UNIVERSITY OF EDUCATION, WINNEBA

THE EFFECTS OF MOTIVATION ON ACADEMIC PERFORMANCE OF BASIC

SCHOOL TEACHERS IN THE KUMASI METROPOLIS: A CASE OF HOLY

ROSARY CATHOLIC SCHOOL, SUAME

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requirements for award of the Master of Arts (Educational Leadership) degree

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:…………………………………..

DATE: ………………………………………….

SUPERVISOR'S DECLARATION

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

SUPERVISOR'S NAME: DR. PHILIP OTI AGYEN

SIGNATURE: ……………………………..

DATE: ………………………………………..

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this work to my husband and sons.

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ABSTRACT

The purpose of this study was to investigate the effect of motivation on academic performance of basic school teachers'Kumasi Metropolis using Holy Rosary Catholic School, as a case study. Objectives of the study were toestablish the perceived motivational packages for teachers, find out the effect of motivation on teachers' performance and to determine the best motivational packages that promotes teacher efficiency.The descriptive survey design using structured questionnairewas adoptedfor the study. The target population of the study was all the 48 teachers in Holy Rosary Catholic School.The reliability test yielded cronbach alpha of 0.78.Purposive sampling was used to select all the 48 teachers for the study.The study found that recognition and reward for high performance, teachers empowered to maintain discipline, management attending to teachers' individual concerns and congenial physical and working environment were some of the motivational packages available for teachers. Also, creation of supportive environment for staff to maximize their potential to work effectively, improvement in students' achievement due to improved teaching strategies and creation of a productive atmosphere for teaching and learning to promote teacher and student success were some of theeffects of motivation on teachers' performance. Again, safe and congenial working environment, training education and development, and career growth and promotion opportunities were some of the best motivational packages that promoted teachers' performance. It is recommended based on the findings that the Metro Director of Education should organize regular professional development training for teachers in basic schools to enhance their performance further.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Across the world, there is a widespread desire to change the educational system to meet the new social and technological needs. Teachers are one of the most important factors in determining the quality of education that children receive (Adeyemo *et al.*, 2013). It is widely recognized that governments and other stakeholders have the responsibility of ensuring that teachers perform to the best of their abilities. To achieve this, governments and school management are required to pay much attention to a number of factors that have the potential of influencing teachers' performance (UNESCO, 2006).

Universally, some organization's productivity has sky-rocketed as a result of the organisations' strategy for motivating their workforce. An organisation which is able to identify the needs and interests of its workforce is most likely to meet its targets or even exceed its set targets. Likewise any organisation which is not able to identify the interests and needs of its labour is most likely not to meet its targets. This is supported by the thought of Jones (2008) that even with the best strategy in place and an appropriate organisational structure, yet an organisation will be effective if only its members are motivated to perform at a high level. Studies have shown that individuals and organisations that excel in their various fields of operations are motivated either internally or externally or both. They take inspiration from the motivation they receive, and the motivation becomes the driving force to achieving individual and organisational goals (Baldoni, 2005).

Having spent resources to recruit, train and build on employees' experience, the Ghana education service needs to develop some form of motivation plan based on analysis of why the education service is not achieving her objectives. The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straightforward and effective (Baldoni, 2005). The success of any aspect of a business can often be traced back to its motivated employees and this because the motivation level of the worker determines the level of his/her performance. This is applicable to the teacher as an employee in the business of education. Consequently, school managements have adopted various strategies to motivate their teachers so that they can help improve the performance of pupils (Wesley *et al.*, 2013).

Motivation as a process starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. Motivation also gives behavior purpose and direction (Kreither 1995).As an important factor for achieving higher output, Hellriegel *et al*. (2001; p6) indicated that motivation is an influence that triggers, directs or maintains a goal directed behavior of an individual, hence an inner drive to satisfy an unsatisfied need. A widely accepted definition of motivation refers to the concept as an inner force that drives individuals to accomplish personal and organizational goals. Recognizing that motivation is crucial to the level of input of an employee, educational psychologists have redirected their attention to the study of the relationship between the performance of the student and the input of a motivated teacher with the view of establishing the impact of the input in the ability of the student to excel in the final examination. The basic argument is that motivation has the potential to change the way teachers think about work to a more positive way

and this can help them refocus their energies and direct their performance, thus increasing their effectiveness in the classroom (Adeyemo *et al.*, 2013).

Human resource management practitioners and researchers have tried in several ways to understand, explain and adopt employee motivational strategies all in an attempt to seek the wellbeing of their organizations. In a related study, Latham and Locke (2004) define motivation as a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work. Baldoni (2005) also explained motivation as a power that strengthens behaviour, gives room to behaviour and triggers the tendency to continue a course of action. This further explains that in order to achieve the desired targets, individuals must be satisfactorily energized and have a clear directive to distinction. Human resource management is about effective management of people in organizations. It is believed that teachers are part of their institutions' main asset and there is no doubt regarding the fact that teachers' quality, attitudes and behaviour in a workplace determines the success and failure of that institution (Locke, 1980). Teachers are the internal social system of an institution. While this type of resource is one over which the institute does not have complete control over, there exist certain instruments to enable management to exert influence on the quality and high performance on which they rely.

The motivation practices that management adopts will exert influence on quality performance of employees to achieve the goals of the institution. These concepts suggest that motivation has something to do with a person's behaviour, a cause of behaviour or the reasons of individual's behaviour and the causes of individual behaviour may differ because of different individual needs. The issue of staff motivation tends to cover a whole lot of elements related to the work environment to which the employee is subjected to. Provision of training and

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development process is not enough to ensure effectiveness of the employee. Another major determinant of motivation is seen in terms of compensation and incentives (Wan, 2007).Baldoni (2005) also explained motivation as a power that strengthens behaviour, gives rout to behaviour and triggers the tendency to continue a course of action. This further explains that in order to achieve the desired targets, individuals must be satisfactorily energized and have a clear directive to distinction.

