UNIVERSITY OF EDUCAITON, WINNEBA

MOTIVATIONAL PACKAGES AND THEIR EFFECTS ON EMPLOYEE

PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE STUDY

OF FIVE SELECTED JUNIOR HIGH SCHOOLS IN ATEBUBU- AMANTEN

MUNICIPAL

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DECLARATION

STUDENT'S DECLARATION

I, KWANOMPO KOJO, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE……………..……………………….

DATE …………………………………………….…..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with guidelines for supervision of project report as laid down by the University of Education, Winneba.

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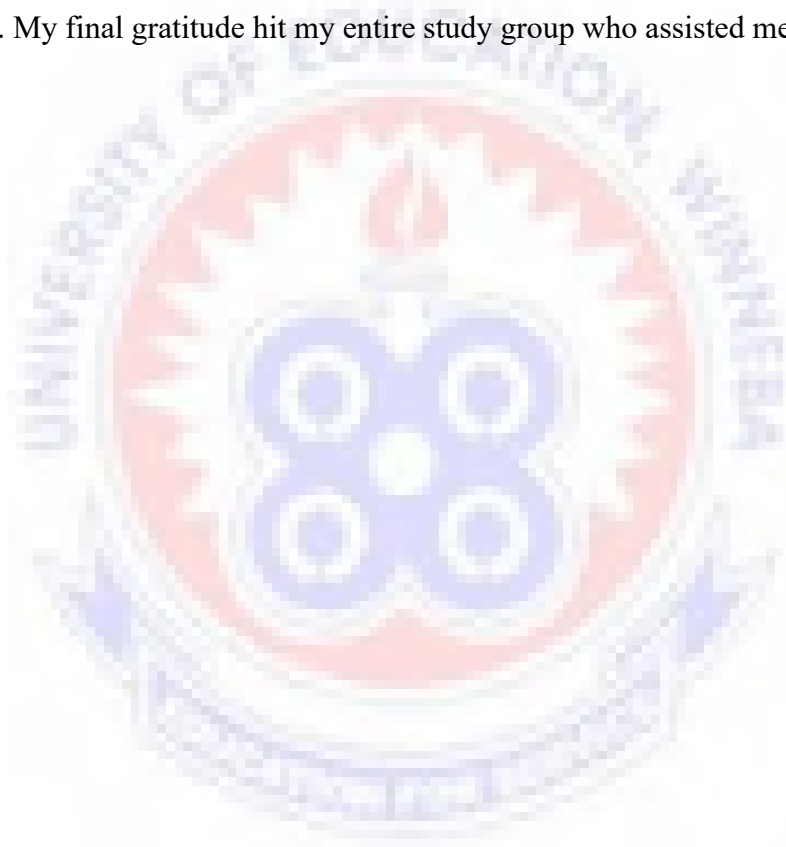
DEDICATION

To my beloved wife Aramah Mohammed and my son Vincent Kwanompo.

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ABSTRACT

The study sought to determine the extent to which motivational packages influence performance of employees in the Ghana Education Service. The research design used for the study was cross-sectional study. A target population of the study was 50. A set of questionnaire consisting of both closed and open ended questions were used to collect data from 50 teachers as respondents. The data collected was based on the available motivational packages in Ghana Education service. The extent to which motivational packages influence teachers at Atebubu Amanten Junior High Schools were examined. The relationship between motivation and teacher performance at Atebubu Amanten Junior High Schools and the causes of poor performance of teachers were also looking at in the study. The data collected was analysed using SPSS version 12 and the results were presented using tables, percentages and frequencies. The results of the study indicated that majority of the respondents were satisfied with the levels of supervision, in-service training /workshops and planning. Majority however believed that the community does not give financial assistance and as well the atmosphere in the school were not conducive enough. It however showed that there was a strong positive correlation between teachers organisation, in-service, training and teachers satisfaction. Also majority of the respondents agreed to the effectiveness of achievement, recognition, responsibility, job security and relations in and their impact on teacher performance. Again, the results showed that there was a strong relationship between most extrinsic factors and intrinsic factors. It was also concluded that both intrinsic and extrinsic motivators are considered important by teachers. The study suggested that Ghana Education Service should put in place policy statements binding schools administration to render their unflinching support to teachers.

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Ghana Education Service has the sole responsibility of making sure quality Education is not sacrificed to the detriment of students. In view of this, Ghana Education Service has put in place a mechanism to ensure that teachers are motivated to give up their best to ensure that students acquire the necessary skills and knowledge to further their studies. These include further studies, teachers' motivation by PTA and many others which are both intrinsic and extrinsic.

Motivation is a basic psychological process (Tella Ayeni & popoola 2007) It is a factor that exerts a driving force on actions and work .According to Luthans (1998) motivating is the management process of influencing behavior based on the knowledge of what make people think. It contributes to the process of stimulating people to act and achieve a desired task Luthan indicated that motivation was the process that arouses ,energies ,directs sustains behavior and performance.

Organisations require a number of resources, strategies and techniques in order to succeed. From capital, to a business site and to employees, all of these are essential for a business to work. While these components are significant, values, particularly motivation, is also recognised as a vital business element, especially in enabling organisational transformation and enhancement. Motivation permits the business owners and employees to be resourceful, responsible and productive in performing daily business tasks, which in turn helps in uniting the business with its consumers. By means of motivating the employees, managers are able to encourage them to work

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towards a common goal. This principle also helps the employees to become more productive, enabling enhancement and transformation to take place.

Often, a person has the desire and ambition to get something done or achieve a certain goal, but lack the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiatives and gives direction, courage, energy and the persistence to follow organisational goals. A motivated person takes action and does whatever it needs to achieve organisational goals.

Motivation is one of the most important key to success. When there is lack of motivation, the organisation either gets no results, or only mediocre results, whereas when there is motivation the organisation attain greater and better results and achievements. Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what the organisation sets out to do.

Often an employee knows how to perform correctly, the process is good, and all resources are available, but for one reason or another, chooses not to do so, which normally means it is a motivational issue. While many jobs have problems that are inherent to the position, it is the problems that are inherent to the person that normally cause the employer to loose focus from main task of getting results. These motivational problems could arrive from family pressures, personality conflicts, and a lack of understanding on how the behaviour affects other people or process (Military leadership, 1993).

Employees are a company's livelihood. How they feel about the work they are doing and the results received from that work directly impact an organisation's

performance and, ultimately, its stability. For instance, if an organisation's employees are highly motivated and proactive, they will do whatever is necessary to achieve the goals of the organisation as well as keep track of an organisation performance to address any potential challenges. This two prong approach builds an organisation's stability. An organisation whose employees have low motivation is completely vulnerable to both internal and external challenges because its employees are not going the extra mile to maintain the organisation's stability. An unstable organisation ultimately underperforms.

Lack of motivation equates to less work being accomplished. Productivity does not disappear; it is usually transferred to aspects not related to the organisation's work. Things like personal conversations, internet surfing or taking longer lunches cost the organisation time and money. Reduced productivity can be detrimental to an organisation's performance and future success.

The job of a manager in the workplace is therefore is to get things done through employees. To do this the manager should be able to motivate employees, but that is easier said than done. This study was to look at what motivate employees of junior high schools in Atebubu-Amantin District of Education, and what corresponding benefits do the schools achieve to meet its target.

1.2 Statement of the Problem

According to Moorhead (2004), managers strive to motivate people in the organization to perform at high level. This means getting them to work hard, to come to work regularly and to make valuable contribution to the organization's mission. But job performance depends on the ability and environment as well as motivation. To reach a high level of performance, an employee must do the job well (motivation), must be

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able to do the job effectively (ability), and must have the materials, resources, equipment and the information to do the job (environment). Deficiency of any one of these areas hurts performance. A manager should thus, strive to ensure that all the three conditions are met. Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are doing to pursue it"(Dornyei,2001a:8). Ryan and Deci (2000a:54), are also with the view that to be motivated means to be moved to do something.

Motivation puts human resource into action. It is through motivation that the human resources can be utilized to the fullest, it improves level of efficiency of employees, it leads to achievement of organizational goals, and it also builds friendly relationship among employees. In Ghana Education Service, teacher motivation is inadequate for instance; there is no motivation to teachers apart from their meager salary. There is no accommodation for teachers as pertaining to other sectors or institutions; they have to struggle for their accommodation especially after completing school. Teachers have to commute long distances to work. Also, basic teaching and learning materials to work with are not available. These situations sometimes lead to the general strike.

Since teachers are not motivated, it has resulted to absenteeism and lackadaisical attitude among teachers towards work. The students have also become truant, absent themselves from school, and some go to school late because there is no proper supervision and these contribute to poor academic performance of students especially those in Atebubu-Amanten Municipal. (Examination results from Ghana Education Service 2015, Atebubu-Amanten municipal). The government of Ghana through the Ministry of Education should therefore provide accommodation and car maintenance allowance to teachers. The government should also provide a means of

transport to teachers, give teachers cloth and marking allowances. The children of teachers should be given free education from the basic level to the senior high school.

1.3 Purpose of the Study

The purpose of the study therefore is to examine motivational packages and their effects on employees' performance in Ghana Education Service at Atebubu-Amanten Municipal.

1.4 Objectives of the Study

The objectives of the study have been categorized into two; general and specific. The general objective of the study is to determine the effects of motivational packages on performance of teachers in Ghana Education Service at Atebubu–Amanten junior high schools. Specifically, the study intends to:

1) Identify the main motivational packages in Ghana Education Service.

2) Assess the extent to which the current motivational packages are able to motivate teachers in Ghana Education Service.

3) Determine the causes of poor performance of teachers in Ghana Education service.

4) Determine the relationship between motivation and employee performance.

5) Make recommendations to employers (Ghana Education Service) on how to motivate teachers based on the findings.

1.5 Research Questions

The following research questions were formulated to guide the study:

1) What are the main motivational packages in Ghana Education service?

2) How does teacher motivation affect performance in Ghana Education Service?

3) To what extent does the current motivational packages affect teachers' performance in GES

4) How does motivation lead to employee satisfaction and performance in GES?

5) What motivational packages can effectively motivate teachers in Ghana Education Service?

1.6 Significant of the Study

It is the belief of the researcher that the research findings would throw more light on the motives of experience teachers' high turnover rate each academic year and advice management of schools on how such moves can be minimised to ensure continuity of academic work and productivity in terms of impacting of knowledge and skills to the students.

The outcome of this research would be a working tool for managers of the school to use it to ensure that employees were well motivated to stay in the school to enhance efficiency and effectiveness. Distinctive schools value their human capital because without them, it would be difficult to achieve the vision of the school to beat its competitors. This would assist managers of the school to do away with the maxim that ‗'when you do not like the system of work here, you can leave this school to

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another, we shall get someone to replace you syndrome'' this paper is significant as it will serves as a guideline for other schools on how to retain good employees.

Furthermore, when the outcome of the study is implemented, it will help to produce more human resource since performance of students will increase and would therefore reduce capital to be invested in importing human resources from other countries into the country.

1.7 Delimitations of the Study

The scope of the study covers the theoretical and the geographical dimensions of the study. The theoretical scope covers the concepts of motivation and job performance which have been identified as the key variables of interest. The concept of motivation could be viewed from many perspectives but for the purpose of this study it was looked at from the Ghana Education service perspective. The various theories and types of motivation were covered.

The geographical scope covers teachers in Atebubu-Amanten junior High Schools in the Atebubu-Amanten municipal.

1.8 Limitations to the Study

The study is not devoid of challenges which might have affected the result in one way or the other. There were frustrations on the part of respondents in responding to the questionnaire. Preliminary arrangements were made with the study area but the situation turned different when the researcher wanted to retrieve the questionnaires. Some additional questionnaires were printed because the respondents reported of missing questionnaires which aggravated the financial constraints. The researcher had to visit the respondents on several occasions before

the questionnaires were retrieved for analysis. This indeed delayed the analysis and the final submission of the entire work. The writer again encountered financial challenges because he had to make numerous visits to discuss with heads of the institutions selected for the study, seeking permission to use the staff as subjects for the study. There was also the

1.9 Organization of the Study

The study has been organized into five chapters. The first chapter which is the introduction covers the background to the study, problem statement, objectives of the study, research questions and significance of the study. It continues with overview of research methodology, scope of the study, limitation and finally ends up with organization of the study.

This is followed by chapter two which reviews extensive related empirical literature on the subject matter. Chapter three covers the methodology for the study which comprises the research design, population, sample and sampling technique, research instruments, pre-testing of the instrument, data collection procedure, data coding and analysis. Data presentation, analysis and discussion are contained in chapter four. The last chapter which is chapter five covers the summary of the findings, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter provides a review of related literature on the subject of study. The main headings covered are the concept of motivation which includes the definition of motivation and theories of motivation, the concept of job performance which includes the determinants of performance and performance measurement, motivational packages, factors affecting motivation and the relationship between motivation and performance.

2.2. The Concept of Motivation

The term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo, 2003; Rosenfeld and Wilson, 1999). The liveliness of an organization, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance (Lewis, Goodman & Fandt, 1995). Golembiewski, (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of redness. Kamali, Khan, Khan and Khan, (2008) cited a number of authors on motivation. They cited Hellriegel and Slocum (n.d) who described motivation as a predisposition to act in a specific goal directed manner.

Motivation may be defined as the state of an individual's perspective, which represents the strength of his or her propensity to exert effort toward some particular behavior.

