory and theory x and y shall also be considered too.

### 2.3.2.1. MASLOW'S THEORY

Abraham Maslow was a psychologist who studied human motivation and concluded that individual employees can be motivated by a variety of needs to perform. He also added that money could directly or indirectly satisfy some employee needs (Rue and Byars, 2001). Some four assumptions may underlie Maslow's theory. That;

➢ people's needs are arranged in order of importance (hierarchy), going from basic or lower needs (physiological) to complex or higher needs - self actualization.

➢ once a need is met, the need in question no longer motivates and the worker will go looking for other needs that motivates.

➢ people will not be motivated to satisfy a higher-level need unless a lower-level need has been at least minimally satisfied.

➢ people have five (5) classifications of needs.

Cole (1996) lists the five levels as follows;

• physiological needs which are basic needs of life like food, shelter, water clothing etc. organizations may meet this need by adequate salary, breaks and conditions of service

- safety and security needs which protect the employee from any threat or danger that include safe working conditions, job security, fringe benefits. These can be realized through safe working conditions, comfortable surroundings, obnoxious organizational policies, nepotism and favoritism.

- social needs where individuals seek love, affection, friendship and belongingness by associating with others, teamwork, socialization opportunities in the organization.

- self-esteem needs for recognition and respect from others, status, ego, self-confidence, prestige etc achieved in organization through promotions, awards, challenging task, titles and merit pay rise just but a few.

- self-actualization needs is the highest where an employee seeks growth, through promotions, higher responsibility, scholarships and education and training, etc.

Maslow (1954) represented these levels in a pyramidal structure, thus hierarchy as below. Even though it is by far the most widely known and referred theory, Maslow's theory of motivation is not without criticism. First there are needs other than identified by Maslow, for instance spiritual needs.

Second, employees' needs and order of importance may vary from person to person and according to cultural distinctions. An example is that some people will rank spirituality as a higher order need and another a lower order need. Again, most Ghanaians place social needs before others. There is therefore no logical order of needs as Maslow has chosen to rank.

Fig 2: Needs hierarchy.
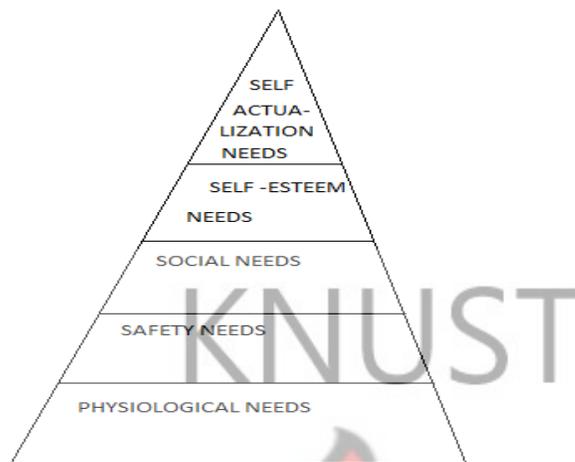


Source: *Dessler, (1999).*

Third, it is important to note that under different situations a person's need could move back and fourth. For example difficult economic times can influence physiological needs while higher order needs could be influenced by good economic conditions.

Furthermore, needs do not necessarily follow a sequence as suggested by Maslow. There is little evidence to support the fact that people are motivated to satisfy exclusively one level of need at a time. It is also not always the case that a need should be satisfied before another one emerges. It is very possible to be motivated by physical need and social need concurrently, just as one could have need for social and esteem needs. Steers and Porter (1975) argue that individual possess in varying strength, at the same time, a variety of needs. For example an individual could have a high need for income and strong desire for affection at the same time. Also, by reason of our individual differences, two people may have the same need but could use different

methods to satisfy the need (Dickson 2007).

## 2.3.2.2. ALDERFER'S ERG THEORY

Cole (1996) also indicates that other researchers especially the most current, Alderfer, argued that individual needs were explained as being on a continuum rather than a hierarchy. Alderfer considered that people were more likely to move up and down the continuum in satisfying needs at different levels. Cole, however, concluded by stating that the theory made a considerable influence on developments in management theory during the 1990s/60s due partly to its simplicity and partly to the identification of higher level needs. He stated that the theory has provided a useful framework for the discussion of the variety of needs that people may experience at work, and the ways in which their motivation can be met by managers.

Fig 3:    ERG Theory

Higher needs

GROWTH NEEDS

RELATEDNESS NEEDS

EXISTENCE NEEDS

Lower need
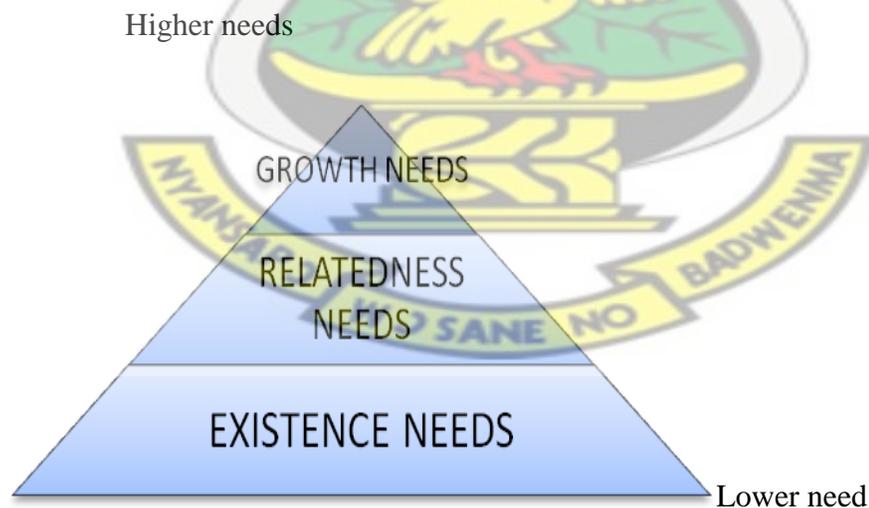
Source:  *Lussier, (2005, p.289).*

As in figure 3, this collapsed version of Maslow regroups physiological and safety

needs as existence needs. The second, relatedness needs is similar to Maslow's belongingness and self esteem needs. Finally an Alderfer growth need represents Maslow's self actualization and some esteem needs.

To sum up, considering the needs hierarchy and ERG theories in relation to the teaching profession, one can argue that teachers require better (adequate) pay (salaries), better conditions of service, better level of recognition, good interpersonal relationship with their superiors and colleagues for them to achieve self actualization needs. The implication of this theory to the study is that, if teacher's needs in terms of better remuneration (pay), better recognition, existence of better opportunities for promotion, better conditions of service are met, then they would be satisfied and be motivated to perform.

### 2.3.2.3. HERZBERG'S TWO-FACTOR THEORY

Frederick Herzberg's (1957) motivation theory is another popular and widely used theory. The theory identifies two factors – motivator and hygiene factors and that these factors must synchronize to avail motivation.

According to Appleby (1994), Herzberg's presentation of his two-factor theory of motivation ignited an elaboration of the differences between higher and lower needs. Besides, the outcomes related to satisfaction rather than productivity. The theory shows that factors which create satisfaction (motivation) are those stemming from the intrinsic content of a job as in recognition and responsibility, challenges which satisfy higher needs. Herzberg indicated that factors which create dissatisfaction (hygiene factors) stem from the extrinsic job context like working conditions, pay, and supervision)

which satisfy lower needs.

Cole (2002) associates motivators with the job while hygiene with the environment. Bassy (2002) also indicates that the theory categorized motivation into broad factors namely:

> Motivators or intrinsic factors which provide or produce job satisfaction;
> Hygiene or extrinsic factors which produce job dissatisfaction.

The key distinction between motivators and hygiene factors is that whereas motivators can bring about positive satisfaction, the hygiene factor only prevents dissatisfaction. That is if motivators are absent from the job, the employee is likely to experience real dissatisfaction however, even if hygiene factors are provided for, they will not in themselves bring about substantial job satisfaction (Cole, 1999).

There are some flaws in Herzberg's theory. One criticism is that Herzberg's theory omitted other behavioural criteria such as performance, absenteeism and labour turnover. Another is that he only concentrated on satisfaction and dissatisfaction (Appleby, 19994). Supporting Appleby's position, Cole (1996) indicates that some social scientists less received Herzberg's theory on the ground of doubts about:

i.   Their applicability to non-professional groups
ii.  His use of the concept of job satisfaction, which they argued is not the same thing as motivation.

Cole however, continued to indicate that researchers since Herzberg's studies have generally agreed that extrinsic and intrinsic factors do contribute to satisfaction.

Relating this theory to the study, the educational administrator's recognition of teachers as a motivator – is directly related to their job satisfaction and not job dissatisfaction. This means teachers will be motivated as a result of recognition and timely promotion. Other factors such as better pay, better conditions of service, good interpersonal relationship with superiors to mention a few, and will enhance teacher motivation. This is because if such needs are not met in the working environment; teachers will be dissatisfied and may contribute low performance.

## 2.3.2.4. ACQUIRED NEEDS THEORY

In the 1940s one psychologist by name David McClelland came up with the Thematic Appreciation Test (TAT) which was a picture appreciation used to measure human needs. McClelland furtherance and summary of the needs theories is presented in Lussier (2005) as follows.

Table 4: TAT Theory

| Maslow's Needs Hierarchy Theory | Alderfer's ERG Theory | Herzberg's Two-Factor Theory | Mcclelland's Need Theory |
|---|---|---|---|
| Self-actualization | | | Achievement Power |
| Esteem | Growth | Motivators | |
| Social | Relatedness | | |
| safety | | Hygiene | Affiliation |
| Physiological | Existence | | |

Source: *Lussier (2005, p. 292).*

McClelland is cited by Lussier (2005) as saying that needs are based on personality and are developed as people interact with the environment. Through his research McClelland believes that people posses the need for achievement, power and affiliation. People with a high n-Ach tend to be characterized as wanting to take personal responsibility for solving problems. They are also goal oriented, seek challenge/ excellence, works hard, desire feedback, take moderate risk and individualistic.

A high n-Pow person tends to depict willingness to confront others, wanting to control the situation and they like to compete where they can win. People with a high n-Aff seek close relationship with others and want to be liked by other etc.

### 2.3.2.5. THE PREFERENCE-EXPECTANCY THEORY

The expectancy theory by Victor Vroom is yet another theory that analyzes the concept of motivation. Expectancy theory in its basic form deals with choosing behaviours that can lead to desired rewards. In the view of Vroom (1964), workers are motivated to work when:

a) they think and feel that their effort would be rewarded.

b) they value the reward to be offered.

For example, a teacher who believes that working hard will lead to expected pay increase, opportunities for promotion and recognition, his/her choice of motivated behaviour will be to work hard. This is further supported by teachers running of extra-classes. To Vroom, rewards may either be positive or negative. The more positive the reward, the more likely the employee will be motivated.

Vroom's expectancy theory however has some problems. Bassy (2002) indicated that

the theory has become so complex that it has exceeded the measure which exist to test it. Besides employee's expectations are perceptions which do not reflect reality since a worker may work very hard with the belief to getting handsome rewards and which never comes. Subsequently, rewards are given by employers to employees and with the former believing that these rewards serve the desired value. This may be a misrepresentation since some rewards are more valuable. Human beings do not always act rationally. The fact that the theory suggests rationality of the employee in his/her strategic evaluation and choice of behaviour is therefore not utopian.