There are two types of motivation which are intrinsic and extrinsic. Intrinsic motivation is inherent in the job itself and for which the individual enjoys as a result of successfully completing the task or attaining his goals. Intrinsic motivation makes people work together as a team to achieve a set target. While extrinsic motivators are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work (Baldoni, 2005). Such tangible motivators are often determined at the organizational level, and may be largely outside the control of individual managers. Intrinsic motivation on the other hand as explained by Wan (2007)are those rewards that can be termed psychological motivators and examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Motivation enables individuals and organisations to perform creditably and give off their utmost best (Porter, Bigley & Steers, 2005). Therefore, organizations upon discovering the powerful force which motivation exerts on the performance of workers in their various fields, have instituted motivational schemes and modules to keep and increase standards of production.

Survival, growth and organizational success cannot lie only in the rational, quantitative approaches, but more to the commitment of employees' involvement and

motivation to work (Evans, 2001). One of the major human resource functions of organizations has to do with employee motivation which has been noticed as a striking force for employee commitment, performance and obviously retention. It is also interesting to find out that the entertainment industry worldwide have also tried in different ways to entice its members to perform creditably well, and have instituted best movies star award, best musician award, song of the year, best comedian of the year, best media station, best journalist, best presenter, among others. All have the aim of motivating participants to put up their best (Evans, 2001).

In Ghana there have been numerous motivational packages across different sectors of the government. To make the financial sector more vibrant, the best financial institution and best bank awards were implemented. Once more, to keep the other sectors of the economy more proactive, similar awards were instituted to induce the workforce to put up their best. Examples include best farmer and fisherman award, best teacher award, best actor (ess) award and the like. Aside from these global and national awards, various organizations have instituted internal award schemes to provide motivation to employees to give off their best. However, the question that remains unanswered is to what extent are these motivational packages impacting on employees (teachers) performance.

1.2 Statement of the Problem

In contemporary Ghana, there have been lot of concern on the falling academic achievements at the Basic Certificate Examinations level and motivation of teachers. It is generally agreed that motivation has positive impact on lesson delivery as it stimulates, sustains, and give direction to an activity and highly motivated teachers are more likely to achieve their goals. It is not surprising therefore that research have

incessantly been tackling the issue of motivation and its importance to institutions of learning. Motivation of teachers have taken the form of extrinsic incentives and contingency programmes, promises of promotions, rewards and bonuses but these have not succeeded in giving teachers a reason to do what they are expected to do so that their students experience greater academic achievements. Further research that determines how an enabling environment could be created to encourage and promote intrinsically motivated teachers could be a welcome addition in helping policy makers arrest the falling standards in academic achievements. Ghana, since independence has been striving to emancipate itself from economic hardship. However, its efforts have been met with serious challenges. Low productivity of employees has been identified as one of the key challenges hindering the economic development of the country. Various reforms like the best teachers' awards and the best farmer's awards have been introduced in the public sector to address this problem, yet it persists. Employee motivation is one area that has not received much attention.

Although literature exists on motivation and their relationship to academic performance, enough has not been received to link motivation to teachers' performance especially within the education sector and typically in Ghana and specifically, in the study area where the researcher teaches to the best of the researcher's knowledge. A research by Amar (2004) stated the reasons for the low output from education as low teacher motivation, low participation of society in the educational process, ineffective teaching and learning process. Almost all the researchers gave credence to the motivation of students and very little about teachers motivation. All the relevant structures could be put in place to ensure good academic performance but if teachers are not externally or internally motivated, these efforts

would come to nothing, The researcher therefore hopes to bridge the literature gap by assessing motivation and its effect on teachers' performance in basic schools in the Kumasi Metropolis using Holy Rosary Catholic School as a case study.

1.3 Purpose of the Study

The purpose of this study was to investigate teacher motivation and its effect on teachers' performance in Basic Schools in the Kumasi Metropolis using Holy Rosary Catholic School, as a case study.

1.4 Objectives of the Study

Specifically, the research seeks to;

1. Establish the perceived motivational packages for teachers at Holy Rosary Catholic Schoolin the Kumasi Metropolis.

2. Find out the effect of motivation on teachers' performance at Holy Rosary Catholic School in the Kumasi Metropolis.

3. Determine the best motivational packages that promote teacher efficiency at Holy Rosary Catholic School in the Kumasi Metropolis.

1.5 Research Questions

1. What are the perceived motivational packages for teachersat Holy Rosary Catholic School in the Kumasi Metropolis?

2. What are the effects of motivation on teachers' performance at Holy Rosary Catholic School in the Kumasi Metropolis?

3. What are the motivational packages that best promote teacher efficiency at Holy Rosary Catholic School in the Kumasi Metropolis?

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1.6 Significance of Study

All over the world, education has been recognized as the driver of innovation and economic prosperity in many developed nations. The results of this study will provide useful recommendations on how to improve the quality of education (pupils' performance) through teacher motivation. The findings from this study are likely to have great implications for the government G.E.S/ MOE and other stakeholders of schools to find a solution to the fallen standard of education in the Kumasi Metropolis and Ghana as a whole.

The outcome of this study will go a long way to bring to bear some of the packages available or unavailable to teachers in Ghana Education Service especially to those in Kumasi Metropolis to enable them increase their performance. The study will also bring out which aspect of motivation needs attention in teaching service so that employers (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set.

1.7 Delimitations of the Study

Research of this nature and importance should have covered a great number of teachers of basic schools in the Kumasi Metropolis but due to inadequate funds the study was delimited to the three JHS, six (6) primary and two Kindergarten's in the Holy Rosary Catholic School of the Kumasi Metropolis in the Ashanti Region to examine the effect of motivation on teachers' performance. The study was also delimited to teacher schools in Holy Rosary Catholic School as a case study.

1.8 Organization of the study

The study is made of five chapters. Chapter one is made up of the background to the study, statement of the problem, objectives of the study, significant of the study, and delimitation of the study. Chapter two outlines the literature relevant to the study and

appropriate theoretical framework suitable to the study. Chapter three highlights the methodology that is used for the study. It consists of research design, population and sampling, data collection instrument and data analysis. Chapter four deals with findings and discussions of the study and Chapter five comprises of summary of findings, conclusions, recommendations and suggestions.