Gibson (n. d) cited by Kamali, Khan, Khan and Khan (2008)]. Motivation is the need or drive within an individual that drives him or her toward goal-oriented action. The extent of drive depends on the perceived level of satisfaction that can be achieved by the goal. Motivation is the characteristic that is required in order to achieve anything in life; without it you will give up at the first sign of adversity. It means to inspire, instigate and encourage a person to do their best. Motivation will compel a person to think "If I can't, then I must" and will cause them to do whatever it takes to become successful. If you inspire motivation it can change your life. You will be inspired to get what you want regardless of what people tell you that you cannot do. Motivation is a strong quality for anyone to possess; and one can only possess it when he or she set a burning desire to have something in life. No one can give it to you. It can change a person's life in many ways. It can change the way one think, and when you become involved with personal development and become a much more positive individual, motivation will get you out of your negative environment.

It is the fuel that inspires us to reach our goals and achieve what we truly desire. It also allows us to keep getting up and moving forward when we get knocked down. Getting motivated and staying motivated gives us the energy we require to reach our goals in the shortest amount of time possible. It is required to meet our goals and do anything purposeful in life. Without it you will not want to get out of bed, clean the house, wash the dogs or do anything at all. Being successful in life and motivation go hand in hand. When one learn how to achieve motivation for something he or she truly

desire; nothing can stop him or her from having it. What truly motivates you then take action towards it and watch it become your reality.

To Kelly, (1974), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel, (1987), employee motivation is the complex forces, drivers, needs, tension, states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, Dessler, (2001) defines motivation as the intensity of a person‟s desire to engage in some activity. From the above definitions some issues are brought to mind that deal with what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). Motivation is therefore the driving force that determines the amount of effort expended in executing a certain task. These forces could be internal (generated within the individual) or external (triggered by the actions or inactions of the environment within which the individual lives or works). Ifinedo (2003), demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

All organizations are concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and, importantly, the work they do and the organizations context within which they carry out that work. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectations of management (Ifinedo, 2003).

Mullins, (2006) indicates that, the study of motivation is concerned, basically with why people behave in a certain way. The basic underlying question is "why do people do what they do?" In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period, and in the face of difficulties and problems.

Motivation is one of the key ingredients in employee performance and productivity. Even when people have clear work objectives, the right skills, and a supportive work environment, they would not get the job done without sufficient motivation to achieve those work objectives (Mullins, 2006). Motivation refers to the forces within a person that affect his or her direction, intensity and persistence of voluntary behaviour. He added that motivated employees are willing to exert a particular level of effort (intensity), for a certain amount of time (persistence), toward a particular goal (direction).

Remez (2001), motivation is the inner power or energy that pushes toward acting, performing actions and achieving. Motivation has much to do with desire and ambition, and if they are absent, motivation is absent too. Often, a person has the desire and ambition to get something done or achieve a certain goal, but lacks the push, the initiative and the willingness to take action. This is due to lack of motivation and inner drive. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. A motivated person takes action and does whatever it needs to achieve his/her goals. Motivation becomes strong when you have a vision, a clear mental image of what you want to achieve, and also a strong desire to materialize it. In this situation motivation awakens and pushes you forward, toward taking action and making the vision a reality. Motivation can be

applied to every action and goal. There could be motivation to study a foreign language, to get good grades at school, bake a cake, write a poem, take a walk every day, make more money, get a better job, buy a new house, own a business, or become a writer, a doctor or a lawyer. Motivation is present whenever there is a clear vision, precise knowledge of what one wants to do, a strong desire and faith in one's abilities. Motivation is one of the most important keys to success. When there is lack of motivation you either get no results, or only mediocre results, whereas when there is motivation you attain greater and better results and achievements. Compare a student who lacks motivation and who hardly studies, to a student who is highly motivated, and who devotes many hours to his studies; they will get absolutely different grades. Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind.

Dessler (2001), indicates that motivating employees is also more challenging at a time when firms have dramatically changed the jobs that people perform, reduce layers of hierarchy, and jettisoned large numbers of employees throughout the process. These actions have significantly damaged the levels of trust and commitment necessary for employees to put out effort beyond the minimum requirements. Some organizations have completely given up on motivation from the heart and rely instead on pay-forperformance and layoff threats. These strategies may have some effect (both positive and negative), but they do not capitalize on the employee"s motivational potential (Mullins, 2006).

2.3. Theories of Motivation

Motivation theory examines the process of motivation. According to Amstrong (2006), it explains why people at work behave in the way they do in terms of their efforts and the directions they are taking. It describes what organizations can do to encourage people to apply their efforts and abilities in ways that will further the achievement of the organization's goals as well as satisfying their own needs. It is also concerned with job satisfaction- the factors that create it and its impact on performance. In most if not all roles there is scope for individuals to decide how much effort they want to exert. They can do just enough to get away with it, or they can throw themselves into their work and deliver added value. Discretionary effort can be a key component in organizational performance.

In the main, theories of motivation fall in two categories, that is content theories: which focus attention on the apparent needs, drives and wants of individuals, and process theories which concentrate on the processes involved when individuals make decisions about things that they perceived as important (cole, 2003).

2.3.1 Content theories of motivation

The leading content theories deal essentially with what appears to motivate people (that is what causes them to divert effort toward a certain kind of desire outcome)

2.3.1.a. McClelland's achievement theory

Perhaps of more significance and potential value to managers and academics attempting to understand motivation in the workplace is the work of McClelland. Mcclelland's (1961), need achievement theory identifies three basic needs that people develop and acquire form their life experience. These are needs for:

- Achievement;

- Affilia

    tion;

    and

- Power

Individuals develop a dominant bias or emphasis towards one of the three needs. For example, those with a high achievement need tend to seek situations where they have personal responsibility for solving problems, managing projects and for overall performance, where feedback is often clear and rapid, where tasks are moderately challenging and where innovation is required.

According to McCleland (1961), If we assume that each individual's combined achievement, Affiliation and power needs total 1.0 we are left with considerable scope for individual variation based on the strength or salience of a particular need. This provides a relative measure which might enable us to enhance our understanding of ourselves and others in the work place. We can construct three quite different and extreme scenarios. For example, individual "A" has a high need for achievement (0.6), a moderate need for power (0.3) and a low need for affiliation (0.1), whereas "B" has a high need for affiliation (0.8) and low power and achievement needs (0.1 and 0.1).

Individual "C" is driven or motivated by the need for power (0.7) and less so by achievement alone (0.1), whereas his / her need for affiliation is low (0.1). Clearly, these are extreme cases. Such individuals will, most likely, forge quite different careers from one another by seeking different ways of meeting their needs. If these three individuals were managed similarly, as is often the case in traditional bureaucracies, then it is unlikely that all would satisfy their needs in the workplace.

In a study in the USA (McClelland & Boyatzis, 1984) it was found that successful managers had high power needs and lower achievement needs. Power appears to be the main determinant of success, particularly when success is measured in terms of status and promotion to senior posts. McClelland distinguished between socialized powers and personalize power, the former being useful in assisting managers and leaders in their attempts to achieve organizational and group goal whereas the latter often merely serves the individual in seeking his or her need for domination. The need to achieve is linked to entrepreneurial activity and is viewed as an essential ingredient of organizational and national economic success, Managers tend to have higher achievement needs and lower affiliation needs than non-managers. We are all, perhaps, aware of people who appear, at least, to demonstrate a high need for one of the three drivers indentified by McClelland. However, for the achievement of organizational success, those with high achievement needs are generally considered most essential. For these people, money is often considered a measure or indication of success, a method of feedback, but is not a particularly strong motivator in its own right.

McClelland's (1961), motives correspond, to an extent, with Maslow's self-actualization needs (achievement), esteem needs (affiliation) and love/social needs (power). However, this theory recognizes that the relative extent or influence of these needs varies considerably between individuals. McClelland's work emphasizes the importance of context, the social environment outside work, for the development of needs or motives, whereas Maslow and others suggest that needs are instinctive.

Of particular interest to managers attempting to instill higher achievement needs in staff is McClelland's (1962), argument that this need can be strengthened by a combination of managerial action and training. He suggests that managers should reinforce successes and give positive feedback (with effects similar to those of herzberg's recognition

motivators), identify role models and successful mentors and encourage employees to emulate these achievers, modify the self-image of staff with lower achievement needs and encourage them to think of themselves in more positive terms.

The implications of this work for expectancy theory are significant. For example, an individual with high achievement needs is likely to value highly (valence) an expected outcome involving advancement, positive feedback, enhanced responsibilities and new challenge. Individuals with higher affiliation needs, for example might be motivated by tasks and jobs which are designed to cater for their need to mix socially and build relationships. It should be clear that the nature of potential outcomes and rewards, as shown in the expectancy model, will influence individual's motivation levels differently.

2.3.1.b. Abraham Maslow's Hierarchy of Needs

Maslow (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc.

Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employee's behavior and they are motivated by the need at the next level up the hierarchy. This pre

supposes that motivational packages at workplaces need to be dynamic to ensure that sustained management of staff needs is guaranteed.

2.3.1.c. Herzberg et al Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg *et al* (1959), does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content. They further identified motivating factors as those factors that make workers work harder. They posit that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. How these are relevant in the work environment at Ghana Education Service is what this research seeks to determine among other concerns.

2.3.2 Process theories of motivation

These theories move the focus away from what motivates people in order to consider motivation from the point of view of how people become motivated. What all

process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction.

2.3.2.a Expectancy theory

Brooks (2006), Expectancy theory has developed since the 1930s as an alternative to the behaviorist approaches to motivation. It argues that humans act according to their conscious expectations that a particular behaviour will lead to specific desirable goals. The theory, with all its consequent refinements, provides a popular explanatory framework for a range of employee behaviours, including levels of motivation, performance, employee turnover and absenteeism, in addition to leadership effectiveness and career choice.

Expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (i) the relationship between effort and performance and (ii) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward.

Vroom (1964), an American psychologist, developed expectancy theory from the original work of Tolman and Honzil (1930), producing a systematic explanatory theory of workplace motivation. It argued that" the motivation to behave in a particular way is determined by an individual's expectation that behaviour will lead to a particular outcome, multiplied by the preference or valence that person has for that outcome". For

example, if by working diligently and for long hours an employee expects to receive promotion at some future date and if that worker values promotion highly (valence), then rationally, we might expect that employee to show that behaviour. Vroom argues that human behaviour is directed by subjective probability, that is, the individual's expectation that his or her behaviour will lead to a particular outcome.

It is assumed that the level of motivation an individual displays results from his / her conscious decision-making process: a rational estimate of the likely result of their behaviour. The theory also considers the value that each individual places on the estimated outcome. The basic theory recognizes that individuals differ: that we are all unlikely to value the same outcomes equally.

2.3.2. b Porter and Lawler's expectancy model

The basic expectancy model has been further developed, notably by Porter and Lawler (1968), whose model includes further, hopefully realistic, variables and highlights certain potential managerial implications. In particular it sheds light on the nature of the relationship between employee satisfaction and performance. Porter and Lawler's model adds to existing theory by suggesting that performance is a product not only of effort but also of the individual's abilities and characteristics together with his or her role perceptions. This adds a certain intuitive realism.

2.3.2.c Equity theory

Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg *et al.* (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis *et al.* 1995). As such, equity theory assumes that one

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important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. McKenna, (2000) and Sweeney, (1990) confirm equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

2.3.2.d Goal Theory

The thinking behind Goal Theory is that motivation is driven primarily by the goals or objectives that individuals set for them. Unlike in expectancy theory, where a satisfactory outcome is the prime motivator, goal theory suggests that it is the goal itself that provides the driving force. Lock (1968) first proposed the idea that working towards goals was in itself a motivator. His research indicated that performance improved when these specific goals were demanding ones, performance was even better. General exhortations to,, do none's best" appear to be less effective than indentifying specific targets and aiming for them.

Goal theorists (eg Locke &Latham, 1981) also argue that an individual's motivation is enhanced when feedback on performance is available. Other important factors include goal-commitment (i.e. the extent to which the individual is committed to pursuing the goal even when things get rough), and self-efficacy (i.e. the perception that one has the ability to achieve the public and when they are set by the individual rather than imposed externally. Clearly, the concept of goal ownership is important here, a major aspect of management-by-objectives (eg Humble, 1967) is the intention that the process should attempt to harmonies individual and company goals. Self-efficacy is rather like the quality described by McClelland (1966) as at the core of those with a high achievement, i.e. a belief that they were capable of achieving their goals, which were set at a realistic, though challenging level.

2.3.2.e Attribution theory

Attribution theory suggests that we judge other people's behaviour by attributing meaning to their behaviour in the light of perceived internal or external forces. Internally caused behaviour is perceived to be under the control of the individual, i.e. they have made a choice in selecting the behaviour. Externally caused behaviour results from environmental forces that are perceived to influence people's behaviour (e.g. organizational rules, machinery breakdown etc), and over which the individual has little or no control. Kelley (1972) suggests that when people make attributions, they do so with three major criteria in mind:

In the case of the internally caused behaviour, we would be likely to draw the conclusion that this person was an unmotivated individual who disliked his job, and therefore „chose" to be late. Where the behaviour was seen as essentially caused by external factors, we would be likely to conclude that this was a one-off event caused by circumstances outside his control, such as a major traffic hold-up route to work.