The significant implication of the theory for educational authorities is that if teachers must perform well in the teaching service then, they must be aptly rewarded when it demands so.

### 2.3.2.6. ADAM'S EQUITY THEORY

According to Bassy (2002), Adam's theory states that employees strive for equity between themselves and other workers. That is employees do not work in a vacuum; they make comparisons of their job inputs and outcomes relative to others and any perceived inequalities can influence the degree of efforts that employees exert. A common comparison that comes to mind is the treatment given to GES workers vis-a-vis health workers.

The equity theory, deduces that people will usually perform well depending on the expected outcome. Hence, the equity theory provides a relatively simple model to help educational administrators explain and predict teacher's attitudes about rewards. Linking the theory to this study, one conclusion is that, if teachers are adequately

rewarded, it will improve performance.

## 2.3.2.7. SKINNER'S REINFORCEMENT THEORY

Another important theory that is of relevance to this study is Skinner's reinforcement theory. The theory holds that a conduct is influenced or reinforced by a preceding behaviour, that is a reward or punishment. As by Bassy (2002), Skinner's theory indicates that those employee behaviours that leads to negative outcomes will not be repeated. Skinner therefore stressed that managers should positively reinforce employee behaviours that leads to positive outcomes whilst negatively reinforce employee behaviours that leads to negative outcomes. Linking this theory with this study, it is expected that if a teacher derives job satisfaction from rewards received, it will entice him into good performance.

## 2.3.2.8. THEORY X AND Y

Another approach to motivation developed by Douglas McGregor (1960) is the set of two opposing theories of X and Y. The theory X brands employees as lazy or unwilling to work unless motivated by negative factors like threats and effective supervision. For theory Y employees, they are willing to work and would perform well but are well motivation by incentives, responsibility and ownership of their work Dickson (2007).

## 2.4. JOB SATISFACTION

Job satisfaction is a set of attitudes towards work. For Rue and Byar (1986) job satisfaction is an individual's general attitude towards the job he/she performs. Bent et al as cited in Bassy (2002), says various authors have defined job satisfaction as the

outcome of a motivational process. Schultz (1998) also defined job satisfaction as the positive and negative feelings and attitude which an individual holds about his/her work. Whereas positive attitudes towards job are equivalent to job satisfaction, negative attitude represent dissatisfaction. Put differently, Molander (1996) believes that job satisfaction is the extent to which an individual favours his/her job. Job satisfaction is what most employees want from their job, even more than they want job security or higher pay (Lussier, 2005)

Job satisfaction is as sophisticated a phenomenon as it depends on many work-related as well as personal factors. That means that personal factors such as age, gender, and job experience and characteristics of the job all add up to influence a person's degree of job satisfaction (Bassy, 2002). To Schultz and Schultz, (1998), personal characteristics are unchangeable by the organization but are mostly used to predict satisfaction among groups of employees. The redesign of work, as well as that of the work environment, may lead to increase in job satisfaction and productivity.

The tool for determining job satisfaction is job satisfaction survey. To Lussier (2005), job satisfaction survey is a process of determining employee attitudes about the job and work environment and a high job satisfaction is a hallmark of a well managed organization. According to Molander (1996), individuals are satisfied and dissatisfied with some aspects of their work. It might therefore be useful to break down satisfaction into single factors of individual's attitude towards his/her work - pay, security, social conditions, and so on. In other words, since the overall job satisfaction does not measure all positive and negative attitudes of a person toward his/her work, it would be proper to measure single facets of job satisfaction (Bassy, 2002).

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Some theorists think that job satisfaction leads to better performance and dissatisfaction causes absenteeism, turnover and thus low performance. This stems from the fact that researches evidence quite a weak correlation between job satisfaction and performance (Molander, 1996). Mullins (1999) indicates that opinions of theorists differ in terms of whether job satisfaction leads to improved productivity or the reverse. The more satisfied an individual is with his/her work, the more effort he/she will put and less willing to change the employer.

Rudd and Wiseman, as cited in Bame (1991), studied the job satisfaction of some 432 teachers who had graduated from college of the University of Manchester School of Education (England). Their study revealed the sources of dissatisfaction for men and women as inadequacy of school building and equipment, teaching load and training for the job. The male teachers on the other hand placed salary thirteenth in their list of dissatisfaction. Other factors, which were found to give rise to dissatisfaction, were poor human relations among the staff, large classes, and feeling of inadequacy as a teacher and the status of the profession in society.

To Bame (1991), job satisfaction is regarded as a multidimensional phenomenon. It comprises a complex set of variables, which operate to determine a worker's attitude towards his/her job. Thus while workers can be very satisfied with some aspects of their work, for instance, their relations with their immediate supervisor, they may be indifferent to the physical surroundings of their work place or may be very dissatisfied with their wages or salaries. To him, workers can be satisfied and dissatisfied with their job at one and the sometime. Wyllie's study as cited in Bame (1991), also showed that the variable that emerged as the determinants of dissatisfaction in teaching were

remuneration, social prestige, opportunities of promotion or advancement and incentives offered by a career in teaching.

Organ and Bateman as cited in Bassy (2002), also support the above by arguing that job satisfaction represents the constellation of a person's attitude towards or about the job he/she does. To them, it is a function of satisfaction with different aspects of the job (pay, supervision, the work itself) and of the particular weight or importance one attaches to these respective components.

From the above, it is clear that there is the existence of individual needs; this means that all workers in an organization have needs that must be fulfilled in order for them to be satisfied. The implication is that when graduate teachers needs, in terms of recognition, better salaries, better conditions of service, involvement in decision making, good interpersonal relationship are met, they would be satisfied and increase the chance of their retention.

## 2.5. MOTIVATIONAL FACTORS AND TEACHERS PERFORMANCE

The concept of motivation has been dealt with extensively already. It is relevant to note that, the definitions by various people in diverse ways take into consideration a situation under which the concept is being defined. As cited in Lindner (1998), Kreitner defines motivation as the psychological process that gives behaviour purpose and direction. As cited in Bassy (2002), Buford, Bedeian and Lindner defined motivation as a predisposition to behave in a purposive manner to achieve specific, unmet needs. Higgins defined motivation as an internal drive to satisfy an unsatisfied need.

As quoted in Lindner (1998), Brown and Radhakrishna indicated that motivated

employees are needed in our rapidly changing workplace. Motivated employees help organization to survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. They go on to indicate that all the functions a manager performs, motivating employees is arguable the most complex. This is due, in part, to the fact that what motivates employees' changes constantly. Pratt (1979) also indicates that to make effective use of manpower, management should not only understand how people behave but also why they exhibit certain behaviour patterns at their work place.

Employees acting towards organizational goals and having a strong desire to remain in the organization are very important for the success of that organization. In order to generate such organizational commitment of the employees, the knowledge about what motivates and satisfies them is essential. The knowledge about needs and expectation of employees at work represents the basis for their motivation. Moreover, the structure of the work and the employees' degree of satisfaction with the job are important in order to increase the actual motivation and satisfaction with their work. Consequently, the difference regarding what people wants and actually perceive from their job are of significance (Bassy, 2002).

The strongest motivator according to Wyllie as cited in Bassy (2002) is something that people value but lack. According to the Bassy (2002), the knowledge about those strong motivators is of great value and may serve as a starting point for the re-design of work in order to increase an employee's motivation and satisfaction.

According to Cole (1996), it is a complex matter trying to understand human

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motivation. Sometimes a person's motive may be clear to him, but quite puzzling to others. In other situations both the individual and those affected by his behavior understand what is driving him. In some situations, especially where stress is involved, the individual concerned is totally unaware of his motives, while others may see them quite clearly. Cole adds that, it is important for those in managerial and supervision position to be aware of these issues and to take account of their own prejudices in this area of their work. This is because to him, our efforts to understand others are colored by our attitudes towards them and the assumptions we make about their bahaviour. If we assume that a particular group of workers is hard working and reliable, we tend to treat them with respect and trust. If, however, we see them as lazy and unreliable, we are likely to treat them as requiring close control and supervision.

Appleby (1994) also indicate that, a large part of manager's task is getting things done through people; he must therefore try to understand people's motivation. He went on to indicate that all aspects of motivation can be provided by management as other influences occur outside the working environment, for example, community and family.

He identified the following as requirement of a good system of motivation;

- Subordinates must be induce to work and produce more;

- A good system must be comprehensive in providing for the satisfaction of all needs;

- The system must be flexible in order to account for varying requirement of people who need different stimuli, for example, some will work harder for more pay; others for status;

- Provision must be made for financial opportunities particularly those giving more personal freedom

- Security is a vital element.

Armstrong (1996) is also of the view that an extrinsic reward provided by the employer including pay, will be important in increasing efforts and minimizing dissatisfaction. Intrinsic reward related to responsibility, achievement and the work itself may have longer- term and deeper impact of motivation. He indicated that, the degree to which people are motivated will depend not only upon the perceived value of the outcome of the actions-the goal or reward-but also upon their perceptions of the likelihood of obtaining a worthwhile reward-that is their expectation. Teachers will therefore, be highly motivated if they can control the means to attain their goal.

A study conducted by Laird and Laird (1967) indicated that people are likely to be motivated most strongly by what they do not have. In this regard workers who already possess a television set (TV) will not be strongly motivated when management rewards him/her with another set for his/her efforts on the job. Perhaps a reward in the form of refrigerator which the worker does not have will motivate him/her. According to Yonder and Standohar (1984), the individual's perception of worth or value of rewards like incentives may result in motivated behaviour of workers on their jobs. Cascio (1989) also indicated that when incentives purported to reward individuals do fit the situation, performance increases on an average of 30% because of strong motivation. He also indicated that incentives directed towards a group increases motivation by only 18 percent.

Mathis and Jackson (1994) also indicated that incentive plans should provide for individual differences. They indicated that people are complex, and a variety of incentives systems may have to be developed to appeal to various organizational groups and individuals. To them, not everybody will want the same type of incentive rewards.

There is a case in point to buttress the theories expounded above and it is evidenced in the Table 4. From the table, in 2001 only 45.90 percent of pupils who sat the BECE examination throughout the Ahanta West District passed in a minimum of six subjects. Surely, the performance fell below average with a lot of the candidates not being able to continue with their schooling for weak grades. The District continued to perform poorly till 2004 when it began to pick-up with a performance of 45.70 percent in the BECE and which further improved to 46.50 percent in 2005. Quite marginal fluctuations continued to be registered by the District in the BECE results until 2009 when for the first time they scored a 53.40 percent performance in the examination.

When the researcher sought to find out the reasons for the generally poor performance of the said period, the following views were elicited from the education officers. The Director of Education for the District indicated that judging from the level of interventions in infrastructure, teaching and learning materials, capitation grants, free feeding and creation of SMCs the general performance levels ought to have risen. He blamed the situation on the teacher factor – inadequacy of teachers, refusal of postings to the largely rural district and low motivation.

The Director further stated that the NAGRAT strikes of 2005 – 2007 obliterated the impact of the interventions especially that the results had started to pick up in 2005.

Adding on, it was his firm belief that the results would have been worse off but for the fewer membership of NAGRAT at the basic level of Education in the District. He concluded by saying that news about the SSSP perhaps rekindled the hopes of teachers to step up their performance, thus the improved BECE results by 2009.