CHAPTER TWO

LITERATURE REVIEW

Introduction

The chapter focuses on reviewing both theoretical and empirical literature of other authors that are found relevant for the study. The Reinforcement theory, Herzberg's two factor theory,Maslow's theory of hierarchy of needs and Expectancy theory were reviewed. The study also reviewed other relevant empirical studies that included the concept of motivation, teacher motivation, levels of employee motivation, the role of motivation in the organisation, motivational strategies and approaches in organizations, and the nature of motivation in the public service.

2.1 Theoretical Framework

There are a lot of theories that have been put forwardin an attempt to explain the nature of motivation. Each of these theories helps to explain the behaviour of certain people at certain times. These theories are helpful because they provide an understanding of how best to motivate people at work. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager. Mullins (2005) is of the view that the existence of many theories shows that there are many motives which influence people's behaviour and performance. The study is there underpinned by theHerzberg's two factor theory.

2.1.1 Herzberg's two factor Theory

Herzberg's two-factor theory as advanced by authors such as Mullins (2005) and Armstrong (2006) are that employee satisfaction stems from two different sources. According to Mullins and Armstrong, these are hygiene and maintenance

factors and motivations or growth factors. Mullins and Armstrong argued that if hygiene factors are available they do not necessarily produce motivation but their absence can create employee dissatisfaction. Examples of these factors are job security, status, company policy, salaries, working condition, supervisory and peer relations of which this study seek to advance. These are extrinsic to the job and are similar to Maslow's basic needs.

The growth factors on the contrary are intrinsic and they are more related to employees feeling of accomplishment or job content rather than the environmental factor or job context. Examples of these factors are: recognition, achievement, advancement, growth possibilities and opportunities. These factors are also similar to Maslow's higher-level needs which in this context help employees to strive to do their best or move employees to superior performance. Job enrichment is considered as a means of meeting higher-level needs in organizations. Therefore to enrich a job, employers can introduce employees to new or more difficult tasks, assign individuals specialized task that enable them to become experts or grant additional authority to employees (Mullins, 2005).

Mason (2001) in contributing to Herzberg's theory said employees are most productive when a combination of desirable hygiene and motivating factors are provided in organizations. Mason (2001) concluded that employers cannot motivate employees by giving them just increasing oat every year but what matters most is to note that employees will have to be given the opportunity to experience motivating factors such as the ability to learn new skills and to assume responsibility.In short this is to prompt employers that they need to consider a variety of ways to get employees motivated.

The motivation-hygiene theory implies that managers must focus their attention in two areas: ensuring that hygiene actors are sufficient to avoid any employee dissatisfaction, whilst also ensuring that the work is rewarding and challenging enough to motivate employees to work harder (Mullins, 2005). Critics of Herzberg's theory rather argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. This is because people will tend to claim that their own performance and role provides them with satisfaction whilst blaming any dissatisfaction on factors outside their control, such as salary, managers and colleagues. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

Also, another weakness is that Herzberg's methodology was flawed in that his sample size was not representative so the results cannot be generalized and his conclusions were not representative of even his flawed data. Contrary to what the theory suggests, most people in his sample did not fall into the extremes of orientation towards work he suggested but tended to be on a continuum between the two. Other weaknesses were that there was no overall measure of satisfaction, inconsistency in the determination of satisfaction and productivity. Despite its weaknesses, it is arguably agreed that some important factors (motivators or dissatisfiers) could be initiated by management to influence employee positive behaviours at work.

2.2 The Concept of Motivation

Organisations today have realised the importance and the concept of motivation and the role it plays in achieving organisational objectives. Motivation has provided a way for employers to increase employee work performance and commitment to the organisation without spending a lot of resources on their

employees. This is particularly true because the cost of motivating employees to retain with an organization is noted to be far lower than switching cost and searching cost.

Kreitner and Kinicki (1998) noted that the term motivation is derived from the latin word 'movere' which means ''to move" and they define motivation as 'those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed'. Gering and Conner (2002: 126) define motivation as "The force within us that arouses, directs and sustains our behaviour". Ettore (1997) supports the above definitions and states that motivation is the process of arousing, directing and maintaining behaviour towards a goal.

Robbins (2001) stated that, motivation is the willingness to exert high level of effort towards organisational goals, conditioned by the effort and ability to satisfy some individual needs. De Cenzo and Robbin (1996) provided a model to explain the process of motivation that is, Employee Organisational effort exerted goals achieved; Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organisational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances. Armstrong (2006) explains that motivation can take place in two ways. One is an intrinsic motivation which is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment.

Two dimensional phases of motivation have been identified here to explain that one source of motivation could be from the job content that is generated from within the individual worker and the other could also be from external conditions others (such as management) can provide to arouse motivation for employees to wish to enhance their attitude towards work.

Contributing to literature, Vandenabeele (2007) also described motivation as ''those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed''. On their part, Wagner and Hill, (2008) define motivation as the desire within a person causing that person to act. They contend that people act for one reason: to reach a goal. Motivation is, therefore, a goal directed drive and seldom occurs in a void. Similarly, McBey and Karakowsky, (2000) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner.

Isen and Reeve (2005) explained motivation as a process by which the individual is activated or energized to produce specific activity. Maertz, Stevens, & Campion (2003) have added their voice to an understanding of motivation and described motivation as that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioural situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (2004) introduces the element of choice. According to him, motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals. His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's

choice is not a mere rational process but is considerably affected by one's emotions and deeply held values.

The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Jurkiewiez and Massey (1998) they are the "whys" of behaviour they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly. Motivation though a personal experience, engages managers' keen attention at finding reliable links between individual motivation and effective performance and thus, works at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished, (Cole, 2004).

From whichever source employees get motivated, the above discussions portray that management of organizations should be the principal agent of employee motivation. This is because they manipulate the job content and context and directly account for the success of the organizations which could be enhanced through high employee performance and retention to ensure future progression.

2.3 Other Theories of Motivation

2.3.1 The Reinforcement Theory

Reinforcement theory as proposed by Skinner in 1971, suggests that people's behaviour is influenced by the outcome of their past behaviour. Mason (2001) maintains that all behaviour is determined to some extent by the rewards or punishments received from previous behaviour, which have the tendency of influencing current actions. In other words, behaviour is largely influenced by

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external stimuli and that supervisors should concentrate on the relationships between man and the environment.