According to Cole (2003), attribution theory is as much an issue of perception between individuals as a theory of motivation. Nevertheless, by providing another way of looking at people's behaviour, it can add to our understanding of the motivational process. The theory clearly has connections with achievement theory, since people attributed with primarily internal sources of behaviour have strong similarities with those showing high achievement needs (i.e. belief in their own internal strengths). People attributed with external causes of behaviour are likely to see their working lives dominated by external forces, such as the production system, actions of management etc.

2.3.2.f Reinforcement theory

Whereas attribution theory has strong links with ideas about human perception, reinforcement theory, as applied to motivation, has major connections with learning theory, and especially the work of the behavourist, Skinner B. F (1953). The reinforcement theories of motivation suggest that a given behaviour is a function of the consequences of earlier behaviour. Thus, all behaviour is determined to some extent by the earlier behaviour. Thus, all behaviour is determined to some extent by the rewards or punishments obtained from previous behaviour, which have the effect of reinforcing current actions. In this sense all behaviour is caused by external sources, since we can have little control over the consequences of our actions. So, if an individual"s efforts to contribute new ideas to a team are consistently met with an indulgent but apathetic approach by the management (i.e. negative reinforcement), then the individuals is likely to be discouraged from making further suggestions, the individual is encouraged to share ideas and help to develop them (i.e. positive reinforcement), then the person is likely to generate even more ideas.

From Cole (2003), strict reinforcement theory would argue that an individual's own understandings, emotions, needs and expectations do not enter into motivation, which is purely about the consequences of behaviour. However, modification of the theory (eg social learning theory) do allow for the effect of individuals" perceptions of the rewards/ punishments obtained by others as a contributor to motivation. Thus, an employee is not just affected by the consequences of his own actions at work, but is able to infer „appropriate" behaviour from what he sees as the consequences for others of their behaviour. Reinforcement theory is not basically concerned with what motivates behaviour, or how and is not strictly a theory of motivation. It is more concerned with control of behaviour (i.e. power over others).

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2.4 Motivation methods

According to Coates *et al* (1994)there are as many different methods of motivating employees today as there are companies, institutions, organizations etc, operating in the global environment. Still, some strategies are prevalent across all organizations striving to improve employee motivation. The best employee motivation efforts will focus on what the employees deem to be important. It may be that employees within the same department of the same organization will have different motivators. Many organizations today find that flexibility in job design and reward systems has resulted in employees' increased longevity with the company, improved productivity, and better morale.

2.4.a Empowerment

Giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. As a result, feelings of frustration arising from being held accountable for something one does not have the resources to carry out are diminished. Energy is diverted from self-preservation to improved task accomplishment, (Coates *et al,* 1994).

2,4.b Creativity and Innovation

At many companies, organizations, institutions, employees with creative ideas do not express them to management for fear that their input will be ignored or ridiculed. Company or organization approval and toeing the company line have become so ingrained in some working environments that both the employee and the organization suffer. When the power to create in the organization is pushed down from the top to line personnel, employees who know a job, product, or service best are given the

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opportunity to use their ideas to improve it. The power to create motivates employees and benefits the organization in having a more flexible work force, using more wisely the experience of its employees, and increasing the exchange of ideas and information among employees and departments. These improvements also create an openness to change that can give a company the ability to respond quickly to market changes and sustain a first mover advantage in the marketplace or environment, (Coates *et al,* 1994)

2.4.c Learning

If employees are given the tools and the opportunities to accomplish, most will take on the challenge. Companies can motivate employees to achieve more by committing to perpetual enhancement of employee skills. Accreditation and licensing programs for employees are an increasingly popular and effective way to bring about growth in employee knowledge and motivation. Often, these programs improve employees' attitudes toward the client and the company, while bolstering self-confidence. Supporting this assertion, an analysis of factors which influence motivation-to-learn found that it is directly related to the extent to which training participants believe that such participation will affect their job or career utility. In other words, if the body of knowledge gained can be applied to the work to be accomplished, then the acquisition of that knowledge will be a worthwhile event for the employee and employer, (Coates *et al,* 1994)

2.4. d Quality of life

The number of hours worked each week by American workers is on the rise, and many families have two adults working those increased hours. Under these circumstances, many workers are left wondering how to meet the demands of their lives beyond the workplace. Often, this concern occurs while at work and may reduce an employee's productivity and morale. Companies or institutions that have instituted

flexible employee arrangements have gained motivated employees whose productivity has increased.

Programs incorporating flextime, condensed workweeks, or job sharing, for example, have been successful in focusing overwhelmed employees toward the work to be done and away from the demands of their private lives, (Coates *et al,* 1994)

2.4.e. Monetary incentive

For all the championing of alternative motivators, money still occupies a major place in the mix of motivators. The sharing of a company's, organization, institutions profits gives incentive to employees to produce a quality product, perform a quality service, or improve the quality of a process within the company. What benefits the company directly benefits the employee. Monetary and other rewards are being given to employees for generating cost-savings or process-improving ideas, to boost productivity and reduce absenteeism. Money is effective when it is directly tied to an employee's ideas or accomplishments. Nevertheless, if not coupled with other, nonmonetary motivators, its motivating effects are short-lived. Further, monetary incentives can prove counterproductive if not made available to all members of the organization, (Coates *et al,* 1994)

2.4.f Other Incentives

Study after study has found that the most effective motivators of workers are nonmonetary. Monetary systems are insufficient motivators, in part because expectations often exceed results and because disparity between salaried individuals may divide rather than unite employees. Proven nonmonetary positive motivators foster team spirit and include recognition, responsibility, and advancement. Managers, who recognize the

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"small wins" of employees, promote participatory environments, and treat employees with fairness and respect will find their employees to be more highly motivated. One company's managers brainstormed to come up with thirty powerful rewards that cost little or nothing to implement. The most effective rewards, such as letters of commendation and time off from work, enhanced personal fulfillment and self-respect. Over the longer term, sincere praise and personal gestures are far more effective and more economical than awards of money alone. In the end, a program that combines monetary reward systems and satisfies intrinsic, self-actualizing needs may be the most potent employee motivator, (Coates *et al,* 1994)

2.5 The Concept of Job Performance

According to Porter and Lawler, (1968) as cited by Chen and Silverthorne, (2008), there are three types of performance. One is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measures is self-appraisal and self-ratings. As a result, the adoption of self-appraisal and self-rating techniques are useful in encouraging employees to take an active role in setting his or her own goals. Thus, job performance measures the level of achievement of business and social objectives and responsibilities from the perspective of the judging party (Hersey and Blanchard, 1993).

According to Sarmiento and Beale, (2007), productivity in every organization, service or company depends on many variables. Some of these variables are associated with a more adequate managing and planning of structural issues (e.g. production capacity), whereas other factors are related to more infrastructural aspects of the

organization or company's operations (e.g. workforce motivation). They added that, traditional theories of human behaviour and motivation state that job performance is often the result of at least two aspects: the abilities and skills (natural or acquired) that an employee Possesses, and his/her motivation to use them in order to perform a better job. Sarmiento and Beale, (2007) cited Gellerman, (1963), who pointed out that in business, just as in any other human-related activity, not a single thing that has a consequence will occur until the person decides to proceed. The outcome of his/her actions will partially depend upon how much effort the person puts into his/her task.

2.6 Motivation in the Public Service

In North America, the thorniest question confronted by the public sector is how to attract, retain and motivate talented employees (Alonso and Lewis, 2001). In China, it is also urgent to attract, retain and motivate the "best person" in the public sector. Perry and Wise, (1990) suggest that public sectors need to reframe the question of motivation and examine the unique motivational bases of public service. Although pay and benefits might inspire some people to choose and excel in public sector jobs, Perry and Wise, (1990) ascribe more weight to the excitement and drama of public policy making and to the opportunity to serve a greater goal. They argued that people who respond to such incentives have a higher public service motivation – the force that induces people to enter careers in the public service (Brewer and Selden, 1998).

Perry and Wise, (1990) define Public Service Motivation (PSM) as an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations. They identified three theoretical bases of public sector motivation (PSM): rational, norm-based, and affective. Rational motives are grounded in maximizing individual utility; norm-based motives involve a desire to serve the

public interest; affective motives are grounded in human emotion and are characterized by a desire and willingness to help others (Perry and Wise, 1990).

These provide a useful framework for understanding PSM (Brewer, Selden and Facer, 2000). According to motivational theories, public employees with higher Public Service Motivation would devote themselves to public causes and more easily find job satisfaction and enjoyment in the daily routine.

Employees whose motives were anchored in the need to pursue the common good were likely to be satisfied with their jobs (Taylor, 2007).

2.7 Teacher motivation and incentives in Sub-Saharan Africa and Asia

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that „pay on its own does not increase motivation". However, pecuniary motives are likely to be dominant among teachers in those low-income developing countries where pay and other material benefits are too low for individual and household survival needs to be met.

Only when these basic needs have been met, is it possible for „higher-order" needs, (Maslow 1943) which are the basis of true job satisfaction, to be realised. There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many low-income developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and

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performance are low and falling in many low-income developing countries. The excessive politicisation of public education has had a profound impact on levels of accountability in many education systems, which has, in turn, seriously affected teacher commitment and motivation. The poor and declining quality of public education has led to growing numbers of parents sending their children to non-state schools. In some countries, particularly in South Asia, this amounts to a mass exodus. Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces, large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management also seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries.

Paul (2004) with the view that where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community. Being posted to a rural school is likely to de-motivating for most teachers. Bennell and Acheampong (2003) Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the „social contract") is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. In many countries, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counselling, and community development. The work and living environments for many teachers are poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for

nearly all teachers. The „struggling teacher" is an all too common sight, especially in primary schools. High proportions of teachers remain untrained in many low-income developing countries, which adversely affect „can-do" motivation. Too often, teachers are „thrown in at the deep end" with little or no induction. Multi-grade teaching is common in lowincome developing countries, but most teachers are not adequately prepared for the special demands of this type of teaching

2.8 Developing a Motivated Work Environment

While it is important to see to the training and support needs of subordinates and to be actively involved in the hiring and job-matching processes to ensure adequate aptitude, the influence of manager's actions on the day-to-day motivation of subordinates is equally vital. Kamali *et al* (2008) indicated that effective managers devote considerable time to gauging and strengthening their subordinates motivation, as reflected in their effort and concern. The writers outlined six elements as an integrative motivation programme.

i. Establish moderately difficult goals that are understood and accepted. Employees start out motivated. Therefore, a lack of motivation is a learned response, often fostered by misunderstood or unrealistic expectations.

ii. Remove personal and organizational obstacles to performance. The role of management is to create a supportive, problem-solving work environment in which the necessary resources to perform a task are provided.

iii. Use rewards and discipline appropriately to distinguish unacceptable behavior and encourage exceptional performance. Rewards should encourage high personal performance that is consistent with management objectives.

iv. Provide salient internal and external incentives programs. Motivation works best when it is based on self-governance.

v. Mostly distribute rewards equitably. All employees should be treated fairly.

vi. Provide timely rewards and honest feedback on performance. All individuals deserve timely, honest feedback on work performance for future consistency.

2.9 Importance of motivation

According to Branson, R. (2002), motivation is a very important for an organization because of the following benefits it provides:-

a. Puts human resources into action

The concern of every institution or organisation requires physical, financial and human resources to accomplish the goals. It is through motivation that the human resources can be utilized to the fullest. This can be done by building willingness in employees to work. This will help the enterprise in securing best possible utilization of resources.

b. Improves level of efficiency of employees

The level of a subordinate or a employee does not only depend upon his qualifications and abilities. For getting best of his work performance, the gap between ability and willingness has to be filled which helps in improving the level of performance of subordinates. This will result into:

- Increase in productivity.
- Reducing cost of operations.
- Improving overall efficiency.

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c. Leads to achievement of organizational goals

The goals of an enterprise or institution can be achieved only when the following factors take place: - There is best possible utilization of resources. There is a co-operative work environment.

- o The employees are goal-directed and they act in a purposive manner.
- o Goals can be achieved if co-ordination and co-operation take place simultaneously which can be effectively done through motivation, Branson, R.

  (2002),

d. Builds friendly relationship

Motivation is an important factor which brings employees satisfaction. This can be done by keeping into mind and framing an incentive plan for the benefit of the employees. This could initiate the following:

- Monetary and non-monetary incentives,
- Promotion opportunities for employees,
- Disincentives for inefficient employees.

In order to build a cordial, friendly atmosphere, the above steps should be taken by a manager. This would help in:

- ✓ Effective co-operation which brings stability.
- ✓ Industrial dispute and unrest in employees will reduce.
- ✓ The employees will be adaptable to the changes and there will be no resistance to the change.
- ✓ This will help in providing a smooth and sound concern in which individual interests will coincide with the organizational interests.
- ✓ This will result in profit maximization through increased productivity.

✓ Leads to stability of work force.

Stability of workforce is very important from the point of view of reputation and goodwill of a concern. The employees can remain loyal to the enterprise or institution only when they have a feeling of participation in the management. The skills and efficiency of employees will always be of advantage to employees as well as employers. This will lead to a good public image in the society which will attract competent and qualified people into a concern. As it is said, "Old is gold" which suffices with the role of motivation here, the older the people, the more the experience and their adjustment into a concern which can be of benefit to the institution, Branson, R. (2002),

2.10 Conclusion

From the above discussion, we can say that motivation is an internal feeling which can be understood only by the manager since he is in close contact with the employees. Needs, wants and desires are inter-related and they are the driving force to act. These needs can be understood by the manager and he can frame motivation plans accordingly. We can say that motivation therefore is a continuous process since motivation process is based on needs which are unlimited. The process has to be continued throughout.