Table 4: BECE Results of Ahanta West from 2001 to 2009

| YEAR | N# 0F CANDIDATES | N# PASSED | N# FAILED | % PASSED | % FAILED |
|------|------------------|-----------|-----------|----------|----------|
| 2001 | 1210 | 555 | 655 | 45.9 | 54.1 |
| 2002 | 1373 | 490 | 883 | 35.7 | 64.3 |
| 2003 | 1368 | 448 | 920 | 32.7 | 67.3 |
| 2004 | 1360 | 622 | 738 | 45.7 | 54.3 |
| 2005 | 1408 | 655 | 753 | 46.5 | 53.5 |
| 2006 | 1576 | 633 | 943 | 40.2 | 59.8 |
| 2007 | 1478 | 630 | 848 | 42.6 | 57.4 |
| 2008 | 1776 | 772 | 1004 | 43.5 | 56.5 |
| 2009 | 1929 | 1036 | 893 | 53.7 | 46.3 |

Source: *Field Data (2010)*

The researcher then assessed the WASSCE results of the second cycle schools in the

District as represented below. From the Table 5, 52.11percent of students passed in a minimum of six subjects in the 2004 WASSCE results. Student performance dropped to 38.88 percent in 2007 and rose gradually to 54.94 percent by 2009.

Table 5: Results of second cycle schools in Ahanta West from 2004 to 2009

| Year | N# 0F CANDIDATES | N# PASSED | N# FAILED | % PASSED | % FAILED |
|------|------------------|-----------|-----------|----------|----------|
| 2004 | 687 | 358 | 329 | 52.11 | 47.89 |
| 2005 | 754 | 342 | 412 | 45.41 | 54.59 |
| 2006 | 796 | 345 | 451 | 43.34 | 56.66 |
| 2007 | 823 | 320 | 503 | 38.88 | 61.12 |
| 2008 | 837 | 369 | 468 | 43.09 | 56.91 |
| 2009 | 850 | 467 | 383 | 54.94 | 45.06 |

Source: *Field Data (2010)*

Here again, besides in 2004 and 2009 where candidates of second cycle schools registered quite average performances, WASSCE results have been woeful. According to one of the headmasters interviewed, he bemoaned the poor results and blamed it on the NAGRAT strikes that occurred between 2005 and 2007. From 2004 when the final year students of the two second cycle schools registered a 52.11 percent subsequent results kept worsening to its all time low of 38.88 percent in 2007, the peak of the strikes. The results however picked up by 2009 when a 54.94 percent of candidates

passed the WASSCE. This was probably due partly to some peace-meal solutions by government and expectancy of the outcome of the SSSP.

## 2.6. MOTIVATION AND INCENTIVE PACKAGES IN THE GES

From the ongoing, pains must now be taken to identify motivational and incentive packages in the GES and how they impact on the teacher. The best teacher award scheme is certainly the first and major motivational tool. It is an annual affair. The process starts with a selection of the most performing teachers from a few schools to represent various disciplines at an interview at the District level. Teachers who top the respective disciplines progress to the Regional level for yet another interview. Qualified candidates continue to the national level where the best three teachers were awarded at a colourful grand durbar. A building at a place of choice and cars goes for the first and second and third respectively. Some misgivings about this incentive lie in the smallness in numbers of beneficiaries, alleged non-transparent process of selection and prolonged award of prizes at the District and Regional levels due to low sponsorship.

Rural incentive packages as in free accommodation and bicycles, subsidized motor-bicycles, reduced period for qualification to study leave have been a source of inspiration to some few teachers who accept to sacrifice their time and service to the rural folks. The irregularity and limited extension of these incentives to rural teachers makes their impact least felt.

Fringe benefits such as vehicle maintenance allowance, maternity leave for women, medical allowance, study leave with pay and ten working days casual leave constituted some incentives sometime back. Following the inception of the National Health

Insurance Scheme the teasing medical allowance of twenty-five Ghana cedis per year has since been scraped off. Today, a teacher must serve for a minimum of five years and three years for those in deprived areas before he/she qualifies for study-leave with pay. The facility is also limited to less than three thousand teachers selected on regional quota bases, more so those who go to study mathematics, English, ICT and science courses. This makes it de-motivating for teachers who wish to satisfy their self-actualizing needs. The vehicle maintenance allowance of about fourty Ghana cedis is equally saddled with redtapism. Perhaps the only working benefits are maternity leave for the female teacher and the casual leave which most teachers even need education on.

In addition to the fringe benefits discussed above , salary scale, end of service benefits (SSNIT and Cap Thirty), code of conduct make up the terms and conditions of service. Admitteredly though teachers are the most highly paid among the civil servants their poor allowances system makes the total take home less attractive. An example is a housemaster or even the headmaster of a senior high school who are paid one cedi fifty pesewas and five cedis respectively per month as being extra duty allowance. By extension the code of conduct for teachers are an overly protection of the rights of the students and pupils. For instance it is outlawed for the teacher to cane a student before his/her colleagues as a deterrent to others since that is seen as humiliating the child. Some parents can even go to an extent of attacking teachers in pursuit of such so-called fundamental rights of children. According to teachers these rights and freedoms are the reasons for the collapse in moral uprightness in the children and consequently moral decadence in our Ghanaian society.

Though the educational authorities frown on extra classes/motivational levies, sentiments of teachers shows that the exercise is a strong motivator for most who see it all in financial terms. A plain truth is that school durations these days are too short for academic and co-curricular activities. The extra classes therefore fill the vacuum for students to be able to perform and yet bring in a few earnings to some teachers. It is for these reasons that some motivational fees or levies are approved by the GES.

In recent times government has given some tax wavers and maintenance allowances to teachers whose association leadership has been able to arrange for car loan schemes for their members. This is hoped to serve some physiological and esteem needs of Ghanaian teachers.

To wrap up, it is certain that since teachers are motivated differently wider range of options should be made available in terms of the best teacher award scheme, car loans and mortgages, further studies etc so as to ensure a most satisfied teacher.
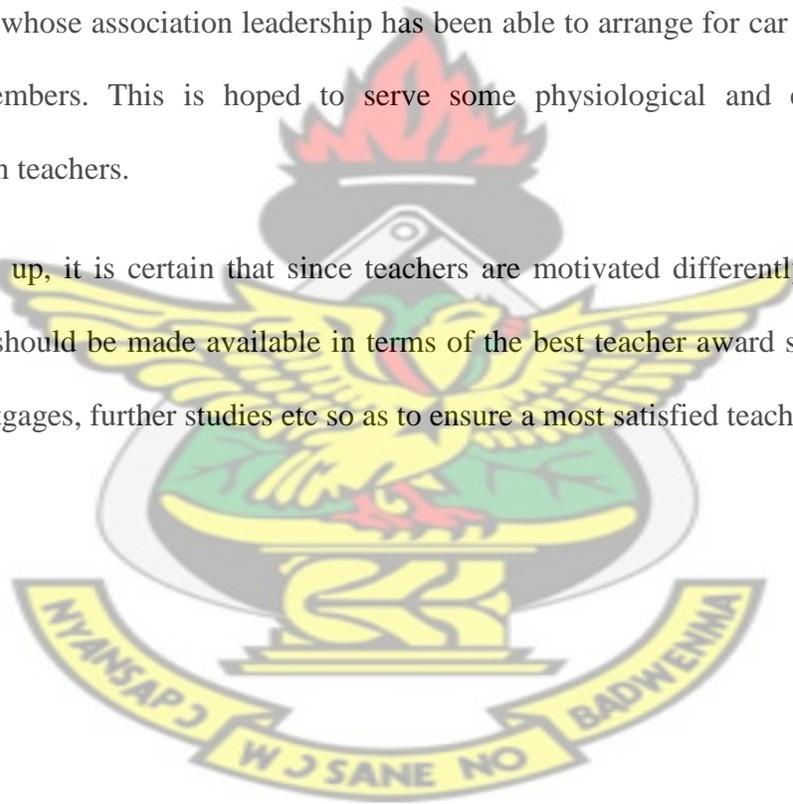
# CHAPTER THREE

# METHODOLOGY

## 3.1. INTRODUCTION

This chapter looks at the research methodology. It covers research design, data collection methods and procedures, population of study, sample and sampling procedure, research instrument, validity of the instrument and data analysis.

## 3.2. RESEARCH DESIGN

A research design is the blue print for any fact finding study. It involves doing due diligence to all the basic issues being addressed by the research. As a matter of choice, the researcher in dealing with this study uses the descriptive approach. By descriptive research, the investigator employs narrations, reports, explanations, pictures and sketches to depict the character of the problem.

One merit of the descriptive research design is that, it makes it possible to generalize from a sample to a population. Inferences can then be made about some characteristics of the population (Babbie, 1990). This approach is also appropriate for a social researcher. Gray (1976) stressed that the descriptive method is used for investigating a variety of educational problems including assessment of attitudes, opinions, demographic information, and conditions. He further indicates that descriptive data are usually collected through questionnaire, interview and/or observation amidst in-depth follow up questions. This ensures that every question is well understood and answered. The descriptive approach was therefore deemed apt for investigating issues affecting

motivation and performance of teachers.

## 3.3. THE STUDY AREA AND TARGET POPULATION

The study was limited to the Ahanta West District of the Western Region hence teachers, GES, educationists and opinion leaders within the said catchment constitutes the researcher's sampling frame. Out of this target population, a sample size of one hundred and thirty (130) respondents was selected. The sample units are represented in the ratio of 46:23:23:8 for teachers, educationists, opinion leaders and GES respectively in the catchment area. This population was chosen to give a better reflection of teacher motivation and performance such that a relationship or otherwise could be established.

Table 6: Number of respondents

| Individuals/Institutions | Number of Respondents (%) |
|---|---|
| District Education Office - Ahanta West | 10 (8%) |
| Retired Educationists – Apowa/Agona | 30 (23%) |
| Opinion Leaders – Ahanta West | 30 ( 23%) |
| Teachers - Ahanta West circuit | 60 (46 %) |
| TOTAL | 130 (100%) |

Source: *Field Data (2010)*

Again the schools selected are blend of both rural and urban setting where certain opportunities and threats to the teacher abound.  Whereas teachers in the municipalities may take to extra teaching and other part-time jobs like trading, pals in the village resort to extra activities like farming and trading too. The challenges of travel, transport and

communication can also be well appreciated in the dual settings. Also the readiness to settle and availability of human resources and infrastructure in the said settings also vindicates the choice of setting.

## 3.4. SAMPLE AND SAMPLING PROCEDURE

The stratified sampling method was used in selecting the sample population. It involves partitioning the entire population of elements by heterogeneity into strata of homogeneous sample units. This sampling method was chosen because it incorporates all the advantages of random sampling and also the perception of the analyses because of the homogeneous grouping, sub-groupings results in reducing the variance within each sub-group while maximizing the variance between groups (Sproul, 1998). Since the various units had different characteristics by way of influence and mandate, each was considered as a stratum.

Within the units a purposive sampling was employed to select 23 percent (30) educationists and 8 percent (10) GES officers while the 23 percent (30) opinion leaders were selected at the convenience of the researcher by convenient sampling. In purposive sampling, a researcher intentionally or deliberately draws a sample from the population which he/she thinks is truly representative.