Mason(2001) believes that, people keep doing things that resulted in an outcome they appreciate, and they avoid doing things that resulted in an unfavourable outcome and that employers and their supervisors can encourage or discourage any kind of behaviour by the way they respond to it. In effect, management of institutions can manipulate the behaviour of their employees by responding positively to what they do or not do.

Skinner (1971) proposes a number of strategies that could be adopted to attract a desired behaviour to include salary increases, bonus, praise, promotion and freedom from control and described them as positive reinforcement. These re-inforcers are usually provided to encourage workers to produce at a higher level and build good human relations at the workplace. Skinner recommends that this strategy could be provided immediately after an employee performs to satisfaction. Mason says it is the preferred type of behaviour as it increases the likelihood of encouraging higher performance.

A negative reinforcement according to Mason (2001) is the other side of it discourages an undesirable behaviour through responses like criticisms. Cole (2004) on his part states that as employers try to influence people's behaviour, so employees also consider employers response to their contribution to act in a desired manner. For instance if an employee initiates a new idea and is met with an unfavourable response then the individual is likely to be discouraged from making further progressions.

Cole (2004) rather posited that the reinforcement theory of Skinner is not basically concerned with what motivates behaviour or how, and it is not strictly a

theory of motivation but it is more of controlling behaviour – power over others. His submission was that an employee is affected by the consequence of his own actions at work. For example when a sales person who performs well is acknowledged for their sales, the lowest performing sales representative will receive a prize for rating at the bottom as a form of punishment. Punishment tells a person what to do and what not to do but it does not any way turn his behaviour in the desired direction. Extrinsic reinforcement behaviour is not rewarded in any way, but what management does is to adopt a lukewarm attitude i.e. neither saying 'yes' nor 'no'. In simple terms what it means is that a worker receives no answer to his contribution. Here it is assumed that he would quit making suggestions at some point.

From the submissions of Cole (2004), it could be understood that reinforcements are reactions to an employee's actions and inactions and that either encourage or discourage a course of action. Cole (2004) outlined the following guidelines for administrators who wish to use reinforcement theory in the workplace:

i.   Desired behaviour should as much as possible be positively reinforced

ii.   Punishment should not be used as a principal means of achieving an expected outcome.

iii. Reinforcement should be provided immediately after the response.

iv.   Apply positive reinforcement regularly

v.   Desired behaviour or performance should be expressed in quantifiable terms

vi.   Undesirable behaviour should as far as possible be ignored

vii. Positive and negative factors in the individual's environment should be assessed

Cole concludes that the fundamental assumption behind this approach is that, management should be aware that employees are in the workplace to be controlled but he stressed on the need to create the right condition to promote high performance. There are obviously some limitations of Skinner's reinforcement theory. Standard definition of behavioural reinforcement has been criticized as circular since it appears to argue that response strength is increased by reinforcement, and defines reinforcement as something that increases response strength (i.e. response strength is increased by things that increase response strength). Mason (2001) postulated that the correct usage of reinforcement is that something is reinforcement because of its effect on behaviour, and not the other way round. It becomes circular if one says that a particular stimulus strengthens behaviour because it is a re-inforcer, and does not explain why a stimulus is producing that effect on the behaviour (Mason, 2001). The relevance of this theory to the current study stems from the perspective that management's response to the good works of teachers at school has the tendency to induce a continuous stay with the school for a higher performance.

2.3.2 Maslow's Theory of Hierarchy of Needs

To Maslow (1946), motivation is mainly related to human needs whereas Herzberg, Mausner and Snyderman (1966) stressed that cognitive process review has two categories of theories of motivation content and process theories.

Cole (2004) state that content theory also known as needs theory can be identified as the earliest theories that is related to the concept of motivation. It looks at the reasons for motivating individuals as necessities and requirements that are essential to motivate a person. Content theories are based on the assumption that individuals share a similar set of human needs and that we are motivated to satisfy those needs.

Characteristics of content theory of motivation; One of the characteristics of content theories is that, it emphasized on what motivates people. It looks at individual goals and needs which are said to be the same for every person. The most popular author of motivation theory is Maslow who outlined a hierarchy of human needs (Fincham & Rhodes, 2005). Mas low opines that human behaviour is driven by an existence of unsatisfied needs. He begins the hierarchy with physiological needs and goes through security, social, self-esteem and ends with self –actualization needs on the top.

2.4.1 Physiological or Biological needs

Physiological or Biological needs are obviously the basic requirements for survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met. These needs basically enable the body to function well (source, http: ll eb.m.wikipedia) Maslow's hierarchy of needs.

2.4.2 Security/Safety Needs

These are relevant for survival but they are not as demanding as the physiological needs. Examples of security needs include the desire for steady employment, health insurance and shelter from the environment. The security need in terms of steady employment refers to the situation where one is able to secure gainful employment which earns him/her income so that personal bills and others can be catered for. Health insurance needs as part of the security needs to enjoy free medical care at a time of need without necessarily paying cash at a particular point in time.

For instance in Ghana all people who are gainfully employed are mandated by law to contribute about 2.5% of their monthly salary to the National health insurance scheme so that they and their families can enjoy medical care when the need comes. Misfortunes, old age and other industrial injuries are satisfied under a well-structured scheme.

For instance in Ghana it is known as Social Security and National Insurance Trust (SSNIT) where a percentage of a worker's salary is deducted and managed by this scheme so that at old age and retirement, one can rely on this money for survival. These needs are usually met by safety laws, measure of social security, protective labour laws and collective agreements.

2.4.3 Social Attachment Needs

Third on the hierarchy is the social needs. The individual at this point feels that there is the need to work in a group and develop a sense of belonging and be identified with such group. He/she has the desire to love and beloved and relate with others. Relationships such as friendships, romantic, attachments and families help fulfil these needs for companionship and acceptance as one gets involved in social, community or religious groups and activities (Maslow, 1946).