We can summarize by saying that motivation is important both to an individual and an institution or organisation.

2.10. a The important of Motivation to individuals:

- Motivation will help him achieve his personal goals.
- If an individual is motivated, he will have job satisfaction.
- Motivation will help in self-development of the individual.

- An individual would always gain by working with a dynamic team.

2.10.b The important of motivation to an institution or organisation:

The more motivated the employees are, the more empowered the team is. The more the team work and individual employee contribution, more profitable and successful is the business. During period of amendments, there will be more adaptability and creativity.

Motivation will lead to an optimistic and challenging attitude at work place.

2.11   Assessing the performance of employees

According to Seidenfeld (2007), assessing employee performance and providing feedback to employees is a task most supervisors dread. Consequently, they tend to put it off, or worse still, avoid it all together. Yet providing feedback to employees is a crucially important management function.

The psychology behind the dread of providing feedback usually has to do with the early learned rule that we should not judge other people. In the supervisory role however, this generally good idea – of not being judgmental – is sadly misplaced. Supervisors should understand that, properly given, when they offer feedback they are not judging people; they are objectively assessing performance (Seidenfeld, 2007).

Employees need and want frequent feedback on their performance. In fact, feedback is something we make use of constantly. For example, when driving, we constantly watch the road, judging how close to the centre line we are driving, then how close to the shoulder. We constantly use feedback to keep us going straight down our lane. Imagine driving without getting visual feedback: disaster!

Nobody ever learns new skills, or improves at anything, without feedback. Whether it's learning to ride a bike, when the feedback of falling over teaches us to not lean that way

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— or learning to prepare a new recipe, when our gustatory feedback tells us we need to add more salt — feedback is vital. It is even more vital when learning tasks and improving in something as complex as handling animals in a laboratory (Seidenfeld, 2007).

Sure, employees will perform without feedback. But without feedback from their supervisors, employees will make their own work assessments or try to get feedback from their friends and co-workers. Such self-assessment, by its nature, cannot be objective, and it is not likely to be very accurate (Seidenfeld, 2007).

What supervisors must be concerned about when giving feedback are accuracy and objectivity, and how much it will help the employee do a better job. Only the employee's supervisor can give this kind of feedback.

When employees perform well, they need positive recognition to keep them motivated; if their performance is not up to snuff, they need to know it. And they need to know very specifically, in behavioural terms, just what it is that isn't going right (Seidenfeld, 2007)

There can be many reasons why an employee may not be performing well. For one thing, the employee may not see the job from a broad perspective and how his/her specific job meshes with other jobs in the organization. Or employees don't fully and clearly grasp what is expected of them which could lead to their not appreciating the level of performance quality that's required. Another source of poor performance may be employees never having been clearly told which aspects of their jobs have top priority. Other common causes of poor performance may be such factors as:

Lack of training, so employees do not know how to do certain things. Failure to understand why thing must be done a certain way (Seidenfeld, 2007).

Personal or emotional problems. Boredom, so that little thought or energy devoted to the work. Resentment towards the organization, or general dissatisfaction. Lack of motivation, not caring about the job.

But whatever the reason for the poor performance, a meaningful performance assessment will help to identify problems so they can be addressed. Typically, formal assessments are on a fixed schedule, usually annually or semi-annually. But employees need feedback much more frequently. Of course, some employees will need more attention than others. But no employee should go without frequent periodic assessments. Providing frequent feedback is one of the most constructive things a supervisor can do to maintain high level performance (Seidenfeld, 2007).

Deciding when to give informal performance assessments will depend on the nature of the job and on the type of relationship that the supervisor has with a particular employee. A good time for an informal assessment might be when a specific assignment has been completed. Or, if an employee provides a quarterly summary report, or takes stock of lab supplies at the end of each month, a performance assessment of that specific task, when it is completed, will provide the employee with useful feedback.

The most effective supervisors meet regularly and frequently with each of their employees, on a one-to-one basis, in order to be aware of what's going on ―on the line‖ and to get early warning of possible developing problems. By scheduling frequent, regular brief meetings with each employee the supervisor can be sure that no employee goes for very long without feedback and, by keeping simple notes on each meeting, the supervisor can be sure of knowing about each employee's performance and can spot problems or offer positive reinforcement for an observed improvement.

All performance assessments should have specific, objective standards against which an employees' performance can be evaluated. Such evaluations must be based on facts, on specific behaviours, and on direct observations.

Performance assessments should not focus only on negative performance. Positive feedback from supervisors is a very important reinforcement of positive performance — and therefore a major booster of employee morale. Effectively implemented, performance assessments serve to establish and maintain high levels of productivity and motivation among employees (Seidenfeld, 2007).

Supervisors must carefully consider whether the same standards are being applied fairly to all employees doing the same job. In spite of a supervisor's attempts to be scrupulously fair and even-handed, there is always a danger of applying easier standards to well-liked employees.

Supervisors are equally likely to apply stricter standards to their best employees. Assessments that concentrate only on weaknesses and ignore strengths damage selfconfidence and lower morale. A vague, general assessment or none at all may lead to confusion, discouragement, and frustration. But a clear, specific, objective assessment that covers both employee strengths and weaknesses will foster improved performance in weak areas and higher motivation in strong ones (Seidenfeld, 2007). Keeping in mind that you are not judging people, but only objectively assessing performance can help change this dreaded task into a looked-forward-to, ideal opportunity to help your employees grow.

Ways to measure employee performance

Performance appraisal has become a continuous process by which an employee's understanding of a company's goals and his or her progress toward contributing to them are measured. Performance measurement is an ongoing activity

for all managers and their subordinates. Performance measurement uses the following indicators of performance, as well as assessment of those indicators.

Quantity: the number of units produced, processed or sold is a good objective indicator of performance (Hakala, 2008).

Quality: the quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator.

Timeliness: how fast work is performed is another performance indicator that should be used with caution. In field service, the average customer's downtime is a good indicator of timeliness.

Cost –effectiveness: the cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs.

Absenteeism or tardiness: an employee is obviously not performing when he or she is not at work. Other employees' performance may be adversely impacted by absences, too (Hakala, 2008).

Adherence to policy: deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

Performance indicators must be assessed by some means in order to measure performance itself. Here are some of the ways in which performance is assessed from the aforementioned indicators.

a. managers appraisal: a manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature topdown and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development.

b. Self-appraisal: the employee appraises his or her own performance, in many cases comparing the self-appraisal to management's review. Often, self- appraisals can

highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations.

c. Team appraisal: similar to peer appraisal in that members of a team, who may hold different positions, are asked to appraise each other's work and work styles. This approach assumes that the team's objectives and each member's expected contribution have been clearly defined (Hakala, 2008).

2.5 Conceptual Framework
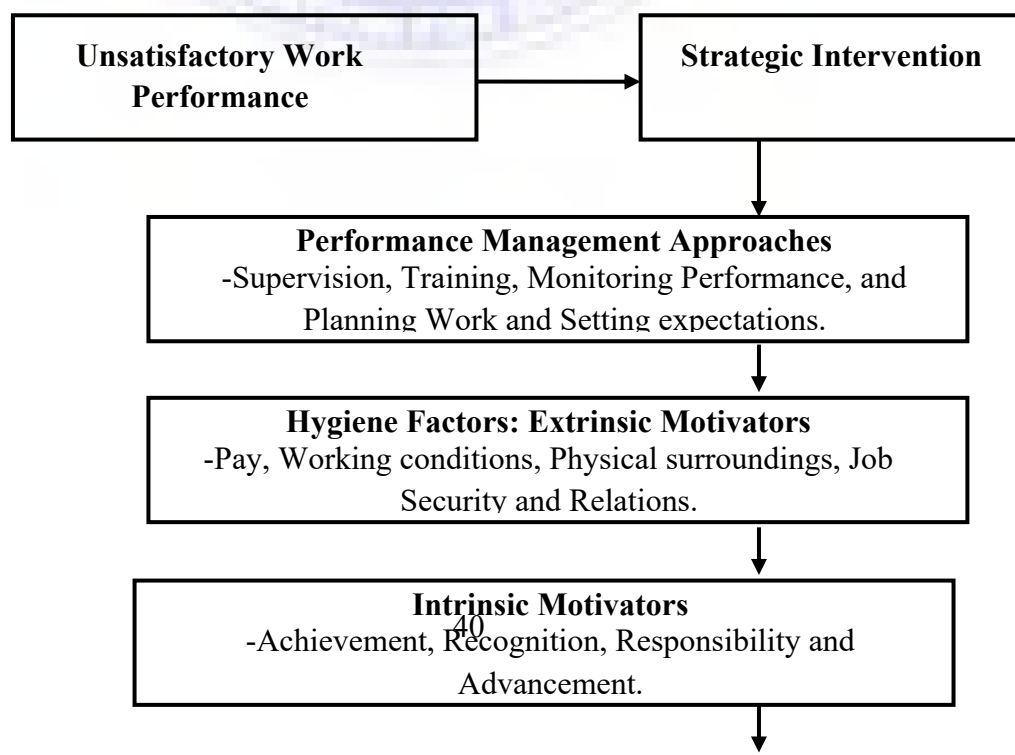
Mayo therefore came up with the following conclusion:

"Aptitudes of individuals are not perfect predictors of job performance, although they give the physical and mental potential of the individual, the amount produced is strongly influenced by social factors" (Mayo, 1928 – 1932:4).

The study also showed that the kind of relation that supervisors develop with workers tends to have a significant influence in the manner in which workers carry out instructions (Mayo, 1928-1932:4).

He also concluded that work groups tend to develop the norm of what they consider to be a fair day's work (Mayo, 1928-1932: 4). Finally the need to be recognized, to feel secure and have a sense of belonging is more important in determining workers morale and productivity than the physical conditions under which the person is made to work (Mayo, 1928-1932: 4). Maslow and Herzberg built part of their theories on a number of Mayo's conclusions. Maslow's social needs, which states that people want to have a feeling of acceptance, belonging and communal living is in support of Mayo's conclusion about the need for recognition that workers require in order to perform. Mayo's conclusion about the need for a sense of security is in support of Maslow's safety needs that advocates for relative job security and freedom from

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threats. Mayo's conclusions about the little relevance attributed to the physical environment in determining workers morale and productivity is not in line with Maslow's safety needs that recognize the need to have a safe environment and physiological needs that require provision of ample breaks to motivate people to work.

Mayo's conclusion about the need of workers to have a sense of security and recognition is congruent with Herzberg's satisfiers that state the need to make workers feel that they are recognized when executing their duties and dissatisfies that emphasis on lack of job security as a factor that lowers motivation.

It's a common belief for most of us that extrinsic rewards promote better performance (Kohn, 1987: 1). But a number of research indicate that this is not as accurate as was once thought, rewards can have a negative effect on performance levels (Kohn, 1987: 1).

"Related series of studies have shown that interest in a task, which some one feels that something is worthy doing for its own sake, tends to decline when someone is rewarded for doing it" (Kohn, 1987:1). "If reward, praise, money, awards come to be seen as the reason one is engaging in an activity, that activity will be viewed as less enjoyable in its own right" (Kohn, 1987: 1). On the following strength, it is believed that employees, who are praised, for meeting their manager's expectations, suffer a drop in their motivation and consequent performance.

"In a research carried out by Amabile in 1985, 72 creative writers at Brandeis and at Boston University were told to write poetry (Kohn, 1987:2). "Some students were then given a list of extrinsic reasons for writing, such as impressing teachers, money and getting into graduate school and were told to think about their own writing

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with respect to these reasons and others were given a list of intrinsic reasons: the enjoyment of playing with words, satisfaction from self-expression, the third group was not given any list" (Kohn, 1987: 2). The results clearly revealed those that were given the extrinsic reasons not only had written less creatively than the others, as judged by twelve independent poets, but the quality of their work dropped significantly" (Kohn, 1987: 2).

"Amabile therefore concluded that rewards have this destructive effect primarily with creative tasks, including higher level problem solving. The more complex the task, that is being done the more likely it will be hurt by extrinsic rewards" Amabile affirmed (Kohn, 1987: 2). Similarly performance of employees will decline when a lot of focus is placed on external rewards for completion of a particular task. Amable's findings departed from Maslow and Herzberg's theoretical underpinnings in various ways.

Maslow's lower needs of physiological motivation, which advocates for material benefits and external rewards, such as provision of ample breaks, provision of salaries for workers, to enable them meet life's essentials is not in agreement with Amabile's findings that undermine extrinsic motivators as a way of motivating people to perform a given task. Maslow's safety needs that require provision of a sate working environment, relative job security and freedom from any kind of threat in order to motivate an individual does not support Amabile's conclusion that states extrinsic motivators as not being able to motivate positive performance.

While on the other hand Maslow's esteem motivators that recognises work achievements and provision of status that can make employees feel valued and appreciated, which are internal in nature as opposed to external, embraces Amabile's

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conclusion about the need for self-actualization, which advocates for challenging, meaningful work assignments, which induce motivation, creativity and progress according to long term goals.

These studies are of practical importance to this research since they give us a deeper insight on motivation in practice and how different people have responded to different motivational opportunities.

Introduction

The conceptual framework explains the key concepts used in the study and how they are linked to one another to produce the final outcome.

Motivation

This is the process by which a person wants and chooses to act in a particular way (Maund, 2001:440).