Again, the selection of schools called for the use of cluster sampling. Ahanta West has about five (5) circuits by the geographical distribution of schools in the District. A school was then chosen at least in each circuit and adding the two senior high schools in the study area, a total of ten institutions were visited. A uniform quota of six (6) respondents was selected from each school sample. The representative and

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appropriateness of this non probability sampling method is in its consideration for certain basic parameters as in rural, urban, public, private, first and second cycle nature of the school sample units. The 6 respondents were chosen at random.

Table 7: School and sample size

| Name of Circuit | Name of School | Respondents |
|---|---|---|
| Apowa | St. Mary's Boys' High School | 6 |
| | Western Foundation – Apowa | 6 |
| | Kajebil Basic School | 6 |
| Agona | Baidoo Bonso Sec Tech School | 6 |
| | Agona D/C Basic school | 6 |
| | Agona S.D.A. Basic school | 6 |
| Ewusiejo | Ewusiejo Basic school | 6 |
| Dixcov | Busua Basic school | 6 |
| | Dixcov Basic school | 6 |
| Aborah | Aborah Basic school | 6 |
| TOTAL | | 60 |

Source: *Field Data (2010)*

## 3.5. RESEARCH INSTRUMENT

The main instrument used in gathering the data was questionnaire. The questionnaire had six (6) sections- A, B, C D, E and F. Section A had nine items which elicited information on the demographic data of the respondents. They included: sex, age,

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marital status, highest academic qualification, professional status, highest professional qualification, rank, years of teaching experience and position held. Sections A to D were generally applicable to teachers and GES officers.

Section B contained a job satisfaction survey (1) which was used to measure job satisfaction as a cause of motivation and means to improved performance (2) of teachers. This was a modified version of questionnaire by Bassy (2002) on motivation and job satisfaction. The questionnaire used in this study employ several variables to measure the level of motivation and teachers performance

To measure motivation, job satisfaction and performance, the questionnaire used the Likert type Scale. Likert type Scale is a scaling technique where a large number of items that are statement of belief or intention are generated. Each item is judged according to whether it reflects a favorable or unfavorable attitude toward the object in question (Cooper and Schindler, 2001). The respondents also expressed an intensity of feeling about the item. To this effect the respondents were asked to rate the attitude objects on each scale items of four-point category ranging from very satisfied and very unsatisfied.

The extent of motivation and job satisfaction was measured by using thirteen items (10 to 22). The variables used included status/recognition, interpersonal relationships in school, relationship with supervisors, timely promotion & reward system, affirmative policies in GES, etc. Some nine items (23 to 31) also had short statements which measured performance of teachers. A few of the variables are motivation enhance teacher performance, I am punctual and regular to school, teachers plan and executes

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lessons well, teachers determine a student's output.

Section C ranked reasons for teachers feeling dissatisfied and yielding low performance; an eleven item (32 to 42) table was used. These items include status, present salary, teaching and learning, service conditions, incentive, facilities, community support, fringe benefit, achievements and teaching well. Here, respondents were made to rank the items from the highest "11" to the lowest "1" by putting a numerical value against them. Section D has an open-ended item (43) which sought to solicit some recommendations that would lead to teacher performance in the teaching service.

Next to last, section E was targeted at sampling some views regarding teacher motivation and performance from retired educationists. The section had sixteen (16) items in all ie the nine items of Section A plus seven (7) close and open- ended items.

The final Section, F solicited responses from opinion leaders. Fourteen (14) items comprising some demographic data as well as close and open- ended questionnaire.

## 3.6. VALIDITY OF THE INSTRUMENT

The relevance of the questionnaire item was established before they were used for the data collection. This was carried out by giving the instrument to the supervisor of this work and other experts in research (lectures) to scrutinize the items for proper construction. As recommended by Cunningham (1986), this was done to facilitate the face validity of the instrument.

3.7.   DATA COLLECTION PROCEDURE

Both qualitative and quantitative data were used in the study just as primary and secondary data. Primary data were collected through a field survey in the area of study using questionnaires. Secondary data was also collected through the review of existing literature mainly from management books, articles and news paper reports.

Primary data were collected by soliciting responses to motivation and performance of teachers per a questionnaire. The questionnaires were administered to respondents in the ten schools through the support of the Assistant Headmasters/mistresses in the various schools and in some cases the researcher directly took part in the administration of the questionnaire. In some schools the researcher was given the opportunity to address the staff to clarify some of the items. However, in other schools the Assistant Headmaster/mistress collected the questionnaires and gave them to a selected staff member to administer on behalf of the researcher.

Questionnaires to the educational directorate were given to the District Director of Education-Ahanta West who assigned some ten officers to respond to the questionnaires. The researcher also personally administered questionnaires to the opinion leaders and retired educationists.

 Even though there were some delays, there was a 100 percent return rate of the questionnaires. This was as a result of constant calls and reminders and the fact that about 50 percent of the questionnaire were self-administered by the researcher and some agents. The physical presence of the researcher at the schools, and the interaction the researcher had with colleague teachers where further explanations were given, made the

respondents treated questionnaires with exigency.

Out of the 130 respondents, 63.07 percent were males and 36.93 percent were females. The researchers did not consider sex in stratifying the population which might have caused the wide gap between the male and the female respondents. The researcher used about a month to collect the data.

The difficulties involved in the collection process were numerous;

a) as envisaged there were some financial challenges for stationary and printing, mobility and communication, just but a few.

b) in that, the rainy weather was also a serious hindrance for a speedy progress of work particularly that the area is within the high rain belt.

c) as it is needless to mention fatigue. The researcher had to return to some schools severally so as to have prompt responses times.

3.8. DATA ANALYSIS

The data gathered with the questionnaire were edited. The main statistical technique used was to organize the data according to the items under the section in the questionnaire. The responses were then tabulated item after item. Frequencies and percentages were used in analyzing both the demographic information and the main data. Responses to Likert type Scale item were further grouped into two categories for easy analysis - very satisfied and satisfied were collapsed into satisfied, dissatisfied and very dissatisfied were collapsed into dissatisfied. Strongly agree and agree were collapsed into agree while disagree and strongly disagree were collapsed into disagree.

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CHAPTER FOUR

**DATA PRESENTATION AND DISCUSSIONS**

4.1.  INTRODUCTION

This chapter presents the analysis of data that was collected from the field. Issues discussed in this chapter include socio-demographic characteristics, motivation and performance of teachers in schools.

4.2.  BACKGROUND CHARACTERISTICS OF RESPONDENTS

The background characteristics of respondents under the study included: gender of respondents, age group distribution, marital status, level of education, professional status, present rank, years of teaching experience and positions held.

4.2.1.  GENDER OF RESPONDENTS

Differences in sex may have some influence on motivation and performance of teachers. Thus what may motivate a male at workplace may not necessary motivate female. The basic fact however, is that employees need to be motivated no matter their sex to enhance their performance. Besides, a female dominant service also has some implications on discipline and performance in general. For example frequent maternity leave and other excuses in the interest of the child can draw back academic work. By the socio- -cultural orientation of some ethnic groups of Ghana too, the undermining of women does not put them in a good position to be respected and obeyed or mostly lack the physique to properly handle certain disciplinary situations. Table 8 illustrates respondents' gender.

Table 8: Gender of respondents

| Gender | Frequency | Percentage (%) |
|--------|-----------|----------------|
| Male | 82 | 63.07 |
| Female | 48 | 36.93 |
| Total | 130 | 100.00 |

Source: *Field Data, April (2010)*

Table 8 shows that 82 (63.07%) of the respondents were males and 48 (36.93%) were females. Gender difference was not considered in the sample process hence the disparity may be attributed to the common fact that there are more male teachers than female teachers in the schools.

### 4.2.2. AGE GROUP DISTRIBUTION

The age of an employee can influence level of performance as well as what may motivate him/her to perform and stay in a particular job. 'Cetaris paribus' an aging teacher workforce will be less productive than a relatively younger workforce. It was therefore necessary to obtain the age group distribution of the respondents as below.

From table 9, majority of the respondents (39.23%) were in the age group 30-39 years which indicates that most of the teachers used in the study were young and had properly not taught for long. It may also be that, due to the large scale unemployment rate and high cost of tertiary education, a lot of youth take to the training institutions including teacher training as a stepping stone or last resort. This was followed by the age group 40-49 years which constituted 26.15 percent.

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Table 9: Age group of respondents

| Age | Frequency | Percentage (%) |
|---|---|---|
| Below 30 | 30 | 23.07 |
| 30-39 | 51 | 39.23 |
| 40-49 | 34 | 26.15 |
| 50-59 | 13 | 10.00 |
| 60 and above | 2 | 1.53 |
| Total | 130 | 100.00 |

Source: *Field Data, April (2010)*

The result also shows that the respondents who fell below 40 years constituted 62.30 percent. Ideally this population should be performing. It also means that majority of the respondents were young indicating that most teachers probably do not stay in the teaching service for long. This could be attributed to lack of adequate motivation in the teaching service. This is supported by a study conducted by Antwi (1992) which indicated that teachers especially graduates do not stay in the service for long because of frustration in areas of economic, social and political spheres.

### 4.2.3. MARITAL STATUS

Another important item that was analyzed under the demographic data was the marital status of respondents. The essence of this item is that, marital issue can have an influence on the level of motivation and performance of teachers in the Ahanta West District. Table 10 shows responses on marital status.

The marital status of the respondents illustrates that 61.53 percent of the respondents were married. The next, 35.40 percent respondents were unmarried while 3.07 percent

of respondents were divorced. These shows in sum that, married people and for that matter teachers are likely to have more economic and social responsibilities so they will expect high emoluments and job satisfaction to withstand the challenge. The high percentage (61.53%) of married teachers therefore calls for better motivating packages to enhance their satisfaction and performance.

Table 10: Marital status of respondents

| Marital Status | Frequency | Percentage (%) |
|---|---|---|
| Married | 80 | 61.53 |
| Unmarried | 46 | 35.40 |
| Divorced | 4 | 3.07 |
| Total | 130 | 100.00 |

Source: *Field Data, April (2010)*

### 4.2.4. LEVEL OF EDUCATION

The level of motivation an employee expects may have direct relationship with the level of his/her education. Thus the higher one's level of education the higher his/her expectation would be in terms of level of motivation at workplace. Kaufman and Hotchkiss (1999) has it that, every university student for example, is aware of the costs of pursuing a university degree and counter-balanced against these costs are the anticipated benefits of increased earnings, more attractive employment opportunities, and higher status and social prestige. This probably accounted for the low number of graduate teachers with master's degree as shown in Table 11.

Majority of the respondents (57.69%) were undergraduates whilst the remaining

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(29.23%) were graduates and master's degree holders. The unrepresented respondents 17 in number representing 13.08 percent constituted respondents without the minimum of O'/A' Level/SSS. The Opinion Leaders make up this group whose orientations may be influenced by their educational standing.

Table 11: Level of education of respondents

| Level of education | Frequency | Percentage (%) |
|---|---|---|
| 'O'Level/SSS/A'Level | 50 | 38.46 |
| Diploma | 25 | 19.23 |
| First Degree | 30 | 23.08 |
| Master's Degree | 8 | 6.15 |
| Total | 113 | 86.92 |

Source: *Field Data, April (2010)*

The undergraduate population was high because very few teachers benefit from study leave today. On another hand most of the teachers who embark on distance learning hardly make it. The low percentage of graduates and post graduates is an indication that most of this human resource do not join the GES but rather take up appointment with organizations they perceive to provide better conditions of service. It becomes absolutely convincing that not until the service is able to motivate and retain high quality knowledgeable teachers, performance level of teachers and students will continue to go down the drain.