2.4.4 Esteem or Ego Needs

Esteem needs include the need for things that reflect on self-esteem, personal worth, social recognition and accomplishment. At the work environment for instance, the individual expects recognition on his merit by promotion, participating in management decision making and implementation of such decisions. Some of the needs that are connected to the esteem needs include achievement, self-confidence, knowledge, competence and so on. In relation to the job, it implies that employers should recognize and praise employees for good work and more importantly an

employee should be respected by his manager not only as a person but also as a contributor towards the achievement of the organizational goals (Evans, 2001).

2.4.5 Self-Fulfillment or Actualization Needs

This level of needs relates to what a person's potential is and how to realize that potential. As Maslow puts, it, this desire is to become more and more what one is and to become everything that one is capable of becoming. People who are able to meet this need appreciate themselves and accept themselves and others, and have very clear perception of reality. The development of high order needs in us represents the end point of gradual process of psychological maturation (Evans, 2001). Maslow (1946) attested that because of uneven distribution of satisfying work in society, a small proportion of us managed to reach this level.

He argued that as soon as one level of needs is met, those needs no longer motivate behaviour. This theory is an interesting one but has not gained much empirical support and Maslow's hierarchy of needs may not be the only needs that motivate employees. For example spiritual needs equally motivate and create the desire in people to commit themselves to their jobs. Furthermore these needs vary in order of importance because of cultural distinctions. For instance in a collectivist culture where people tend to view themselves as members of the same group, such as families, work units, tribes nations, usually consider the needs of the group to be paramount than individual needs and higher order of self-esteem and self-actualization may become less important. This is because in such cultures individuals usually give up their personal opportunities to look after the poor and the disadvantage. Some cultures are high on uncertainty and avoidance, making safety and security needs more important. Other cultures that have a masculine or feminine orientation can influence the importance of different needs (Afful – Broni, 2004).

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The implication of this is that, employers must understand the fact in every organization, we should attach importance to diversity. This means that much as employers try to motivate their employees they should know that the needs of the individuals vary in terms of importance of these needs to the individuals and groups in the organization and the culture of the individuals in the organization may influence what motivational measure that should be put in place by employers to motivate employees to work hard to increase productivity. When these motivational factors are present in the work situation, the result is high/strong satisfaction and good job performance. They however do not cause dissatisfaction when they are absent in the work situation.

Figure 2.2 presents Maslow's hierarchy of needs and it indicates how one need drives a person to work hard to reach another until one gets to the highest level of need.
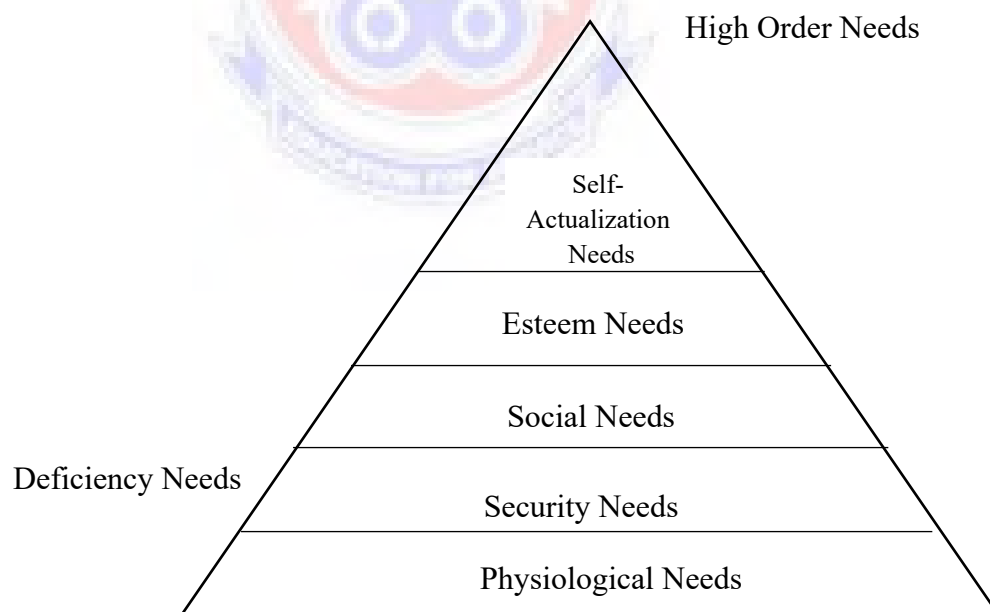
High Order Needs

Self-
Actualization
Needs

Esteem Needs

Social Needs

Deficiency Needs

Security Needs

Physiological Needs

Figure 2.1 Maslow's hierarchy of needs theory (1946)

Comparing Maslow's hierarchy of needs theory and that of Herzberg's two-factor theory, one can infer that employees are better placed to work hard to increase productivity only when certain needs are met or fulfilled. But in the case of McGregor it is different. McGregor, (1957) studied people's attitudes towards work and revealed two contrasting beliefs or assumption about people and work and that form the basis on which leaders take actions in order to let employees work to achieve set goals in an organization.

These beliefs or assumptions are known as theories X and Y and they determine the leadership style that a leader should adopt. Theory X oriented leaders do not involve their subordinates in decision making because they are considered immature, irresponsible and as lacking creativity. This implies that a leader who adopts this style of leadership expects his subordinates to take instruction and do things right and not to share ideas with management. On the other hand, any leader who adopts theory Y principles of leadership, seek information from his/her workers and listens to them and their problems and delegate activities/power of authority, share responsibilities among employees (Afful-Broni, 2004). It can be deduced from the above that theory Y leaders believe that employees are self-directed in pursuit of objectives that they are committed to and will work without control.

Looking at what has been said by these researchers so far one can deduce that a satisfied need does not necessarily become a motivator, but rather a need that has not been net, becomes an employee's powerful motivator. Latham and Locke (2004), buttress Abraham Maslow's theory in a form of hierarchy of needs made up of five levels. They are arranged in following order.

Level 1: According Pennington and Edwards, physiological needs are food, water sleep, oxygen, warmth and freedom from pain. In Maslow's point of view, the needs are basic and organizations can meet them by pay checks.

Level 2: Indicates safety needs which keeps individuals free from harm. They are the desire for security and stability. The researchers concluded by saying that, these needs are insurance, medical checkups and a home in a safe neighborhood.