Extrinsic Motivators
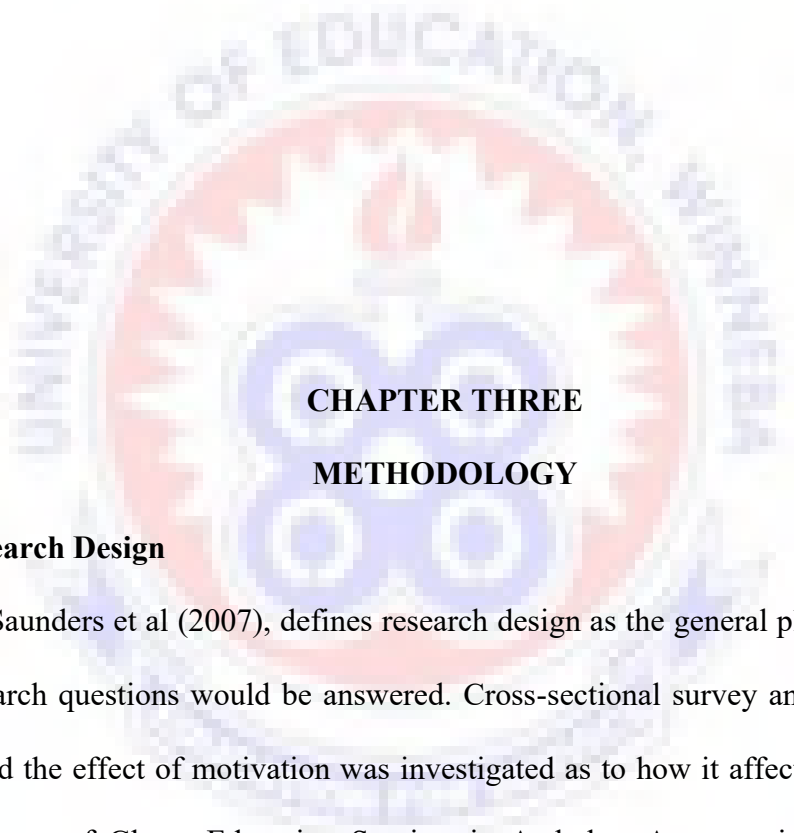
These are sources of need satisfaction that are associated with tangible rewards such as pay, working conditions, physical surroundings, job security, promotion and interpersonal relations and such tangible rewards cannot be determined by the individual but rather at the organizational level (Houldsworth in Rees, 2004:83).

Intrinsic Motivators

These are sources of need satisfaction, that derive from the individuals relation to the job itself and it involves job factors which reward the needs of the individual to reach his aspirations and an example are achievement, recognition, responsibility, advancement (Maund, 2001: 453).

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Performance Management Approaches

This is the systematic process by which an agency involves its employees as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goals, an example of these approaches are planning work and setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance and rewarding good performance (U.S Office of personnel management: 2008: 6).

CHAPTER THREE

METHODOLOGY

3.1 Research Design

Saunders et al (2007), defines research design as the general plan of how the research questions would be answered. Cross-sectional survey analysis was used, and the effect of motivation was investigated as to how it affected the job performance of Ghana Education Service, in Atebubu- Amanten junior High Schools. The opinion of the target population (junior high schools in Atebubu-Amanten Municipal) in relation to the problem under discussion was analysed from the information gathered from the targeted population.

3.2 Sources of Data

The main sources of data used for the study were primary and secondary data. The primary data was obtained through questionnaire given to the respondents while the secondary data was obtained from the schools, which is the profile of the schools and also information from other books.

3.3 Target Population

The target population may be defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borge and Gall, 1989). According to Orodho (2004) population refers to all the items or people under consideration. The target population for this study consisted of all the teachers in all the five junior high schools in the Atebubu-Amantin Municipal of Ghana. The choice of teachers was based on the fact that the variables under investigation are particular to them and no other party could provide the information. The study comprised a target population of 200 teachers.

3.4 Sample Size and Sampling Procedure

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because

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one can learn something about a large group by studying a few of its members thus saving time and money. The schools selected for the study were sampled using simple random sample techniques. All the females in each of the schools were used for the study since the female teachers in the schools were not many. But for the male teachers, one third of each of the teaching staff in the schools was selected. This was done by writing „Yes" and "No" on cards and teachers were asked to pick the cards. Those who picked "yes" were selected for the study. In all a sample of 50 teachers were used for the study.

3.5 Research Instrument

The data used was primary data and it was mainly questionnaire. The questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The variables were obtained through careful review of related literature and worded with both closed and open-ended ones after the supervisor has scrutinized it. This was to facilitate easy analysis of responses.

3.6 Pre – Testing of the Instrument

The instruments were pre-tested at Akokoa R/C junior high school of Atebubu in the same district with the same characteristics as those schools selected for the study. The pre-testing was done to determine the reliability and validity of the instrument. Items that showed ambiguity thus double meaning and difficulty were removed, before it was carried out to administer in the selected schools.

3.7 Data Collection Procedure

The researcher administered the questionnaire records to ensure proper coverage. The researcher first met the respondents and explained the purpose of the study to them and then discussed some of the items in the questionnaire with them, though care was taken in order not to interfere with the results. The questionnaires answered were collected on the following week and the return rate was about 97%.

3.8 Data Analysis Tools

Data collected with the questionnaire were coded and analysed using Statistical Package for Social Sciences (SPSS) a computer application software programme. Tables, pie charts, percentages, histograms and regression model were used in the analysis in order to arrive at the objectives and to answer the research questions.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF RESULTS

The purpose of the study therefore was to examine motivational packages and their effects on employees' performance in Ghana Education Service at Atebubu-Amanten Municipal. This chapter presents the data analysis and discusses the results obtained using Statistical Package for Social Sciences (SPSS).

4.1 Demographics of the Study

Table 4.1: Demographics

Variable	Frequency (N)	Percentage (%)
Sex		
Male	41	82.0
Female	9	18.0
Area of Specialization		
Art	21	42.0
Sciences	24	48.0
Catering	5	10.0
How long have you been a teacher		
1-5 years	35	70.0
6 -10 years	15	30.0

Marital Status		
Married	5	10.0
Widowed	2	4.0
Divorced	5	10.0
Single	38	76.0
Age group		
20 29 years	40	80.0
30 - 39 years	8	16.0
40 - 49 years	2	4.0
Educational background		
Diploma / HND	41	82.0
Graduate	4	8.0
Masters	5	10.0

Table 4.1 presents the demographics of respondents used for the study. From the table, 41 respondents representing 82% were male whiles 9 respondents representing 18% were female. Furthermore, 24 respondents representing 48% were in specialized in Art, 21 representing 42% specialized in the Sciences whereas five representing 10% specialized n catering. Moreover, about 2/3rd of the respondents had between 1-5 years working experience whiles 15 representing 30% had 6-10 years working experience.

That notwithstanding, 38 respondents representing 76% were single, five each representing 10% were divorced or married whereas only two representing 4% were widowed. About 2/3rd of the respondents were within 20-29 years, eight representing 16% were between 30-39 years and only two representing 4% were within 40-49 years age range. Finally, 41 respondents representing 82% had Diploma/HND, five representing 10% had Masters Degree whiles only four representing 8% were Graduates.

4.2 Intrinsic Factors

Intrinsic motivation is shaped according to the teacher's own interest in, curiosity about and satisfaction from the assigned task. Desire, enthusiasm and willingness to do something are important sources of intrinsic motivation.

Table 4.2: Intrinsic Factors of teacher motivation

Item	Intrinsic Factor	SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean ± SD
	Supervision						
1	my headteacher involves me in decision making	26(52.0)	24(48.0)	0	0	0	4.52(.505)
2	I am satisfied with the supervision and monitoring style of my headteacher	28(56.0)	18(36.0)	0	0	4(8.0)	4.32(1.096)
3	My headteacher pre-inform me before observing my activities	22(44.0)	13(26.0)	1(2.0)	5(10.0)	9(18.0)	3.68(1.558)
4	My headteacher always gives orders	17(34.0)	14(28.0)	2(4.0)	7(14.0)	10(20.0)	3.42(1.566)
	In-service / workshop						
1	I have opportunity to contribute to decision on education development in the school	11(22.0)	31(62.0)	1(2.0)	5(10.0)	0	3.82(1.137)
2	The school always organize induction training for new teachers	18(36.0)	14(28.0)	1(2.0)	12(24.0)	5(10.0)	3.56(1.445)
3	I am satisfied with in-service training in my school	5(10.0)	24(48.0)	9(18.0)	2(4.0)	10(20.0)	3.24(1.302)
4	My headteacher organizes three in-service training for new teachers	6(12.0)	24(48.0)	1(2.0)	9(18.0)	10(20.0)	3.14(1.400)
	Planning						
1	The PTA is involved in school planning	12(24.0)	34(68.0)	4(8.0)	0	0	4.00(.990)
2	The circuit supervisor assists in decision making of the school	12(24.0)	27(54.0)	6(12.0)		5(10.0)	3.82(1.119)
3	my headteacher encourages teams work in the school	12(20.0)	31(51.7)	13(21.7)	1(1.7)	3(5.0)	3.68(1.558)
4	The community organizes communal labor in support the school	5(10.0)	16(32.0)	6(12.0)	14(28.0)	9(18.0)	2.88(1.319)
5	The district director forms part of school planning team	0	21(42.0)	11(22.0)	8(16.0)	10(20.0)	2.86(1.178)
	Setting Expectation						
1	I enjoy the spirit of team work among staff	21(42.0)	19(38.0)	5(10.0)	0	5(10.0)	4.02(1.204)
2	I enjoy the cordial atmosphere with the community	9(18.0)	26(52.0)	15(30.0)	0	0	3.88(.689)
3	I am happy working in the school environment	8(8.9)	40(44.4)	20(22.2)	13(14.4)	9(10.0)	3.50(1.147)
4	The school provides conductive environment for work	2(4.0)	16(32.0)	13(26.0)	0	19(38.0)	2.64(1.382)
5	The community gives financial assistance to teachers	0	9(18.0)	5(10.0)	4(8.0)	32(64.0)	1.82(1.207)

Table 4.2 shows the effect of various intrinsic factors and their effect on teacher performance. The categories of intrinsic factors considered in this study are supervision, in-service training/workshops, planning and setting expectations.

4.2.1 Supervision

From the table above, all respondents strongly agreed or agreed that their headteacher involves them in decision-making (m=4.52), and were satisfied with the supervision and monitoring style of their headteachers (M=4.32); more than 2/3rd strongly agreed or agreed that their headteachers pre-inform them before observing their activities or the headteachers gives orders.

4.2.2 In-service training/Workshop

More than 2/3rd representing 84% agreed that they have opportunity to contribute to decision on educational development in the school (M=3.82), more than half, 64% agreed that the school always organize induction training for new teachers (M=3.56) or were satisfied with in-service training in their school (M=3.42). More than half of the respondents also agreed that their teachers organize three in-service training for new teachers. This implies that teachers were generally impressed with the level of training services received.

4.2.3 Planning

Respondents generally agreed with the levels of planning in the school. Almost all respondents agreed that the PTA is involved in school planning (M=4.00), about 2/3rd agreed that the circuit supervisor assists in decision-making of the school (M=3.82) and headteachers encourages team work in their respective schools (M=3.68). However, more than 1/3rd of the respondents disagreed that the community organises communal labour in support of the school (M=2.88) whereas 21 respondents

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representing 54% agreed that the district director forms part of the school planning team.

4.2.4 Setting expectations

With regards to setting expectations as an intrinsic factor, almost all respondents, 80% agreed that the enjoyed the spirit of team work among staff (M=4.02), enjoyed the cordial atmosphere with the community (M=3.88), were happy with working in the school environment (M=3.50). That notwithstanding, 19 respondents representing 38% disagreed that the school provides conducive environment for work (M=2.64) whereas more than half of the respondents, 64% disagreed that the community gives financial assistance to teachers (M=1.207
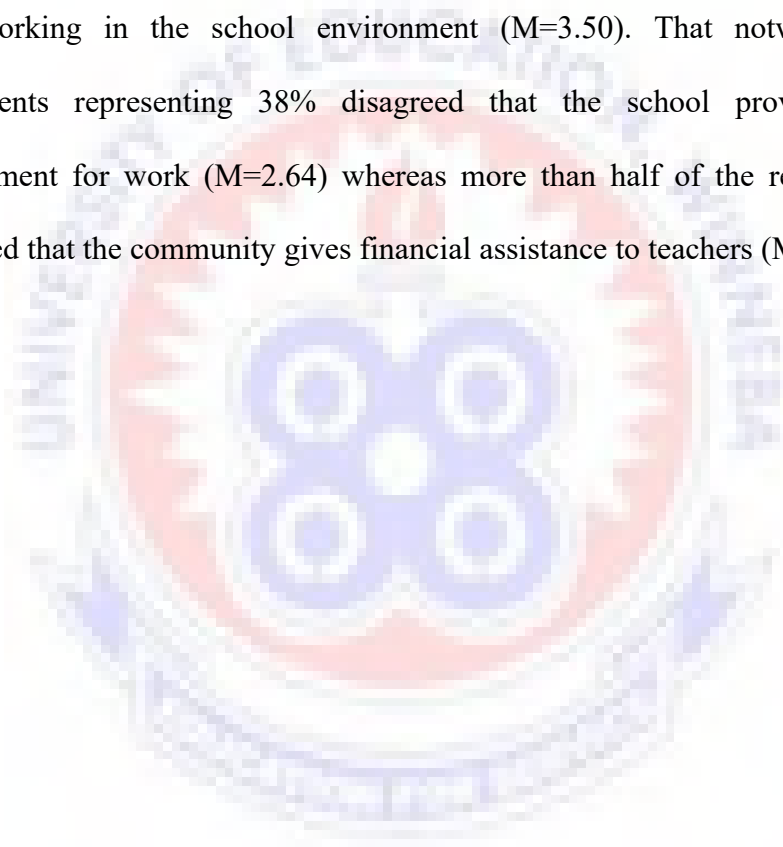
Table 4.3: Correlations on intrinsic factors that affect teacher performance