4.2.5. PROFESSIONAL STATUS

Professionalism is neither borrowed nor bought. It is learnt, acquired and lived.

Generally, every piece of work requires a certain level of skills for it to be performed successfully. People who possess these required skills are mostly considered as the professionals in that field and often expect to be treated as such. Motivation may vary from a professional to a non-professional and even among themselves. For instance differences in salaries, promotion and rank, image and recognition motivate non-professionals to aspire to become professionals and lower level professionals upgrade to higher level professionals.

Perhaps the fact that non-professional teachers in private schools are generally perceived to be more efficient and performing than their professional pals does not debase the need for professionalism. It is rather a question of effective supervision and better motivation.

It was sad to note as in Table 12 that, as many as 70 percent of the segments of teachers, GES Officers and retired educationists respondents were professionally trained teachers as against 30 percent of non- professionals. The Opinion Leaders were parents, traditional rulers, Assemblymen many of whom were illiterates and besides their status were not sought in this regard. The second cycle schools visited it was realized that a few number of graduate teachers are not professional teachers.

Frustrated by unyielding attempts at landing on a well paying job, many had entered into teaching as a last resort. Many 'youth employment', pupil and community volunteer teachers too were found especially in the two private schools and also in the rural settings. This explains why about 30 percent of the respondents were non-professional teachers.

Table 12: Professional and non-professional respondents

| Institution | Professional Teachers | Non-professional Teachers |
|---|---|---|
| St. Mary's Boys' High School | 5 | 1 |
| Western Foundation – Apowa | 1 | 5 |
| Kajebil Basic School | 4 | 2 |
| Baidoo Bonso Sec Tech School | 5 | 1 |
| Agona D/C Basic school | 1 | 5 |
| Agona S.D.A. Basic school | 4 | 2 |
| Ewusiejo Basic school | 5 | 1 |
| Busua Basic school | 4 | 2 |
| Dixcov Basic school | 3 | 3 |
| Aborah Basic school | 4 | 2 |
| Retired educationists | 27 | 3 |
| GES Officers | 7 | 3 |
| TOTAL=100 ie (60:30:10) | 70 | 30 |

Source: *Field Data, April (2010)*

Again in the stead of the professional status of teachers, it was also realized as in Table 13 that specialist certificated teachers no longer exists in the system. About 24.29 percent of respondents had Post-graduate Diploma and Diploma in education. This may be attributed to non-professional teachers (pupil teachers) who gradually change their status when they decide to formalize their stay after a few years in the service. While

remnants of Diploma in Education holders still exists, some Three Year Post-secondary (Postsec) teachers have upgraded to Diploma in Education status in the course of time. Perhaps due to the unrewarding nature of higher certification in GES teachers love to pursue more marketable masters' programme so as to make them versatile. The situation may intimate why only 4.27 percent of respondents had Masters in Education.

Table 13: Levels of professionalism

| Level | Frequency | Percentage |
|-------|-----------|------------|
| 3 Year Post-secondary | 30 | 42.86 |
| PGD/Diploma in Education | 17 | 24.29 |
| BEd | 20 | 28.58 |
| MEd | 3 | 4.27 |
| Total | 70 | 100.00 |

Source: *Field Data, April (2010)*

Against the fact that in advanced nations like the United Kingdom graduate teachers with Bachelor of Education (BEd) and Master of Education (MEd) degree teaches in the basic school thereby laying a solid foundation for the pupil, the paradox is the case in Ghana. Quite interestingly whereas all the 42.86 percent of Postsec teachers nearly half the professional teachers are in the basic schools, the MEd holders are rather in the offices and BEd graduates in the Senior High Schools. Many of these Post-secondary graduates albeit would have liked to further their education are constrained by the limited access to study-leave with pay. They have also opted not to pursue Distance Education because some colleagues of theirs who embarked on the program have not

completed since its inception.

Hence the low percentage of graduates (28.58%) in the first and second cycle schools is inimical to high performance in the GES and is part of reason per the recent reforms, government's upgrading of all the teacher training colleges to Diploma awarding institutions. The next table shows data on the breakdown of levels of professionalism in the GES.

### 4.2.6. PRESENT RANK

Respondents were also asked to indicate their present rank. In the GES ranks are the reward for promotion and determine salary scales, years of experience and qualification for some office holdings. Promotions in themselves are awarded by merit and can conveniently be said to be a measurement of the performance level of the beneficiary teacher. For example a Post-secondary teacher with 'A' Level and a BEd holder starts off at the rank of Assistant Superintendent and Principal Superintendent respectively. All other ranks as specified in the questionnaire are awarded only after a teacher successfully goes through a rigorous oral interview and confidential reports by the candidate's superior. Their responses are illustrated in Table 14.

Sixteen respondents made up of freshmen from training and those teachers in the private schools whose salaries are not even mechanized constitutes the unaccounted respondents out of hundred i.e. (100-84). Here too Opinion Leaders were excluded. With regard to the rank of respondents, 36.90 percent were principal superintendent and 17.86 percent senior superintendent. The very high percentage may be attributed to the new policy of the Ghana Education Service (2001), which places professional graduate

teachers on the rank of Principal Superintendent and non-professional graduate teachers on the rank of Senior Superintendent as compared to the old system where professional and non-professional graduate teachers were placed on the rank of Superintendent. These graduates add up to the numbers that are promoted upwards from the start – the rank of Assistant Superintendent.

Table 14: Present rank of respondents

| Rank | Frequency | Percentage |
| --- | --- | --- |
| Assistant Superintendent | 10 | 11.90 |
| Superintendent | 13 | 15.48 |
| Senior Superintendent | 15 | 17.86 |
| Principal Superintendent | 31 | 36.90 |
| Assistant Director II | 8 | 9.52 |
| Assistant Director I | 4 | 4.76 |
| Deputy Director | 2 | 2.38 |
| Director | 1 | 1.19 |
| Total | 84 | 100.00 |

Source: *Field Data, April (2010)*

The number of years of movements between these ranks varies. Between successful completion of training and the rank of Principal Superintendent, a teacher should spend a minimum of three years at each rank that is twelve years in all. Beyond the rank of Principal Superintendent a teacher takes a minimum of five years to have Assistant Director II and further upwards the duration is three years in between the ranks.

The truth of the matter however is that promotion interview invitations sometimes can over lap by one or more years and the number of candidates to be passed predetermined. So it is not pretty about the number of teacher who perform well but the ability of government to pay since promotion to new ranks have come along with commensurate salary scales. In this regard the teacher is not motivated enough to perform.

### 4.2.7. TEACHING EXPERIENCE

It is generally believed that the number of years an employee spends in an organization may determine the level of performance of this employee in the organization. It was therefore necessary to look at the years of teaching experience of teachers in the Ahanta West District. Table 15 illustrate the years of teaching experience of respondents.

Table 15: Years of teaching experience of respondents

| Years of experience | Frequency | Percentage (%) |
|---|---|---|
| 1-5 | 41 | 41 |
| 6-10 | 25 | 25 |
| 11-15 | 19 | 19 |
| 16-20 | 10 | 10 |
| 21 and above | 5 | 5 |
| Total | 100 | 100 |

Source: *Field Data, April (2010)*

The result from Table 15 shows that majority (66%) of the respondents have taught for less than 11 years as teachers meaning that most of the respondents have not had many years of experience. This is quite evident by the high number of years the respondents

who fell in the year group of 1-5 years and 6-10 years. The low percentage of 34 percent for those who have had above 10 years of teaching experience may serve as an indicator that teachers are not motivated enough to stay in the teaching profession for long. The trend of the years of teaching experience calls for pragmatic measures to motivate teachers to enhance their retention and performance. Five respondents indicated that they have taught for over 20 years as teachers.

4.2.8. POSITIONS HELD

The essence of this item is to find out how a respondent can influence or be influenced to perform. Additional or for that matter higher responsibility besides being a sign of a performing staff, may equally motivate a teacher to perform. After all there is no wisdom in giving additional responsibilities to a teacher when he/she cannot even perform what is on hand. It is also a fact that higher positions like head of institution, director of studies, guidance and counseling coordinator usually have the capacity to influencing the life of the teacher or student greatly thereby contributes significantly to performance. Certain other positions in society such as Assemblymen, parents and chiefs also have the potency to motivate teachers to stay in the community and perform as well as help check indiscipline in pupils and students. Table 16 shows positions held by respondents.

From the table 23.08 percent of respondents teach in the primary schools ie classroom teachers whilst a simple majority (42.31%) of them teaches in the Junior and Senior High schools. Notably, 34.62 percent of respondents are or have been heads of schools, parents, traditional leaders, Assembly members, Accounting staff, just but a few.

Table 16: Position held

| Position Held | Frequency | Percentage (%) |
|---|---|---|
| Classroom teacher | 30 | 23.08 |
| Subject teacher | 55 | 42.31 |
| Others | 45 | 34.62 |
| Total | 130 | 100.00 |

Source: *Field Data, April (2010)*

## 4.3. LEVEL OF JOB SATISFACTION

The performance of a worker sometimes depends on the job satisfaction that the individual worker derives from his/her job. It is therefore necessary to measure the level of teachers' job satisfaction.

The research question - are teachers satisfied with their job? Why? This was used to measure job satisfaction in the GES. To answer this research question, item 10-22 in the data collection instrument which relate to job satisfaction were used. For easy and effective analysis, data were put into two main categories as already discussed in chapter three that is satisfaction and dissatisfaction level. This means that, 'very satisfied' and 'satisfied' were collapsed into 'satisfaction' whilst 'very dissatisfied' and 'dissatisfied' were collapsed into 'dissatisfied'. Thirteen issues under job satisfaction were used to measure teacher's job satisfaction level.

Results from Table 17 indicate that majority (60.01%) of the respondents were dissatisfied with their status as teachers in society. This is  supported  by a study

conducted by Wyllie, as cited in Bame(1991), which indicated that one of the variables that emerged as the determinants of dissatisfaction in teaching was low social prestige/status.

In line with study-leave with pay and in-service training to teachers, 81.43 percent of the respondents were dissatisfied with the granting of the facility and did not motivate teachers. Besides the absence of refresher courses do not render the teacher adequate enough to perform as supported by Rudd and Wiseman, as cited in Bame (1991).

In reaction to the item on safe working conditions of teachers, 57.15 percent respondents were dissatisfied as a result of inhaling doses of chalk dust, violent attacks on teachers at the slightest incident involving a teacher and a pupil, burglary on school plant and property of teachers etc in some schools. It is to be recalled that an unsafe working condition has the tendency to create job dissatisfaction in the teacher hence adversely affect performance.

In connection with teachers salary, as many as 92.86 percent of respondents were dissatisfied with the level of their present salary. Evidence is the spontaneous teachers strike for higher pay. A response to the interpersonal relationships among teachers and students was also cordial enough to motivate the performance level of teachers. As many as 88.57 percent of respondents alluded to being satisfied with the way teachers related among themselves and between teachers and pupils/students. Teachers' relationship with the Service supervisors was also cordial since as many as 57.14 percent of respondents were satisfied with their interactions. The situation therefore has the tendency to ensuring teacher performance.