Level 3: Social needs are the desire for love, friendship and companionship people seek to satisfy these needs through sports, celebration and other practices. To fulfill social needs, organizations should show concern in that direction in order to win employee's commitment and dedication.

Level 4: Esteem needs are described as needs that intend to satisfy the ego of a person. They include self-respect and respect for others. Employers can satisfy employee's need by appreciating individual's hard work through praise or accepting them for what they are, and what they can do.

Level 5: Self-Actualization needs refer to as the desire for self-fulfillment and realization of one's potentials. In Maslow's words, when employees are satisfied with all other needs, they will be motivated by self-actualization needs and will look for meaning to personal growth and again will look for new responsibilities. As managers, we should endeavor to satisfy self-actualization needs of every employees. Latham and Locke (2004)proposed that employers assign books that are challenging to employees' minds, while at the same time drawing on their aptitude and training. This is because no individual would like to take up a task that is not challenging enough or that would not make him work hard in order to progress on the job.

2.3.4. Expectancy Theory

Vroom's Expectancy theory of 1964, otherwise called 'The Valency Instrumental Expectancy Theory' explains why employees such as teachers would work or behave as they do in terms of efforts and attitude. It prescribes what management needs to do to influence employees/teachers to apply their efforts and behaviour towards the achievement of organizational goals and as well satisfy the needs of the worker.

The theory indicates that employees constantly predict future events regarding efforts and outcome. Vroom therefore believed that people place value on perceived outcome (valance), believe they would achieve certain things if they act in a way (Instrumentality), and believe they can act that way for the outcome (Expectancy).

Mullins (2005) indicated that employee behaviour at work depicts performance - reward characteristics. A reward-personal goal feature of employees shows that employees have needs and expect to satisfy those needs when management put in appropriate efforts. This theory therefore assumes that teachers will be motivated to perform well if they expect that high performance should lead to the goals they value.

2.4 Teacher Motivation

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. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment. There are two key inter-related aspects of motivation –

'will-do' and 'can-do'. 'Will-do' motivation refers to the extent to which an individual has adopted the organisations goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals.

A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The perceived 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 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, which are the bases of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions.

It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers

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are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarises these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all (World Bank, 2004).

The fact still remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

2.5 Levels of Employee (Human Resource) Motivation

According to research conducted by Mosley, Megginson, and Pietri (2001), there are three levels of employee motivation.

i. . The direction of an employee's behaviour. It relates to those behaviours which the individuals choose to perform.

ii. The level of effort. It refers to how hard the individual is willing to work on the behaviour.

iii. The level of persistence. It refers to the individual's willingness to behave despite obstacles. They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but

different tactics, strategies and policies would have a different motivational impact on diverse people.

Jenkinsand Adrian (2012) conducted research and investigated what employees may seek from the work environment. Their discussion reviews some of employee-related concerns that can be found in the venue of strategies to employees' motivation.

- Employees are individuals that come from different backgrounds, they have different education with different experiences and their different family classes are all the factors in which their needs be located.

- The primary interest of employees is to satisfy their personal needs, ambitions, desires and goals.

- An employee wants to satisfy its basic needs, linked to survival and security concerns and desire to belong, to generate positive feelings from within and from others, and to be self-fulfilled.

- Most employees want (1) fair and consistent company policies in matters affecting them; (2) management they can respect and trust; (3) adequate working relationships with managers and co-workers; (4) acceptable salaries and working environment; (5) appropriate job security assurance; (6) favourable job status.

- Other important factor that can fulfil and motivate employees are: challenging work, work that yields a sense of personal accomplishment, expression of appreciation for good performance, increased responsibility and the chance to grow On the job, the feeling of importance and making a contribution to the organization, and participation in job-related matters that affect the employees.

Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach.

A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the quality of working life will help employees to increase productivity (the quantity and quality of output per hour worked). The main finding of their research is that job satisfaction is based on effective management, communication, facilities, and benefits, including salaries, technologies, and future job directions.

2.6 The role of Motivation in Organisations

In the increasingly competitive, rapidly changing world of business, a motivated workforce is a great asset. Motivated employees are more productive, committed and loyal to the organization, Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994) indicate that performance is the result of ability and motivation of employees.

The success of an organization depends upon how it attracts, retains, motivates and develops its employees. Thus motivation and retention act as a catalyst in achieving quality of work life and organizational efficiency. On one hand it helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating

work life balance while on the other hand increasing organizational productivity and profitability.

Robbins (2001) posited thatmotivation is necessary, but not a sufficient contributor to job performance. Gering and Conner (2002) cite the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Gering and Conner argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity. Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately.

Gering and Conner (2002) emphasises that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner add that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organisation.

2.7 The Nature of Motivation in the Public Service

According to Maertz, Stevens, and Campion(2003),public service motivation is popular among public management and public sector literature is increasing

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significantly. Public sector management was defined in the early 1990s on the background of a strong research stream showing in particular that public employees behave differently from private ones (Buelens & Van den, 2007). These were founded on the desire to promote public values in a disinterested way (Maertz, Stevens, & Campion, 2003).

Public service management motives are guided by an intention to do good for others and shape the well-being of society (Maertz, Stevens, & Campion, 2003). They noted that these motives take root in diverse components that serve as guidelines for actions. In the eyes of sociologists, "altruism" is defined as the will to enact the fulfilment of the needs of others, or of a community instead of our own needs. For organizational behaviour scholars, the concept of 'pro-social behaviour' explains voluntary actions performed by an employee toward the welfare of individuals or groups without expecting a reward. It is important to mention that this kind of disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003).

The nature of motivation in the public sector can take the following forms and has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves. Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere.

The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry's definition of public

service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

In an attempt to enlarge the scope of the definition and to bridge disciplinary gaps, Vandenabeele defined public service as "the belief, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" (Vandenabeele, 2007). This definition of public service encompass other definitions of pro-social behaviour held in the public sphere, hence to deepen its links with the theory of motivation in terms of internal and/or external forces producing induction, the direction, the intensity and the persistence of behaviour.