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	My headteacher always gives orders	1	.234	-.234	-.094	-.428**	-.404**	-.070	-.391**	.617**	-.237	-.375**	.005	.176	-.221	.251	-.102	-.368**	.408**
2	my headteacher involves me in decision making		1	.468**	.216	.328*	.522**	-.128	.117	.372**	.409**	-.228	.372**	.091	-.106	-.107	.487**	-.052	.123
3	I am satisfied with the supervision and monitoring style of my headteacher			1	.539**	.223	.129	.129	.117	.384**	.903**	-.185	.408**	-.154	-.032	.253	.676**	.106	-.357*
4	My headteacher pre-inform me before observing my activities				1	.058	-.010	-.009	-.132	.016	.331*	-.221	.150	-.069	-.217	-.254	.276	.192	-.400**
5	My headteacher organises three in-service training for new teachers					1	.414**	.525**	.776**	-.447**	.059	-.231	.053	.123	.388**	-.301*	-.026	.377**	.366**
6	I have opportunity to contribute to decision on education development in the school						1	-.322*	.360*	-.125	.091	.134	-.042	.438**	-.242	-.471**	.092	-.106	.035
7	The school always organize induction training for new teachers							1	.534**	-.327*	.057	-.302*	.336*	-.037	.258	-.009	-.206	.335*	.515**
8	I am satisfied with in-service training in my school								1	-.293*	-.047	-.474**	-.019	.182	.287*	-.076	-.250	.010	.534**
9	my headteacher encourages teams work in the school									1	.344*	-.397**	.001	.175	-.285*	.638**	.297*	-.474**	.012
10	The PTA is involved in school planning										1	.129	.594**	-.368**	.108	.313*	.754**	.179	-.427**
11	The circuit supervisor assists in decision making of the school											1	.054	-.298*	.040	-.307*	.275	.368**	-.553**
12	The community organizes communal labour in support the school												1	-.405**	.175	.065	.349*	.119	.063
13	The district director forms part of school planning team													1	-.642**	-.307*	-.358*	-.448**	.456**
14	I am happy working in the school environment														1	.373**	-.052	.542**	.096
15	The school provides conductive environment for work															1	.041	-.068	.022
16	I enjoy the spirit of team work among staff																1	.052	-.573**
17	I enjoy the cordial atmosphere with the community																	1	-.198
18	The community gives financial assistance to teachers																		1

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 4.3 shows the two-tailed spearman rank correlation of the various intrinsic factors and how they affect performance. This was measured at significance level of p<0.01. The study recognised a strong positive correlation between headteachers giving orders and headteachers encouraging teams in the school (r=.617). Similar correlation was also realised between headteachers involving teachers in decision making and teachers getting the opportunity to contributing to decision on educational development (r=.522). Furthermore, strong correlation was recognised between teachers being satisfied with the supervision and monitoring style of their headteachers and the PTA being involved in planning (r=.903). Similar correlation was seen between teachers being satisfied with the monitoring and supervision style of headteachers and headteachers pre-informing teachers before observing their activities (r=.599).

That notwithstanding, a strong positive relationship was observed between headteachers organising three in-service training for new teachers and teachers being satisfied with in-service training (r=.766). Financial assistance is an integral factor in any institution. It is in the right frame that respondents believed it had significant impact on schools organizing induction training for new teachers (r=.515) and it associated teacher satisfaction with this view (r=.534).

Finally, there was a strong positive correlation respondents' view on the community organizing community labor to support the school and PTA involvement in school planning. The correlation table underlines the significance of teacher involvement in decision-making schools and them offering their contribution to the school; every teacher feels appreciated when their inputs are considered in schools. Teacher performance has always being related to supervision. Most teachers perform well when they are given the right supervision by teachers; and the fact that most teachers were satisfied with them being pre-informed before such activities gives a clear indication of how supervision affect performance. It is however

important that the PTA is involved in all activities that happen in schools as their input is needed in the planning of the school.

4.2.1 Discussions on Intrinsic Factors

The analysis put together in the study of intrinsic factors and how they affect teacher performance indicated that majority of the respondents were satisfied with the levels of supervision, in-service training/workshops, planning and setting expectations. Majority however believed that the community doesn't give financial assistance and as well the atmosphere in the schools were not conducive enough. The correlation table however put together the strong positive relationship between teacher organisation of in-service training and teacher satisfaction. Financial assistance from the schools and communities was also identified as having strong impact on teacher performance. McClelland's (1962) posits that managers should reinforce successes and give positive feedback (with effects similar to those of Herzberg's recognition motivators), identify role models and successful mentors and encourage employees to emulate these achievers, modify the self-image of staff with lower achievement needs and encourage them to think of themselves in more positive terms. The respondents believed training plays an integral role in their performance as teachers in the school.

Similarly, Coates et al., (1994) posited that a program that combines monetary reward systems and satisfies intrinsic, self-actualizing needs may be the most potent employee motivator. As such factors such as supervision, training, monitoring performance, and planning work and setting expectations should be of high notice to educators as they play maximum role in teacher motivation and consequently performance. This is buttressed by Maund (2001) who explained that achievement, recognition, responsibility, advancement are important motivators for teachers performance.

4.3 Extrinsic Motivational Factors

Extrinsic motivation is reward-driven behavior. In extrinsic motivation, rewards or other incentives — like praise, fame, or money — are used as motivation for specific activities. Unlike intrinsic motivation, external factors drive this form of motivation.

Table 4.4: Extrinsic motivational factors

Item		Levels of Agreement					
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean $\pm$ SD
	Extrinsic Motivation						
1	I enjoy regular salary	27(54.0)	16(32.0)	1(2.0)	6(12.0)	-	4.28(.991)
2	My monthly salary can solve my basic needs	11(22.0)	13(26.0)	6(12.0)	6(12.0)	14(28.0)	3.02(1.558)
3	I have fringe benefits in connection with my work	0	7(14.0)	16(32.0)	2(4.0)	25(50.0)	2.10(1.182)
4	i enjoy transport grant	0	1(2.0)	5(10.0)	2(4.0)	42(84.0)	1.30(.735)
5	I enjoy allowances for extra duties	0	1(2.0)	1(2.0)	7(14.0)	41(82.0)	1.24(.591)
	Working Condition						
1	I always experience team work from colleagues	27(54.0)	22(44.0)	0	1(2.0)	0	4.50(.614)
2	The school encourages interpersonal relationship with all	12(24.0)	22(44.0)	0	1(2.0)		4.04(.807)
3	Am happy with the conductive working climate	5(10.0)	17(34.0)	11(22.0)	3(6.0)	14(28.0)	2.92(1.397)
4	My school has enough security	2(4.0)	7(14.0)	15(30.0)	6(12.0)	20(40.0)	2.30(1.249)
	Physical Environment						
1	My school has a play ground	5(10.0)	34(75.6)	1(2.0)	5(11.1)	0	3.87(.757)
2	My school has enough classrooms for effective teaching and learning	10(22.2)	6(12.0)	12(26.7)	8(17.8)	9(20.0)	3.00(1.430)
3	I stay in a staff quarter	6(13.3)	2(4.4)	0	5(11.1)	32(71.1)	1.78(1.444)
4	my school has adequate toilet facilities	1(2.2)	5(11.1)	5(11.1)	6(13.3)	28(62.2)	1.78(1.166)
5	My school has a dining hell	1(2.2)	7(15.6)	0	10(20.0)	27(60.0)	1.78(1.185)
	Job security and relation						
1	I have good relationship with my head teacher	25(50.0)	10(20.0)	0	6(12.0)	9(18.0)	3.72(1.604)
2	I enjoy friendly atmosphere in the community	6(12.0)	28(56.0)	6(12.0)	5(10.0)	5(10.0)	3.50(1.147)
3	I enjoy cordial relationship with parents	5(8.3)	22(36.7)	19(31.7)	12(20.0)	2(3.3)	3.42(1.162)
4	the community has good perception about the teaching profession	11(22.0)	16(32.0)	7(14.0)	7(14.0)	9(18.0)	3.26(1.426)

Table 4.4 shows the effect of various extrinsic factors and their effect on teacher performance. The categories of extrinsic motivational factors considered in this study were extrinsic motivation, working condition, physical environment, job security and relation

4.3.1 Extrinsic Motivation

With regards to salary as an extrinsic motivational factor, almost all respondents, 86% agreed that they enjoy regular salary (M=4.28), over 1/3rd agreed that their monthly salaries can solve basic needs (M=4.28), half of the respondents disagreed that they have fringe benefits in connection with their work, about 1/3rd disagreed that they enjoy transport grant (1.30) or enjoyed allowances for extra duties (M=1.24).

4.3.2 Working Conditions

Almost all respondents agreed that they always experience team work from colleagues (M=4.5), more than half agreed that the school encourages interpersonal relationships with all (M=4.04), more than 1/3rd were happy with the conducive working climate (M=2.92). More than half of the respondents however disagreed that the school has adequate security (M=1.24)

4.3.2 Physical Environment

That notwithstanding, more than 2/3rd of the respondents agreed the school has a playground (M=3.87), 17 representing 37.8% disagreed that the school has enough classrooms for effective teaching and learning, about 2/3rd disagreed that; they stay in staff quarters (M=1.78), the school had adequate toilet facilities (1.78) and a dining hall (1.78).

4.3.4 Job Security and Relation

With respect to job security and teacher relationship within the school, more than half of the respondents agreed that they have good relationship with their headmaster (M=3.72), enjoyed friendly atmosphere in the community (M=3.50), enjoy cordial relationship with parents (M=3.42) and the community has good perception about the teaching profession (M=3.26)

Table 4.5: Correlations on Extrinsic motivational factors that affect teacher performance

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	I enjoy regular salary	1																	
2	My monthly salary can solve my basic needs	.208	1																
3	i enjoy transport grant	.162	.244	1															
4	I have fringe benefits in connection with my work	-.268	-.278	.411**	1														
5	I enjoy allowances for extra duties	.127	.305*	.347*	.023	1													
6	Am happy with the conductive working climate	-.234	.676**	.183	.030	.024	1												
7	My school has enough security	-.119	.563**	.300*	.090	.343*	.259	1											
8	The school encourages interpersonal relationship with all	.113	-.049	.014	-.432**	.108	-.341*	-.235	1										
9	I always experience team work for colleagues	.369**	-.011	-.113	-.183	-.506**	.000	-.465**	.453**	1									
10	My school has enough classrooms for effective teaching and learning	.168	.168	.372*	.369*	-.309*	.614**	-.218	-.280	.433**	1								
11	I stay in a staff quarter	-.135	-.311*	.089	-.117	.170	-.365*	-.176	.507**	.090	-.055	1							
12	My school has a dining hell	-.600**	-.020	.108	.334*	.207	.162	.224	-.395**	-.352*	.134	.422**	1						
13	My school has a play ground	.418**	-.022	.039	.100	.029	.186	-.297*	-.378*	-.128	.420**	-.194	-.237	1					
14	my school has adequate toilet facilities	-.049	-.203	.287	.808**	.116	.055	.124	-.722**	-.389**	.300*	-.165	.539**	.120	1				
15	I have good relationship with my head teacher	.564**	.786**	.280*	-.039	.266	.354*	.450**	-.038	.248	.274	-.394**	-.066	-.127	.087	1			
16	I enjoy friendly atmosphere in the community	.341*	.508**	.230	.128	.241	.344*	.206	-.441**	-.159	.205	-.786**	-.165	.387**	.281	.588**	1		
17	I enjoy cordial relationship with parents	.286*	.615**	.256	-.031	.474**	.348*	.488**	-.410**	-.357*	-.085	-.721**	-.107	.227	.153	.579**	.880**	1	
18	the community has good perception about the teaching profession	.092	-.370**	.255	.517**	.215	-.327*	.047	.079	-.012	.021	.401**	.101	.022	.366*	-.128	-.455**	-.375**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 shows the two-tailed spearman rank correlation of the effect of extrinsic motivational factors on teacher performance. This was measured at significance level of p<0.01. The correlation table showed a strong correlation between teachers' salary solving basic needs and them being happy with the conducive working climate (r=.676); and as well having enough security in the school (r=.563). There was also a strong positive correlation between the school having enough classrooms for effective teaching and learning and teachers being satisfied with the working climate (r=.614). The table also showed a strong positive relationship between the school encouraging interpersonal relationship and the staff staying in the staff quarters (r=.507). Moreover, there was a strong positive relationship between teachers enjoying regular salaries and having a good relationship with the headteacher (r=.564); teachers salary solving basic needs and establishment of good relationship with the headmaster (r=.786).