Table 18:      Motivation and job satisfaction survey

| Extent of Motivation and Job Satisfaction | Very Satisfied Freq (%) | | Satisfied Freq (%) | | Dissatisfied Freq (%) | | Very Dissatisfied Freq (%) | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| Status and recognition | 8 | 11.43 | 20 | 28.27 | 34 | 48.57 | 8 | 11.43 | 70 | 100 |
| Salary | 1 | 1.43 | 4 | 5.71 | 35 | 50.00 | 30 | 42.86 | 70 | 100 |
| Interpersonal relationship in schools | 42 | 60.00 | 20 | 28.57 | 8 | 11.43 | 0 | 0 | 70 | 100 |
| Relationships with supervisors | 15 | 21.43 | 25 | 35.71 | 18 | 25.71 | 12 | 17.14 | 70 | 100 |
| Promotions and Rewards | 9 | 12.86 | 13 | 18.57 | 28 | 40.00 | 20 | 28.57 | 70 | 100 |
| Affirmative Policies in GES | 23 | 32.86 | 40 | 57.14 | 5 | 7.14 | 2 | 2.86 | 70 | 100 |
| Study-leave and In-Service Training | 2 | 2.86 | 11 | 15.71 | 20 | 28.57 | 37 | 52.86 | 70 | 100 |
| Safe Working Conditions | 25 | 35.71 | 30 | 42.86 | 15 | 21.43 | 0 | 0 | 70 | 100 |
| Further Studies and Rewards Systems | 14 | 20.00 | 21 | 30.00 | 18 | 25.71 | 17 | 24.29 | 70 | 100 |
| T/L Environment | 12 | 17.14 | 40 | 57.14 | 10 | 14.29 | 8 | 11.43 | 70 | 100 |
| Service Conditions and Fringe Benefits | 10 | 14.29 | 22 | 1.43 | 25 | 35.71 | 13 | 18.57 | 70 | 100 |
| Community Relationship | 20 | 28.57 | 20 | 28.57 | 26 | 35.71 | 4 | 5.71 | 70 | 100 |
| Incentive Packages | 7 | 10.00 | 18 | 25.71 | 32 | 45.71 | 13 | 11.57 | 70 | 100 |

Source:   *Field data, April (2010)*

On teacher's relationship with the community, 65.71 percent of respondents were dissatisfied. Their assertion is that problems of single and irresponsible parenting was a bane in instilling discipline and producing results while theft was making life a hell in some communities. Regarding incentive packages, 57.28 percent of respondents were dissatisfied as against 42.72 percent who were satisfied. Responses sought on the timeliness of promotions and the availability of reward systems indicates that teachers were dissatisfied in this respect. As much as 68.57 percent of teachers were demotivated by delays in promotion and reward systems in the GES. Again 90 percent of the respondents were of the view that affirmative policies such as maternity leave for teacher-nursing mothers, girl child education, free textbooks for pupils and teachers just but a few exist in the service. This also had the potency to motivating teachers' performance.

Respondents also indicated their dissatisfaction for further studies and reward systems. In the first place it difficult accessing further studies in the GES and worse of it when a teacher goes against all odds to have higher education such certifications is not duly rewarded. A Masters degree is a prestige in GES. This is why 54.29 percent of respondents were dissatisfied with further studies and reward systems. However the performance of the teacher also depends on his/her ability level which further depends on higher education and training. Teachers' response to the item on teaching /learning environment indicates satisfaction. This is because 74.28 percent of respondents were satisfied with the furniture, teaching and learning materials, libraries and serine atmosphere etc.

Service conditions and fringe benefits have been confirmed by the research items not to

be the best in ensuring an improved performance of the teacher. As much as 54.28 percent of respondents were dissatisfied in their response to this item. To make-up for this deficiency teachers resort to all manner of activities leading to a divided loyalty and attention at their work. In this case performance is compromised.

## 4.4. TEACHER PERFORMANCE

In all nine items was used to assess the performance of teachers. For easy analysis the data was put into two main categories, that is agree and disagree. Otherwise stated "strongly agree" and "agree" were collapsed into "agree" while "disagree" and "strongly disagree" were collapsed into "disagree."

From Table 18 which measures teacher's performance as many as 81.42 percent of respondents agree with the fact that motivation enhances teacher performance. The absence of adequate motivation in the GES was therefore inimical to effective performance of the teacher. Again 58.03 percent of respondents disagreed to the statement am punctual and regular to school. Indeed a lot of teachers live outside the study area. Commuting from Sekondi/Takoradi or Agona Ahanta to their place of work renders lateness and sometime irregularity to school. Thus teachers check on indiscipline on the part of students in the community, ie outside school hours as the case had been sometime back when teachers held shilly-shally to the slogan "the proper development of the child is everybody's responsibility", no longer exist in the GES. This was one of the causes of the poor performance of the students and the teachers.

Furthermore, 88.57 percent of respondents claimed that teachers plan and executes lessons. This is supposed to facilitate pupils and students understanding of subject

matter. An interesting dichotomy was realized when it came to the issue that teachers determine the performance of students. The respondents were equally split over this item. To quote one teacher "you can pull a donkey to the river side but you cannot force it drink water." What he implied was that no matter the amount of input from the teacher the onerous lies with the pupil/student.

When it came to the statement that teachers must have the prowess and repertoire, the responses were affirmatively unanimous. Needless to state a teacher has no worth if he/she is neither knowledgeable in his/her subject matter nor competent to practice the profession. Certainly without this competency the researcher wonders how such a teacher can perform. In this regard the limited opportunity for study-leave with pay therefore constrains building of the capacities of teachers and not to mention the lapses of distance learning in adequately resourcing the teacher.

On the item high teacher-pupil ratio, 60 percent of the respondents agreed with the fact that teachers in deed had more than they could handle in their classrooms. This situation was therefore too much of a strain on the teacher to perform. It is greatly the reason for teachers not giving enough exercises and marking them or having a more interactive relationship with pupils and students by which means the teacher can only get to know and appreciate the individuality of these educants. Another important statement that gained attention in the questionnaire was with teachers' use of Teaching and Learning materials. Here, respondents (57.15 percent) agreed with the fact that based on the heavy work load, lack of incentives, poor salaries among others, teachers cannot afford the resources to prepare T/L materials to facilitate and consolidate understanding of subject matter learnt in pupils and students.

Table 19:    Measuring Teacher Performance

| To what extend do you agree with these statements | Strongly Agree Freq % | | Agree Freq % | | Disagree Freq % | | Strongly Disagree Freq % | | TOTAL Freq % | |
|---|---|---|---|---|---|---|---|---|---|---|
| Motivation enhance teacher performance | 39 | 55.71 | 18 | 25.71 | 13 | 18.57 | 0 | 0 | 70 | 100 |
| Am punctual and regular to school | 20 | 28.57 | 14 | 20.00 | 30 | 42.86 | 11 | 15.17 | 70 | 100 |
| Am punctual and regular to school | 42 | 60.00 | 20 | 28.57 | 8 | 11.43 | 0 | 0 | 70 | 100 |
| Teachers determine a student's output | 12 | 17.14 | 23 | 32.86 | 15 | 21.43 | 20 | 28.57 | 70 | 100 |
| Teachers must have prowess and repertoire | 50 | 71.14 | 20 | 28.57 | 0 | 0 | 0 | 0 | 70 | 100 |
| Teacher – pupil ratio is high in schools | 25 | 35.71 | 17 | 24.57 | 20 | 28.57 | 8 | 11.43 | 70 | 100 |
| Teachers hardly use TLM | 16 | 22.86 | 24 | 34.29 | 7 | 10.00 | 23 | 32.86 | 70 | 100 |
| Exercise meet profile dimension | 20 | 28.57 | 10 | 14.29 | 22 | 31.43 | 18 | 25.71 | 70 | 100 |
| Teachers give more attention to part – time teaching | 24 | 34.29 | 20 | 28.57 | 13 | 18.57 | 13 | 18.57 | 70 | 100 |

**Source:**    *Field Data (2010)*

In line with the current educational reforms, the teaching objectives have been designed to produce a critically thinking students who are knowledgeable, can properly use or apply knowledge acquired and portray positive attitudes, values and skills. Lesson preparations and evaluations must therefore meet the three profile dimensions identified above. An item was thus put- "teachers meet the profile dimension". As much as 57.14 percent disagree with the statement, clearly an indication of not meeting the goals of the new reforms.

Lastly, 62.86 percent of respondents agreed that teachers give more attention to part-time than their official duties. This was supported by an opinion leader who alleged that "teachers were found anywhere picking up all manner of national exercises they chanced upon". She mentioned in particular "assignments from the NEC and WAEC while population and housing census are not left out". Analytically the teacher is seemingly versatile by his/her training and may be seen on this occasion as a national asset. Beyond the above, the bear fact is a quest for supplementary sources of income to be able to put bread on the table.

## 4.5. RANKING REASONS FOR TEACHERS FEELING DISSATISFIED AND YIELDING LOW PERFORMANCE

The wanted to find out the real and important reasons that teachers think were responsible for their low performance. In all eleven items were to be ranked using numerical values with the highest going for the most important reason to the lowest. The data is gathered in Table 20.

Table 20: Ranking of reasons for teachers feeling dissatisfied and yielding low
performance.

| REASON | RANK | RATIO | FREQ. (%) |
|---|---|---|---|
| Low prestige/status in society | 1 | 11 | 15.71 |
| Inadequate or poor salary | 2 | 14 | 20.00 |
| Poor and inaccessible fringe benefits | 3 | 19 | 27.14 |
| Poor conditions of service | 4 | 22 | 31.43 |
| Poor relationship with supervisors within school | 5 | 27 | 38.57 |
| Low level of community support | 6 | 30 | 42.86 |
| Lack of or poor incentives | 7 | 35 | 50.00 |
| Lack of opportunity for promotion, rewards and career enhancement | 8 | 36 | 51.43 |
| Poor facilities and learning environment | 9 | 39 | 55.71 |
| Lack of teaching and learning materials | 10 | 42 | 60.00 |
| Teachers inability to teach well | 11 | 45 | 64.29 |

Source: *Field Data, April (2010)*

From Table 20, the most important reason that causes great dissatisfaction in teachers
leading to low performance is teachers' inability to teach well. This may be caused by
low morale, lack of prowess and repertoires competency and resources. In descending
order the rest of the rankings include; lack of teaching and learning materials, poor
facilities and learning environment, lack of opportunity for promotion, reward systems
and career enhancement, lack of or poor incentives, low level of community support,
poor relationship with supervisors and within school. The remaining are poor conditions

of service, poor and inaccessible fringe benefits, low or poor salaries and low of prestige/status in society.

On a more personal note the respondents were asked to list the three most important reasons that were of great dissatisfaction and causing them to perform not as expected. Surprisingly, the first three reasons ubiquitous were teachers' inability to teach well, lack of teaching and learning materials and finally poor facilities and learning conditions. As much as 37 out of 70 respondents representing 52.86 percent had the above order.

## 4.6. MOTIVATION AND PERFORMANCE - THE RETIREES VIEW

If there is any body that has seen it all and can contribute meaningfully to the discourse, then it is the retired educationist. Thus some views were solicited per Section E of the questionnaire. In addition to the demographic data sought earlier in Section A, Seven items were also asked in this section.