This view overlooks the individual and focuses on the values framed by institutions. In the institutional theory of March and Olsen in 1989 as cited in Vandenabeele (2007), the behaviour of an individual is shaped either by a logic of appropriateness that refers to "beliefs, paradigms, codes culture and or by a logic of consequence corresponding to the more rational anticipation of the results of an action. For the public service management theory, one can consider public service motivated behaviour to conform to a logic of appropriateness as it refers to the realization of certain institutional values rather than self-interest (Vandenabeele, 2007).

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article "The

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Motivational Bases of Public Service". In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

Despite growth of research in recent years, many ambiguities, gaps and uncertainties remain in our understanding of Public Service Motivation (PSM). The two tracks of a research agenda on PSM can be identified (Perry & Hondeghem, 2008). The first track involves how the studies of other-regarding orientations in discipline outside public management and administration to close gaps in our knowledge about PSM and vice versa. Research on PSM raises general issues that are relevant for all disciplines dealing with motivation of employees in organizations. The important questions associated with this research track are: how do public motives interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

2.8 Motivational Strategies and Approaches

Owing to the complexities of employee motivation as regards the understanding, the tools, the approach, the need difference of workers and the purpose among others, management of institutions adopt different motivation strategies at different times. For the purpose of this study, motivation strategies being studied include; recognition, training and development, participative management, work environment and work load, effective communication, carrier development and promotion. Others include empowerment and compensation and financial packages.

2.8.1 Recognition of Employees' Good Work Done

Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done.

Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

2.8.2 Training and Development

In today's competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process

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of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007) defines training as "a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities". (p. 298).

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi (2002) complements that such human resource concepts as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002) further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project

teams for learning; and business management programmes. The benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Wan (2007),training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

Training comes in different dimensions and can take the form of on or off- the job methods. On-the job (internal) training techniques include mentoring, self-learning, and attaching an employee to learn a new skill under a colleague or a superior. Organisations also organise in-house training for their employees where they are specifically trained on the job requirements peculiar to the organisation. Off-the job (external) training techniques include seminars, workshops, lectures, and case studies that are conducted outside the premises of the organisation. Many organisations encourage their employees to add value to themselves through acquisition of additional education by approving study leaves with or without pay or through part-time studies. Such programmes are usually conducted by institutions of higher learning. Thomas, Lashley and Eaglen (2000) reported that low levels of training give rise to high levels of employee turnover and that the provision of good training has a positive effect on employee retention.

2.8.3 Participative Management

According to Robbins (2001) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out. Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently. From their studies, Torrington (2002) note that often times, management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like 'we are treated as children'. The extent to which teacher grievances are addressed is also a key issue.

2.8.4 Working Environment and Work Load

Wan (2007) stated that teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. Those working conditions, which include physical and psychological factors

surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a congenial environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

The heavy and demanding workload is viewed by teachers as a stressor. They do not have enough time to achieve the standards of teaching and learning that they desire (Latham & Locke, 2004; Harris, 2002). The situation worsened drastically when teachers had to administer excessive and burdensome recording and recordkeeping in voluminous portfolios. It is hoped that if teachers' workload is reduced to manageable levels it could enhance enthusiasm in the fraternity and uplift levels of motivation and job satisfaction and retention.

The Education Roadmap of Ghana identifies a major improvement in teacher: learner ratios to be 35:1. However such figures predominate on paper only, as the geographic location of schools together with their socio-economic standing determine class size and teacher-learner ratios. The socio-economically advantaged schools in mainly urban and suburban areas used to have lower teacher- learner ratios but the tide has changed drastically. By comparison, rural and comparably disadvantaged schools have always had to struggle with larger class sizes of 45 and more learners.

The challenges posed to teachers in such schools are often overwhelming and impact negatively on both teacher and students performance.

2.8.5 Effective Communication

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the "process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning". Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (2006) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. From the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

2.8.6 Career Growth and Promotion Opportunities

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. Mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development. Inexperienced young employees who are unable to get on with their jobs are likely to leave the organisation for another job which they consider offers better prospects. This would be a loss to the organisation as these young employees may have the potential to make significant contributions to the organisation in the long run.

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defines mentoring "as the process whereby managers provide informal assistance and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organisation". Successful professionals who

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have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organisations that have been mentioned in the past as organisations of choice in South Africa. They include organisations like Accenture, Deloitte and Trouche, Coronation Managers, Alexander Forbes and others.

Young professionals are attached to more experienced managers who help them develop realistic career goals and motivate them through guidance, counselling as well as putting the mentees through the technical aspects of the job. Mentor–mentee development programmes foster good working and interpersonal relationships and motivate the mentee to remain with his/her mentor in the organisation. These successful mentees eventually adopt the management styles of their mentors and this often leads to successful management succession.

2.8.7 Compensation and other Financial Packages

The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money doesn't matter in retention strategy any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Evans (2001)reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Evans (2001)found that money was overwhelmingly the most important motivator. Money can be considered to act as both a "scorecard" which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee

motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving.

However, in organisations with low turnover, compensation was not the reason for staying, instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees. This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. If managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, Karp, Sirias and Arnold (1999) propose that the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclose that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered

important to the retention of talent. These are intrinsic rather than extrinsic factor thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated. It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier.

In their own argument, Saari and Judge (2004) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end an expensive and short-term motivator. Amar (2004) contends that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear.

Nelson and Sassi (2003)in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time travelling to schools. On this note, Schalkwijk (2000) also cited this problem of residential accommodation in some of

the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced the teachers to reside in poor houses. On the other hand, Farrel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

A study on difference among levels of employees in terms of rewards was researched by Caryn and Carlson (2000) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. There have been complaints about the big teaching load of teachers.

The above section articulated a practical working relationship between various motivational strategies that can assist in retention and turnover management. There is no one motivational strategy that can sustain any meaningful retention practice. It is therefore imperative for top management, HR practitioners and line managers to consider a combined strategy that will produce a comprehensive and effective retention initiative. Organisations should focus their attention on intrinsic rather than extrinsic factors in designing and implementing retention policies since motivation comes from within and not from outside. This however does not suggest that extrinsic factors such as money should not be a prominent consideration in the motivation and retention mix. No retention mix will be effective without incorporating the job satisfaction element which has been acknowledged over time as an important indicator of turnover decisions. The next section will therefore look at job satisfaction and its measurement together with the related theory of job satisfaction.