Furthermore, there existed a strong positive correlation between salary solving basic needs and teachers establishing cordial relationship with parents (r=.615); teachers establishing cordial relationship with the parents and headteachers (r=.579); and teachers enjoying friendly atmosphere in the community (r=.880). Finally, there was a strong positive relationship between the community having good perceptions about the teaching profession and the teachers enjoying fringe benefits (r=.517). The correlation emphasizes the effective role the provision of adequate classrooms plays in ensuring that teachers enjoy good working conditions. The better and adequate the classrooms, the more likely teachers are able to supervise and enjoy a good students to teacher ratio to facilitate effective learning. Though might seem of the hook, teachers establishing a good rapport with their headteachers and the community goes a long way to ensure that a conducive atmosphere is created for teaching and learning. Teachers

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can contact parents to discuss students' performances and as well communicate challenges with the headteachers. This goes a long way to address challenges associated with students' learning and teacher motivation.

4.3.1 Discussions on Extrinsic Factors

Majority of the respondents agreed they enjoyed regular salary, with their monthly salaries solving their basic needs. On the contrary, there were no fringe benefits in connection with their work, no transport grant and allowances for extra duties. Teachers enjoyed job security and had positive relationships with their headteachers and the community. However, majority of the respondents expressed their dissatisfaction with the working climate and security of the schools.

On physical majority agreed to schools having play grounds but not enough classrooms. Teachers did not stay in staff quarters and the schools did not have dining halls. Herzberg *et al* (1959) identified some hygienic factors that improve job performances. These included company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions. Vroom (1964) and Lawler (1973) asserted that motivation relates to relationship between individuals effort and desirability. In their view, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. This implies adequate reward schemes must be put in place for teachers to ensure maximum performance. Mayo (1928) however stressed that productivity or performance is depended on social factors. This clearly indicates that kind of relation that supervisors develop with workers tends to have a significant influence in the manner in which workers carry out instructions.

This was significantly depicted in the correlation table on extrinsic factors and their effect on teacher performance. Mayo (1928) further stressed on the relevance of

security and physical environment in relation to Maslow's safety needs. Thus the researcher recognises that work morale and productivity is depended on physical environment, belongingness, security, rewards schemes and social relationships with subordinates.

Furthermore, Bennell and Acheampong (2003) outlined that increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. This in the researchers view was recognised in the responses of respondents as majority felt their schools lacked classrooms.

4.4 Relationship between motivation and employee performance.

Motivating staff is a fundamentally important dimension of successful management and a vital aspect of a leader's role. Significant organizational outcomes can be obtained by having staff that are motivated. These include:

- Increased productivity in the workplace

- Reduced absenteeism and turnover

- Increased innovation and creativity

- Increased employee and customer satisfaction

- An enhanced company profile

- Higher quality products or services

- Improved financial performance

Table 4.6: Relationship between motivation and employee performance

Item		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	Mean ± SD
	Achievement						
1	My student performs well in BECE	11(22.0)	29(58.0)	0	10(20.0)	0	3.82(1.004)
2	My school always receive awarded for inter zonal sports activities	12(24.0)	23(46.0)	5(10.0)	5(10.0)	5(10.0)	3.64(1.241)
3	The PTA admire the academic performance of the school	2(4.0)	22(44.0)	5(10.0)	16(32.0)	5(10.0)	3.00(1.161)
4	My school ranks first in the municipal	5(10.0)	12(24.0)	2(4.0)	12(24.0)	19(38.0)	2.44(1.459)
5	I receive rewards in my school for head working	0	18(36.7)	2(4.0)	10(20.4)	19(38.8)	2.38(1.413)
	Recognition						
1	I am always recognized by others in the school	11(22.4)	33(67.3)	0	0	5(10.2)	3.92(1.077)
2	my circuit supervisor appreciates the work I do	6(12.2)	27(55.1)	10(20.4)	1(2.0)	5(10.2)	3.57(1.080)
3	My headteacher recognize my efforts in the school	17(34.7)	18(36.7)	0	-	14(28.6)	3.49(1.647)
4	I receiver reward from parents for hard work	1(1.7)	16(26.7)	19(31.7)	17(28.3)	7(11.7)	2.39(1.336)
	Responsibility						
1	I prepare my scheme of work and detailed lesson notes	27(45.0)	32(53.3)	1(1.7)	0	0	4.77(.425)
2	i effect instruction and give exercises in class	32(64.0)	16(33.3)	0	0	0	4.67(.476)
3	I mark children attendance register	26(54.2)	22(45.8)	0	0	0	4.54(.504)
4	I prepare children for curriculum activities	26(54.2)	21(43.8)	1(2.1)	0	0	4.52(.545)
5	I am punctual and regular to school	22(44.9)	17(34.7)	0	0	10(20.4)	3.84(1.519)
	Job security and relation						
1	I have the chance to further my studies	7(14.6)	21(43.8)	5(10.4)	10(20.8)	5(10.4)	3.31(1.257)
2	I have yearly incremental jumps	5(10.4)	10(20.8)	16(33.3)	13(27.1)	4(8.3)	2.98(1.120)
3	I receive my promotion every year	5(10.4)	10(20.8)	16(33.3)	13(27.1)	4(8.3)	2.98(1.120)
4	I have enough scholarships for further studies	5(10.4)	9(18.8)	17(35.4)	10(20.8)	7(14.6)	2.90(1.189)
5	My school pays the bids for staff development	10(20.8)	2(4.2)	5(10.4)	21(43.8)	10(20.8)	2.60(1.425)

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Table 4.6 shows the respondents of participants on the effects of various motivational factors (intrinsic and extrinsic) on teacher performance. This is outlined under the following headings; achievement, responsibility, recognition, job security and relation.

4.5.1 Achievement

From the table above, over 2/3rd of the respondents strongly agreed that their students perform well in BECE (M=3.82); and their school always received award for inter-zonal sports activities (M=3.64). Furthermore, 26 respondents representing 48% agreed that their PTA admire the academic performance of the school (M=3.00). However, more than half of the respondents disagreed that their school ranks first in the municipality or they received rewards in their school for hardworking (M=2.38)

4.5.2 Recognition

Almost all the respondents, 89.7% agreed that they are always recognized in their school (M=3.92), more than half of the respondents agreed that their circuit supervisor appreciate their work (M=3.57); their headteacher recognize their efforts in the school (M=3.49). On the contrary, 24 respondents representing 40% disagreed that they receive rewards from parents for hard work (M=2.39).

4.5.3 Responsibility

With respect to teacher responsibility, almost all the respondents, agreed that they prepare their scheme of work and detailed lesson notes (M=4.77), effect instruction and give exercises in class (M=4.67), mark children attendance register (M=4.54), prepare children for curriculum activities (M=4.52) and are punctual and

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regular to school (M=3.84). This implies that teachers generally assumed a great sense of responsibility.

4.5.4 Job Security and Relation

From table 4.5, more than half of the respondents agreed that they have the chance to further their studies (M=3.31), 17 representing 35.6% disagreed that they have yearly incremental jumps or received their promotions every year (M= 2.98). Moreover, 17 respondents representing 35.6% disagreed that they have enough scholarships for further studies with over 2/3rd of the respondents disagreeing that the school pays the bills for staff development.
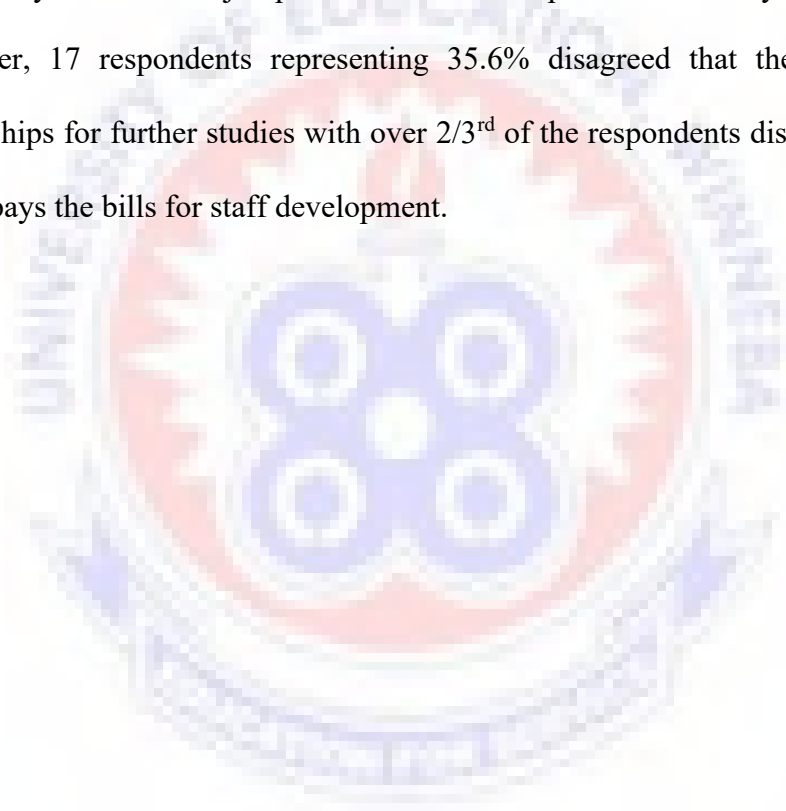
Table 4.7: Correlations on relationship between motivation and employee

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	My student performs well in BECE	1																		
2	I receive rewards in my school for head working	.524**	1																	
3	My school always receive awarded	.602**	.277	1																
4	The PTA admire the academic performance	-.105	-.336*	-.439**	1															
5	My school ranks first in the municipal	.362**	.610**	.258	-.651**	1														
6	I receiver reward from parents for hard work	-.720**	-.263	-.237	.008	.024	1													
7	my circuit supervisor appreciates the work I do	-.276	-.717**	-.273	.720**	-.853**	.074	1												
8	My headteacher recognize my efforts in the school	-.318*	-.311*	-.295*	.560**	-.528**	.082	.647**	1											
9	I am always recognized by others in the school	-.403**	-.741**	-.177	.500**	-.695**	.327*	.883**	.634**	1										
10	I am punctual and regular to school	-.434**	-.862**	-.251	.308*	-.327*	.309*	.604**	.482**	.705**	1									
11	I prepare my scheme of work and detailed lesson notes	-.114	.191	-.242	.043	-.065	-.230	.030	.641**	-.042	-.060	1								
12	i effect instruction and give exercises in class	-.147	.218	.071	-.153	.000	.022	-.056	.367*	-.055	-.223	.771**	1							
13	I mark children attendance register	-.192	.106	-.008	.000	-.254	.057	.051	.242	-.071	-.266	.593**	.769**	1						
14	I prepare children for curriculum activities	-.378**	.391**	-.173	-.368*	.151	.180	-.333*	.071	-.248	-.403**	.526**	.682**	.578**	1					
15	I have the chance to further my studies	.806**	.379**	.570**	-.276	.633**	-.462**	-.429**	-.511**	-.494**	-.204	-.301*	-.213	-.374**	-.398**	1				
16	I have enough scholarships for further studies	.159	.464**	.256	-.721**	.602**	-.219	-.821**	-.630**	-.697**	-.406**	-.217	-.213	-.330*	.249	.321*	1			
17	I receive my promotion every year	.090	.296*	.190	-.244	.096	-.166	-.274	.200	-.351*	-.262	.661**	.585**	.775**	.401**	-.101	-.018	1		
18	I have yearly incremental jumps	.654**	.712**	.340*	-.244	.423**	-.452**	-.452**	-.086	-.525**	-.633**	.437**	.385**	.398**	.227	.352*	.062	.661**	1	
19	My school pays the bids for staff development	-.206	.421**	.293*	-.601**	.381**	.233	-.623**	-.080	-.461**	-.303*	.234	.303*	.246	.517**	-.131	.578**	.528**	.195	1

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

There was a strong positive relationship between students performance and teachers receiving rewards for hardworking (r=.524); and school being awarded for zonal inter-sports activities (r=.602). There was also a strong positive correlation between students' performance and the school being ranked first in the Municipality (r=.610). Similar correlation was recognised between headteachers recognising the effort of teachers and the circuit supervisor appreciating the works as well (r=.560).

It was also recognised that a strong positive relationship existed between the PTA admiring the academic performance of students in the school and circuit supervisor appreciating the works of teachers (r=.720), teacher recognition (r=.500). A strong positive relationship existed between head teacher recognition and teachers being recognized by people in the school (r=.634).

It was also recognised that once a teacher is appreciated by the supervisor he/ she is likely to be punctual to school (r=.604); and as well being recognised in the school (r=.705). A very strong relationship was depicted between Scheme of work preparation and headteachers recognising the work of teachers (r= .641**). Marking of students register and preparing detailed scheme of work was also linked (r=.641). It was shown from the correlation table that teachers marking attendance register and preparing students for curriculum activities implied they effecting instruction in the classroom.

On job security and relation, students performing well in their BECE was strongly linked to them gaining scholarships (r=.806); similar called be said of PTA admiration (r=.633) and receiving promotions (r=.661). Teacher incremental jumps was also linked to students performance (r=.654) and promotions (r=.661). The correlational table therefore underlines teachers expect to receive adequate rewards when students perform well in their BECE.

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4.4.1 Discussions on Relationship between motivational factors and Performance

From the analysis above, majority of the respondents agreed to the effectiveness of achievement, recognition responsibility, job security and relation in and their impact on teacher performance. With regards to achievement, it was depicted in the correlation table above that students' performance in their BECE exams was directly linked to teachers gaining scholarships for further studies and receiving promotions. According to Seidenfeld (2007), positive recognition for employees leads to high performance. Moreover, Seidenfeld (2007) believes monetary rewards when given to teachers are important for employees for generating cost-savings or process-improving ideas, to boost productivity and reduce absenteeism. Though about 1/3rd of teachers claimed their salaries were enough, it is important to recognised teachers need monetary rewards to help them perform effectively.