The retirees ranged from one to twenty years since they went on pension. This means that these retired educationists have experienced all the major motivational interventions in the GES. Another important fact worthy of mention is that, from where they sit today, they will better appreciate the plight and performance levels of the teacher. The intent of question on if the retiree ever went on secondment was rendered irrelevant since none of the respondents responded in the affirmative.

As to what had been the motivation for their long service, the following data came up; love for teaching, respect and recognition, limited job opportunities, good pay, cap-thirty pension. This data is presented in a pie chart below.

Fig 4: Factors that motivated long service

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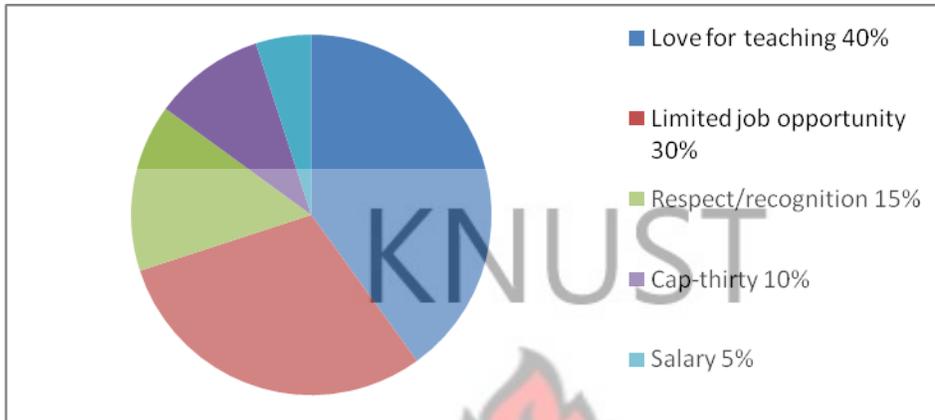


Source: *Field Data, April (2010)*

From the data gathered where retirees ranked the factors that motivated their long service of the GES, 12 respondents representing 40 percent ranked love for teaching first. The second most important factor was limited job opportunity that had 9 respondents representing 30 percent. Respect and recognition was ranked third with 5 respondents representing 17 percent. With 3 respondents representing 10 percent and placing fourth was the cap-thirty pension and finally a respondent that represents 3 percent said good pay was her secret.

One retiree who explained his choice of love for the job claims "I definitely could not have ranked good pay or available job opportunities first when I had to leave in the late 70s to Nigeria for greener pastures".

With the item on the relationship between motivation and performance, retirees responded in the affirmative but think that it may not necessarily translate in the

performance of the student. Again as much as 83.33 percent of retirees in response to item 14 agreed that student performance and conduct was worsening by the day. In particular, retirees observed that the moral decadence, indecent dressing, lack of manners, disrespect, social crimes and vices in Ghana today was beyond reproach.

An attempt to apply causes ended up in a blame game with various stakeholders having their fair share of the blame. Parents, teachers, the media, peer pressure, the religious bodies, the GES and their policies, government were all to blame for falling performance of students. They also identified half-baked graduates and undergraduates, massive failures at the BECE and WASSCE, high dropout rates, increasing widespread examination malpractices as some signs and symptoms of falling performance standards of students.

## 4.7.  VIEWS OF OPINION LEADERS

The first five items in this section which range from gender to position held have been dealt with earlier. Hence the remaining nine items shall be addressed here. Names of communities where opinion leaders came from included; Apowa, Kajebil, Ewusiejo, Biahu, Aboadze, Agona, Aborah, Busua, and Dixcov.  The facility conditions of the communities can be motivational factors in the attraction of teachers to come to the community in the first place, secondly to stay and thirdly to possibly perform. It is the reason why the researcher chose to solicit this information below.

It is to be emphasized however that besides Kajebil, Yabew, Busua and Dixcov all other selected communities fell within the Western trunk road. Hence if the facility situation here is appalling, it pre-supposes worse conditions in the largely rural Ahanta West and

therefore informs not only the teacher inadequacy but affects their performance as well.

From the data in Table 20, Yabew is the most deprived community as it has only television and telephone coverage. Busua, Aborah, Aboadze Ewusiejo, Biahu and Kajebil lack any health facilities while Ewusiejo, Aboadze, Abora and Kajebil lack adequate concrete houses. Again, apart from Apowa and Agona pipe-borne water is non-existent in the rest of the District. Even in Agona and Apowa that are semi-urban, it was realized that some of their teachers stay in Sekondi and Takoradi and commute to school every morning. This according to some opinion leaders was causing lateness and absenteeism thereby affecting performance. Another observation was that teacher who taught in schools beyond Agona preferred to stay in Agona and commute to their respective schools- causing lateness and its attendant problems.

As to if the community had any incentives for teachers, except in two communities the answer was emphatically no. In Yabew and Abora member of the community had put up some decent zinc-roofed mud houses to accommodate teachers posted to the area. According to the opinion leaders, though few teachers of Aborah live in Agona, they believed the facility attracted the teachers to stay peacefully in the community to work.

It was also a common sight seeing teachers rent houses in the communities they taught in yet never sleeps there. When asked why some teachers were not prepared to stay in their community of work, an opinion leader said among others that some teachers especially the females have their spouses or families in the towns. Some teachers too, who were on educational programs, wanted to have access to tuition and discussion

groups. Others did not just like rural life. Nonetheless, an average of about 50 percent of teachers lives in their communities of work.

Table 20: IDENTIFICATION OF FACILITIES IN COMMUNITY

|  | Good roads | TV coverage | Electricity | Concrete houses | Telephone coverage | Hospitals, clinics | Pipeborne, borehole |
|---|---|---|---|---|---|---|---|
| Apowa | √ | √ | √ | √ | √ | √ | √ |
| Kajebil | √ | √ | √ |  | √ |  |  |
| Biahu | √ | √ | √ | √ | √ |  |  |
| Ewusiejo | √ | √ | √ |  | √ |  |  |
| Aboadze | √ | √ | √ |  | √ |  |  |
| Agona | √ | √ | √ | √ | √ | √ | √ |
| Aborah | √ | √ | √ |  | √ |  |  |
| Busua | √ | √ | √ | √ | √ |  |  |
| Yabew |  | √ |  |  | √ |  |  |

Source: *Field Data, April (2010)*

In describing the performance level of the teacher in their communities the opinion leaders were filled with mixed feelings. In Apowa an opinion leader commended the efforts of teachers but remarked that pupils and students were to blame for their own poor performance. He noted in particular moral decadence, lack of parental care, harsh economic times and negative influence of the media as being the bane of any appreciable level of performance of the pupil or student. Another opinion leader in Agona bemoaned the lack of commitment on the part of some teachers who he expressed were only interested in their businesses and not the welfare of the pupil.

Fig 5: Performance level of teachers in community

Respondent



Grading

Source; *Field Data, April (2010)*

The general perception and from the data indicated that five (5) respondents representing 16.67 percent praised teachers for a very high performance. Eight (8) respondents who represent 26.67 percent gave teachers a high performance while

twelve (12) out of the thirty (30) opinion leaders representing 40 percent believed that teachers performed averagely. While four (4) and one (1) respondent(s) representing 13.33 percent and 3.33 percent respectively that teacher's performance was rather low if not poor.

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## CHAPTER FIVE

## SUMMARY, RECOMMENDATIONS AND CONCLUSION

### 5.1. INTRODUCTION

This last chapter presents the summary of general observations concerning motivation and performance in the GES. It also concludes with recommendations, which would help in achieving the desired level of productivity and performance in the country

### 5.2. SUMMARY

### 5.2.1. RELATIONSHIP BETWEEN MOTIVATION AND PERFORMANCE

The study was intended to find out if there was any relationship between motivation and performance of teachers in Ahanta West District of the Western Region of Ghana. The finding indicated that there was a very positive relationship between motivation and performance. The study revealed that like the private organizations, the GES also have issues of motivation and dissatisfaction in the service. It came to light that almost all teachers irrespective of their ranks feel demotivated to work hard. A lot of employees are unhappy with situations at their working environments and which is the main cause of regular strikes in the GES.

### 5.2.2. EMPLOYER/EMPLOYEE BLAME GAME TO MOTIVATION

Sometimes employers also think employees are not hard-working but are too demanding. This conflict of interest gives further expression to a statement attributed to former President J.A.Kufour. In 2003 during the presentation of The State of The Nation Address, he remarked that workers were pretending to be working and

employers pretending to be paying workers. The above admonition was yet another sorry instance to indicate the prevalence of a gap between the existing state and the expectant state. This negatively affects productivity in the GES too. Thus, it is more probable that an improvement in teacher job satisfaction is more likely to result in an improvement in teacher performance.

### 5.2.3. LEVEL OF TEACHER JOB SATISACTION

From the study, out of thirteen main items/factors used in measuring teachers' job satisfaction, in five situations teachers were satisfied with the following motivational factors; community relationship, T/L environment, relationship with supervisors, affirmative policies in GES, interpersonal relationship within the school. On the contrary, on eight items teachers were dissatisfied; present salaries, status/recognition, , opportunity for promotion, reward systems and career enhancement, incentive packages, further studies and reward systems, study-leave and in-service training, service conditions and fringe benefits and safe working conditions.

### 5.2.4. TERMS AND CONDITIONS OF SERVICE

It was again observed from the survey that a very large number of the employees, in fact about 61.53 percent are concerned with motivational factors like pay, incentives, promotion and achievements etc. Employees in the GES today are concerned with promotional, status and achievements, service conditions and benefit than pay as has always been. After all, some people will love to teach no matter the salary. Besides it has to be reiterated that teachers are the most highly paid of all civil servants and when comparisms are being made to the paramilitary forces for instance the reference is to

conditions of service. The NAGRAT especially has always demanded a review of the terms and conditions of service of the graduate teacher.

## 5.2.5. TREATMENT BY GES AUTHORITIES

One other finding relating to incentives in particular teachers receive from their respective schools and GES, the study revealed a great disparity in incentives in the various schools. For instance studies fee of about thirty Ghana cedis per student in a school like Mfantsipim in Cape Coast vis-à-vis ten Ghana cedis per student in St. Mary's in Takoradi. These disparities are even wider in other examples- indicating a carrot and stick game being played by GES authorities who approve such fees. Sure, the teacher front feels these inequalities. All the best quality students are selected to such privileged schools and yet teachers there are seen as most performing. Such schools too receive the best attention in the provision of infrastructural facilities by GES to schools.

## 5.2.6. TEACHER-PUPIL RATIO

Also, one can conclude that any salary increment is more likely to induce more fresh and young teachers to step into and stay in the teaching service. This may be the way out in improving upon a high teacher- pupil ratio. Possibly, the situation studied is not an isolated case. They may reflect the general perception of the Ghanaian employee. This perception is, in fact, not an aberration in Ghana where poverty is endemic; people's primary concerns are what to eat and as well as their shelter and that can be sorted out arguably, by improved conditions and or pay rise.

## 5.3. RECOMMENDATIONS

In view of the findings and conclusions of the study, the following recommendations are offered for informed decision.

### 5.3.1. WAGES RATIONALIZATION

There should be general consensus on what constitute Ghanaian living wage and the policy should be implemented by all stakeholders. There must be equal pay for equal work. Employers should pay employees their share of the wealth they help to create. For the benefit of the teacher if going after a notorious bounds-breaker or student drug-addict at night does not amount to risk taking then the fair wages commission should rethink the job evaluation done.

### 5.3.2. RETENTION OF HIGH LEVEL MAN-POWER

From the study it was realized that employees were also concerned with financial incentives and reward systems. It is therefore recommended that the GES should consider some commensurate reward systems for higher certification. Gone are the days when graduate teachers were not only the la crem de la crem but were also scarce. The service must attract highly qualified personnel. As the individual employee has different needs and aspirations, employees should be motivated with many different type of rewards be they financial or non-financial.

### 5.3.3. INFRASTRUCTURAL FACILITIES

The well endowed schools should be weaned to operate semi autonomously so that government can have and infact divert all resources to the development of the deprived

School. This will help to address the infrastructural deficiency in schools. A strict enforcement of GES rules and regulations will curb the perceived inequities.

### 5.3.4. ORIENTATION OF TEACHERS

The labour or welfare unions in GES have to orientate their members to understand that they would be motivated when they are able to work hard to increase performance. Workers have to understand that management can do very little about their condition of service if the organization is not productive.

### 5.3.5. COMPENSATIONS AND REWARD SYSTEMS

The summary shows clearly motivational areas where teachers were satisfied and dissatisfied. Effort must then be put on deck by all stakeholders to address the dissatisfactions to ensure performance in the GES. The service must be made attractive monetary and non-monetary wise to improve upon the teacher retention and above all teacher- pupil ratio. There must also be constant review of these motivational factors since their status could change at any time. It is high time the government, civil society and the service stopped using the argument of numbers of teachers in denying them their due. Such argument are not only an evasion of responsibility, they are also demoralizing.

### 5.3.6. THREE-TIER PENSION SCHEME

Government must haste in her full implementation of the Three-Tier Pension Scheme. When teachers get to know in time of their worth at retirement, it will ease the apprehension that tends to divert teachers' attention thereby affecting their performance.

## 5.4. CONCLUSION

Overall, for motivation to be effective, a holistic approach must be adopted. We should be mindful of the fact that people are motivated by their own individual goals and desires. Knowing people and understanding their needs may do the trick.

An assumption that all employees will be motivated by a thing such as salary increase will be a recipe for failure. It should also be realized that teachers like any other employees have varied background and experience. They will therefore be motivated by feelings and sensitivities than by logic and facts. This is because not all individuals have the same means and desire and success of a particular motivational technique would depend upon an individual personality, occupation, cultural background: there are no "image bullets" that are guaranteed to improve all workers' performance. For instance, employees can quit a high-paying job because they do not feel appreciated, do not like environment or do not feel challenged.

Involving graduate teachers in more extracurricular activities within the community may improve their recognition in society and enhance their status. Also, improving teacher satisfaction through the improvement of salary, conditions of service and their involvement in decision-making is more likely to impact positively on teacher performance. The more teachers are dissatisfied with their involvement in decision-making, the more likely their performance could be negatively affected. Conversely, when teachers are satisfied with their participation in decision making, the more their performance could be positively impacted.

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# APPENDIX

## KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY

## QUESTIONNAIRE ON EXPLORING THE RELATIPONSHIP BETWEEN

## MOTIVATION AND PERFORMANCE

My name is -------------------------------------------------------------------. I am pursuing Commonwealth Executive Masters in Business Administration at the Institute of Distance Learning – KNUST. The purpose of this survey is to gather data for my thesis as part of the program requirements. I would be grateful if you could respond to the questionnaire to enable me write my thesis. I would like to stress that this exercise is purely for academic purpose and respondent's confidentiality would be highly assured. Kindly check the correct response by a tick (√) to each item in the appropriate box. Where additional information is required, please supply it in the space provided.

SECTION A

1. Sex:    Male  ☐         Female  ☐

2. Age:

A.    20-29 years          ☐

B.    30-39 years          ☐

C.    40-49 years          ☐

D.    50-59 years          ☐

E.    60 years and above   ☐

3.    Marital status

Married  ☐          Unmarried  ☐          Divorced  ☐

4. Level of education

A. GCE 'O' Level/SSSCE/WASSCE/GCE 'A' Level ☐

B.  Diploma ☐

C.  First Degree ☐

D. Master's Degree ☐

5. Are you a professional teacher?     YES ☐     NO ☐

6.  If yes, what is your highest professional qualification?

3 Year Postsecondary Specialist ☐  PGD ☐  BEd ☐  MEd ☐

7. Rank:

Assistant Superintendent ☐

Superintendent ☐

Senior Superintendent ☐

Principal Superintendent ☐

Assistant Director II ☐

Assistant Director I ☐

Deputy Director ☐

Director ☐

8. How many years of teaching experience do you have?

1 - 5 ☐     6 - 10 ☐     11 - 15 ☐     16 - 20 ☐     21 and above ☐

9. Position held:     Classroom teacher ☐     Subject teacher ☐

Others (Specify) --------------------------------------------------------

SECTION B

1. JOB SATISFACTION SURVEY

| | To what extend do these motivational factors in your job satisfy you? | Very Satisfied Freq (%) | Satisfied Freq (%) | Dissatisfied Freq (%) | Very Dissatisfied Freq (%) |
|---|---|---|---|---|---|
| 10 | Status/recognition | | | | |
| 11 | Present salary | | | | |
| 12 | Interpersonal relationships in school | | | | |
| 13 | Relationship with supervisors | | | | |
| 14 | Timely Promotion & reward system | | | | |
| 15 | Affirmative policies in GES | | | | |
| 16 | Study –leave & in-service training | | | | |
| 17 | Safety conditions | | | | |
| 18 | Higher academic pursuit & rewards | | | | |
| 19 | Teaching & learning environment | | | | |
| 20 | Service Conditions & fringe benefits | | | | |
| 21 | Relationship with community | | | | |
| 22 | Incentive packages | | | | |

## 2. TEACHER PERFORMANCE

| | To what extend do you agree with these statements | Strongly agree. Freq (%) | Agree. Freq (%) | Disagree. Freq (%) | Strongly disagree. Freq (%) |
|---|---|---|---|---|---|
| 23 | Motivation enhance teacher performance | | | | |
| 24 | Am punctual & regular to school | | | | |
| 25 | Teachers plan & executes lessons well | | | | |
| 26 | Teachers determine a student's output | | | | |
| 27 | Teachers must have prowess & repertoire to teach | | | | |
| 28 | Teacher-pupil ratio is high in schools | | | | |
| 29 | Teachers hardly use TLMs | | | | |
| 30 | Exercises meet profile dimension | | | | |
| 31 | Teachers give more attention to part-time teaching | | | | |

## SECTON C

## RANKING REASONS WHY TEACHERS FEEL DISSATISFIED AND YIELDING

### LOW PERFORMANCE

The following may be some reasons why teachers perform poorly in the GES. Rank them by putting "11" to the lowest against the reason why you think is most important or dominant.

| | Reason | Rank |
|---|---|---|
| 32 | Low prestige / status in society | |
| 33 | Poor conditions of service | |
| 34 | Lack of teaching and learning material | |
| 35 | Inadequate or poor salary | |
| 36 | Poor relationship with supervisors and within the school environment | |
| 37 | Teachers not teaching well | |
| 38 | Lack of opportunities for promotion, rewards and career enhancement | |
| 39 | Lack of or poor incentives | |
| 40 | Poor facilities and learning environment | |
| 41 | Low level of community support | |
| 42 | Poor and inaccessible fringe benefits | |

## SECTION D

43. State any three most important recommendations that can improve teacher performance.

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*Thank you for your response(s)*
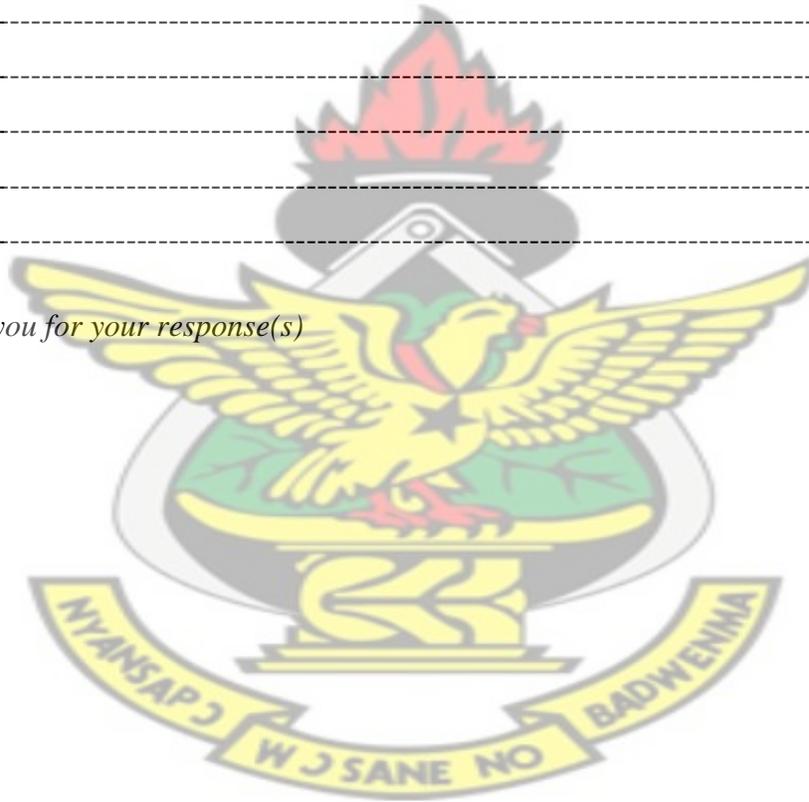
SECTION E: (continuation of Section A)

10) How many years have you been on retirement? -------------------------------------------

11) Did you ever go on secondment or break service? If yes please specify the reason.

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12) What has been the motivation for your long service of GES

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13) Does motivation relate to performance?   Yes / No

14) Do you agree with the statement that performance of students at completion and in

society is going down by the day?    Yes /No

15) (If yes) what suggestions do you think can be done to augment student

performance?

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16) (If no) what is the state of the pre-tertiary students' performance today and how

may you explain for this performance?

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*Thank you for your response(s)*

SECTION F:  (OPINION LEADERS)

1. Sex:        Male    ☐        Female    ☐

2. Age:

A.   20 – 29 year    ☐

B.   30 – 39 year    ☐

C.   4O – 49 year    ☐

D.   50 – 59 year    ☐

E.   60 years and above    ☐

3. Marital status:    Married ☐    Unmarried ☐    Divorce ☐

4. Highest academic qualification:

'O'/'A' Level/MSLC/WASSCE ☐    Diploma ☐    $1^{ST}$ Degree ☐    Masters ☐

5. Name of community ----------------------------------------------------------------

6. Position held in community --------------------------------------------------------

7. Which of these facilities exist in your community?

Motorable Road    ☐        TV Coverage    ☐

Electricity        ☐        Concrete Houses    ☐

Telephone coverage    ☐        Hospital/Clinic    ☐

Pipe Borne/Borehole    ☐

8. What percentage of teachers lives in the community? ------------------------

9. Does the community have any incentives for teachers?        YES /NO

10. (If yes) what are some of these incentives? ---------------------------------------------------
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*Thank you for your response(s)*