The issue of responsibility and performance assessment is outlined by Seidenfeld (2007) and Coates et al., (1994). In their view, giving employees more responsibility and decision-making authority increases their realm of control over the tasks for which they are held responsible and better equips them to carry out those tasks. This goes hand-in-hand with various theories discussed in the literature; expectancy theory, goal theory, reinforcement theory, and attribution theory. Moreover, Sarmiento and Beale, (2007) who attributed productivity to factors such as structural issues also provided an in-depth view into the integral role infrastructure plays in employee motivation

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4.6 Summary of Discussions

Table 4.8 Summarize of the mean of the motivation Correlations

		1	2	3	4	5	6	7	8	9	10	11	12
1	supervision	1											
2	In service workshop	-.126	1										
3	planning	.474**	-.194	1									
4	Setting Expectation	.056	.199	.146	1								
5	Extrinsic motivation	.292*	-.174	.700**	.482**	1							
6	Working Condition	.477**	.066	.291*	.637**	.475**	1						
7	Physical Environment	-.378*	-.208	.353*	.183	.237	-.092	1					
8	Joy security	.388**	-.333*	.609**	.300*	.886**	.365**	-.011	1				
9	Achievement	.010	.219	.097	.791**	.290*	.233	.430**	.124	1			
10	Recognition	.348*	-.540**	.331*	-.301*	.409**	.319*	-.226	.496**	-.628**	1		
11	Responsibility	.295*	-.339*	.529**	-.374**	.162	.140	.124	.023	-.565**	.629**	1	
12	Advancement	.134	.184	.284	.327*	-.087	-.150	.476**	-.220	.692**	-.712**	-.189	1

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 4.8 shows the spearman rank correlation statistics of the summaries of various motivational factors and their effect on teacher performance. This was measured at the two-tail level with significance at 0.001.

The summaries showed a strong relationship between extrinsic motivation and job security (r=.886); setting expectations and achievement (r=.791); achievement and advancement (r=.692); planning and responsibility (r=.529). However, a strong positive relationship was recognised

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between setting teacher achievement is always linked to advancement; as a teacher seeks recognition, he/she expects to improve his/her standards in their career and their lives as well. The fact that extrinsic motivation is directly linked with job security means educational administrators must strive to ensure teachers are extrinsically motivated. These include improving their working conditions, providing conducive working environments and ensuring work satisfaction.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study therefore was to examine motivational packages and their effects on employees' performance in Ghana Education Service at Atebubu-Amanten Municipal. Chapter five presents the summary of findings of the study, conclusion (achievement of objectives) and recommendations.

5.2 Summary of Findings

Employee motivation is a critical aspect at the workplace which leads to the performance of the department and even the company. Motivating employees needs to be a regular routine not only for teachers but all organisations. This study perused the extrinsic and intrinsic motivational factors that influence teacher performance.

With regards to intrinsic motivation and how they affect teacher performance, teachers were involved in decision-making, were satisfied with supervision and monitoring style, were pre informed before observation. On in-service training, teachers had opportunities to contribute to decision making, the school organised induction training for new teachers, were satisfied with in-service training and the headteachers organised at least three in-service training for new teachers. With planning, it was revealed that the PTA was involved in school planning, the circuit supervisors assisted in decision-making, headteachers encouraged team work, the communities did not organised communal labour but he District director formed part of the school planning team. However, there was team work and cordial relationship among staff. The environment for working was however deem not conducive

It was realised that extrinsic factors played important role in teacher motivation. Majority of the respondents agreed they enjoyed regular salaries, solved basic needs with their salaries but did not enjoy fringe benefits or allowances for extra duties in connection with their work. Respondents always experienced team work, the school encouraged interpersonal relationships but were dissatisfied with the working climate and security. Schools have play grounds but did not have enough classrooms, dining hall and adequate toilet facilities. However, majority of the staff did not stay in the staff quarter. Teachers had good relationship with their headteachers, enjoyed friendly atmosphere in the community and enjoyed cordial relationship with parents of students.

Finally, majority of the respondents agreed to the effectiveness of achievement, recognition responsibility, job security and relation in and their impact on teacher performance. The summaries in table 4.8 showed a strong relationship between most extrinsic factors and intrinsic factors relating to supervision, in-service/workshop, planning and setting expectations, Extrinsic motivation, working condition, physical environment, job security and relation.

The researcher recognized from the findings that factors such as rewards, salaries, working environment, school plants (toilets, dining hall, staff quarters etc.) posed serious threat teacher motivation and consequently their performances.

5.3 Conclusion

The purpose of this study was to examine the effect of motivation factors that influence teachers' performance. It can be concluded that both intrinsic and extrinsic motivators are considered important by teachers. However, those motivators that are presently offered to teachers in appear not to have impact on teachers' motivation level.

In particular, teachers indicated even the extrinsic motivators such as salary and weekly duty allowance are inadequate to meet their basic needs. Also, not all extrinsic motivators were available to teachers in the school. However, the majority of the respondents were concerned about the inadequacy of current salary levels to meet their basic needs.

Thus, the study found that extrinsic motivators were present to a small extent increased teachers' morale to perform their duties at school. Overall the results imply that Intrinsic is a motivator and Extrinsic is a maintainer both affects performance of teachers in school.

5.4 Recommendations

The researcher makes the following recommendations from the study:

1. The Ghana Education Service should put in place policy statements binding school administration to render their unflinching support to teachers.

2. Adequate incentive packages should be worked out for teachers as they serve as good motivators. Of such incentive packages should include the provision of accommodation for teachers.

3. Supervision by the Ghana Education Service should be strengthened and Heads of basic schools institutions should ensure proper supervision and assessment of teachers to ensure their performances meet set standards.

4. Reward schemes should be put in place to reward high performing teachers in schools. Areas such as teachers' performance, teachers' maintenance of students' discipline, attendance and achievement in school activities should be rewarded to serve as a motivation. Moreover, support should be solicited from the communities help schools render their support to teachers for effective performance.

5.5 Areas for Further Research

This study was limited to teachers teaching in Dwamena Akenten Senior High School in the Offinso South Municipality. It is important that further studies is done to cover all the Senior High Schools in the Municipality.

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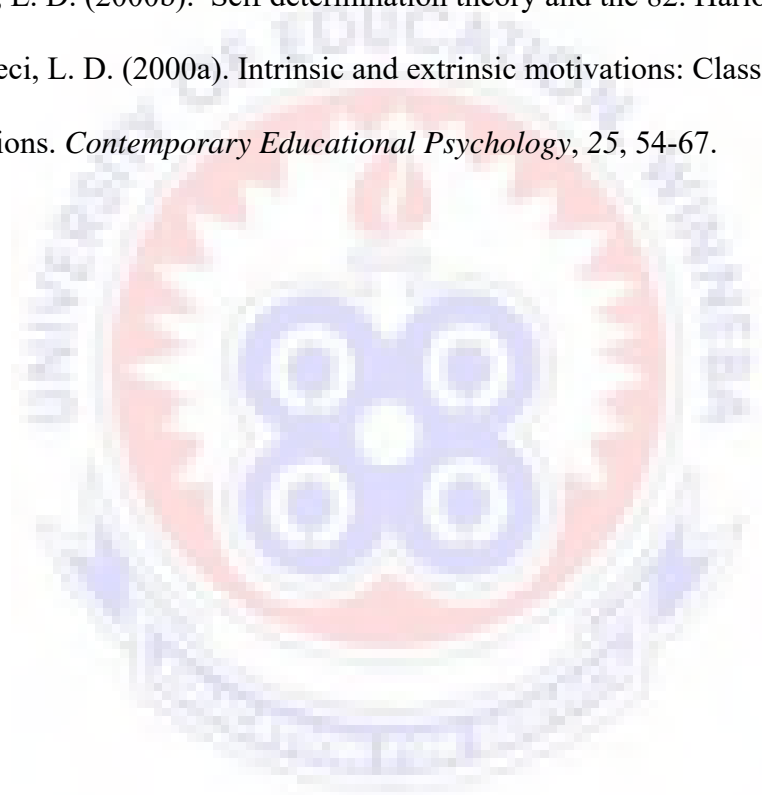
APPENDIX

QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

My name is Kwanompo Kojo, a post graduate student pursuing Master of Art in Education Leadership at the University of Education, Winneba-Kumasi Campus, I am carrying out a research on **"MOTIVATION PACKAGE AND THEIR EFFECT ON EMPLOYEE PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE STUDY OF SELECTED JUNIOR HIGH SCHOOLS, ATEBUBU- AMANTIN MUNICIPAL"** in partial fulfillment of the award of M.A Degree.

I would be very grateful if you could kindly take some of your busy schedules fill the attached questionnaire to generate data required for the study. Please be assured that the information provide would be use for purely academic purpose and be treated as confidential. Your assistants cooperation would be highly appreciated.

APPENDIX B

QUESTIONNAIRE FOR RESPONDENTS

UNIVERSITY OF EDUCATION, WINNEBA

This is a research being conducted in partial fulfillment of the requirement for the award of a master's degree on **"MOTIVATION PACKAGE AND THEIR EFFECT ON EMPLOYEE PERFORMANCE IN THE GHANA EDUCATION SERVICE: A CASE STUDY OF SELECTED JUNIOR HIGH SCHOOLS, ATEBUBU- AMANTIN MUNICIPAL"**

Respondents are assured of confidentiality ad anonymity of the information they provide. You are further assured that any information provide is purely for academic purposes.

Kindly tick in the appropriate box

SECTION A: SOCIO- DEMOGRAPHIC INFORMATION

1. Sex a. Male ☐ b. Female ☐

2. Area of specialized a. Art ☐ b. Business ☐

Other (please specify)……………………………………………………………

3. How long have you been teaching?

a. 1- 5 years ☐ b. 6- 10 years ☐ c. 11- 15 years ☐ d. 16- 20 ☐ e. 20+ years ☐

4. Education background a. Diploma/HND ☐ b. Graduate ☐ c. Masters ☐

5. Age group: a. 20- 29 years ☐ b. 30- 39 years ☐ c. 40- 49 years ☐ d. 50- 59 years ☐ e. 60 years and above ☐

6. Marital status: a. Married ☐ b. Widowed ☐ c. Divorced ☐ d. Single ☐

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In the following items please select the response that is most appropriate to you by indicating your level of satisfaction with the items.

S/N	ITEMS	SD	A	N	D	SA
A	**Supervision**					
1	My head teacher always gives orders.					
2	My head teacher involves me in decision making.					
3	I am satisfied with the supervision and monitoring style of my head teacher.					
4	My head teacher pre-inform me before observing my activities					
B	**In-service / Workshop**					
1	My head teacher organizes three in-service training for a term.					
2	I have opportunity to contribute to decision on education development in the school.					
3	The schools always organize induction training for new teachers.					
4	I am satisfied with in-service training in my school.					
C	**Planning**					
1	My head teacher encourages team work in the school.					
2	The PTA is involved in school planning					
3	The circuit supervisor assists in decision making of the school					

4	The community organizes communal labor to support the school					
5	The district director forms part of school planning team					
D	**Setting Expectation**					
1	I am happy working in the school environment					
2	The school provides conducive environment for work					
3	I enjoy the spirit of team work among staff					
4	I enjoy the cordial atmosphere with the community					
5	The community gives financial assistance to teachers.					

For each of the following statements about extrinsic motivation select the most appropriate response that indicating your level of motivation.

MOTIVATION ISSUE

S/N	ITEMS	SD	A	N	D	SA
A	**Extrinsic Motivation**					
1	I enjoy regular salary					
2	My monthly salary can solve my basic needs					
3	I enjoy transport grant					
4	I have fringe benefits in connection with my work					

5	I enjoy allowances for extra duties					
B	**Working Condition**					
1	Am happy with the conducive working climate					
2	My school has enough security					
3	The school encourages interpersonal relationship with all					
4	I always experience team work from colleagues					
C	**Physical Environment**					
1	My school has enough classrooms for effective teaching and learning					
2	I stay in a staff quarters					
3	My school has a dining hall					
4	My school has a play ground					
5	My school has adequate toilet facilities					
D	**Job security and relations**					
1	I have good relationship with my head teacher.					
2	I enjoy friendly atmosphere in the community					
3	I enjoy cordial relationship with parents					
4	The community has good perception about the teaching profession.					

For each of the following statements about intrinsic motivation select the most appropriate response that indicating your level of motivation.

INTRINSIC MOTIVATION

S/N	ITEMS	SD	A	N	D	SA
A	**Achievement**					
1	My students perform well in BECE.					
2	I receive reward in my school for hardworking.					
3	My school always receive award for inter zonal sports activities					
4	The P.T.A admire the academic performance of the school.					
5	My school ranks first in the municipal					
B	**Recognition**					
1	I receive reward from parents for hard work					
2	My circuit supervisor appreciates the work I do					
3	My head teacher recognizes my efforts in the school					
4	I am always recognize by others in the school					

C	Responsibility					
1	I am punctual and regular to school					
2	I prepare my scheme of work and detailed lesson notes					
3	I effect instruction and give exercises in class					
4	I mark children attendance register					
5	I prepare children for curriculum activities					
D	Advancement					
1	I have the chance to further my studies					
2	I have enough scholarships for further studies					
3	I receive my promotion every year					
4	I have yearly incremental jumps					
5	My school pays the bills for staff development					