2.8.8 Empowerment

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Evans (2001)supported and said empowering is giving authority and liberating potentials of employees.

It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Evans (2001)continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

Teacher participative decision making is a set of planned procedures for systematizing individual sovereignty and autonomy in the perspective of sanction accountability and associated to system-wide control. Torrington, (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology which provides procedures and methods which was used to answer the research questions. It consisted of the research design, population, sample and sampling techniques, data collection instrument, procedure for data collection, piloting, validity and reliability of the instruments, data analysis procedure and ethical consideration.

3.1 Research Design

Kothari (2004) postulated that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This is essentially the what, when, why and by what means of the research work.

The descriptive survey design was used for the study. The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary, Jacobs &Razevieh, 2002).

However, the descriptive survey has its own strengths and weaknesses. The major strength for using the descriptive design is that it provides researchers with a lot of information from various respondents and the data collected are easy to analyze. Contrariwise, one weakness of descriptive survey design is how to retrieve all the questionnaires distributed.

3.2 Population

Population is the total number of all units of the phenomenon to be investigated that exists in the area of investigation. It therefore relates to all possible observations of the same kind(Creswell, 2003). The target population of the study was all the 48 teachers in Holy Rosary Catholic School in the Kumasi Metropolis.

3.3. Sample and Sampling technique

A sample is the set of actual participants that are drawn from a larger population of potential data sources (Creswell, 2003). In order to get an appropriate sample size for the study, an updated list of all the teachers in Holy Rosary Catholic School school was obtained from the Kumasi Metropolitan Director of Education.

In the words of Gall and Borg (2007), sampling is a technique used for selecting a given number of subjects from a target population as a representative of the population in research.

Purposive sampling was used to select all the 48 teachers for the study. According to Amin (2005) purposive or judgmental sampling is appropriate in situations where respondents are targeted due to their position, expertise, situation, and so on. The teachers were selected because they are involved in the teaching and learning in the school and therefore are relevant to the study.

3.4 Data Collection Instrument

Leedy and Ormrod(2005) stated that a research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data.The researcher used closed-ended questionnaire as the data collection instrument. The close ended questionnaires were administered to the 48 respondents.

Questionnaires are instruments designed to collect data for decision making in research work. Questionnaire relates to a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Creswell, 2003).

Questionnaire provides easier and accurate analysis of the data to obtain precise interpretation of the responses and also assist respondents to provide uniformity of response. Questionnaires are cost effective and less time consuming as compared to other instruments.

3.5. Pilot Testing of the Instrument

The researcher critically scrutinizedthe questionnaire to ensure its consistency and appropriateness. The researcher gave the questionnaire to his supervisor for his perusal and comments in order to establish its validity. This enabled the researcher to remove items that were considered irrelevant to the subject under consideration. New ideas and relevant items derived from the exercise were included in the final draft of the instrument. Thirty respondents selected randomly from Asuoyeboah M/A Basic 'A' School were used for the pilot testing.

3.6. Validity and Reliability

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested both face and content validity of the questionnaire.

Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity referred to whether an instrument provides adequate coverage of a topic. Expert opinions, suggestions from my supervisor, literature searches, and piloting of the questionnaire enabled the researcher to establish the face and content validity.

Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Bell, 2005). In this study, reliability was first ensured by applying specific criteria on the formulation of multiple choice questions and likert- type scale items. The instrument was administered to same group of respondents twice in the piloted study with a two week interval between the first and second test and the results correlated. The reliability test yielded cronbach alpha of 0.78.

3.7 Data Collection Procedure

The researcher sought permission fromthe head of the school.The head gave the researcher the permission to conduct the study.The researcher established rapport with the respondents to make them feel free in completing the questionnairesbeforeadministering the questionnaire to the respondents to assess motivation and its effect on teachers' performance.The respondents weregiven two weeks grace period to fill the questionnaires before they were collected.

3.8 Data Analysis

Data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions of the study. First, the retrieved questionnaires were serially numbered and edited. The edited responses were then coded and scored. The data was analysed using the Statistical Package for Social Sciences (SPSS) version 16.0.The data were analysed descriptively and presented with tables, frequencies and percentages to answer the research questions.

3.9 Ethical Considerations

Among the significant ethical issues that were considered included consent, confidentiality, and data protection.The respondentswere assured of the anonymity of their identity as they were not obliged to indicate their names on the questionnaire. The respondents were also assured that the study was purely for academic purposes and that the information that they would give would be treated with utmost confidentiality. All these ethical issues were assured in the introductory letter to the questionnaire for respondents.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents and discusses findings that came out from the study. The chapter consists of the preliminary data analysis to address data on age, sex, educational background, educational institution and teaching experience. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. The demographic data of the respondents of the study is presented in Table 4.1.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1

Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Gender		
Male	27	56
Female	21	44
Total	**48**	**100**
Age		
21-30 years	12	25
31-40 years	14	29
41-50 years	12	25
51-60 years	10	21
Total	**48**	**100**
Educational Background		
Diploma	18	37
Bachelor's Degree	22	46
Masters' Degree	8	17
Total	**48**	**100**
Teaching Experience		
1-5 years	10	21
6-10 years	12	25
11-15 years	8	17
16-20 years	12	25
21 years and above	6	12
Total	**48**	**100**

Source: Field Data, 2019

Table 4.1indicates that 27 respondents representing 56% were males while 21respondents representing 44% were females. The result did not affect the study as the study depended on respondents' views and not their gender.

Also, 12 respondents representing 25% were in the age bracket of 21 and 30, 14respondents representing 29%were in the age bracket of 31 and 40,12respondents representing 25%were in the age bracket of 41 and 50 while 10respondents representing 21%were in the age bracket of 51 and 60 which means that the respondents were matured to participate in the study.

Again, 18 respondents representing 37% had Diploma as their educational certificate, 22 respondents representing 46% had the Bachelor's degree as their educational certificate while 8 respondents representing 17% had the Master's degree as their educational certificate which means that all the respondents had certificates that qualified them as professional teachers who were knowledgeable to participate in the study.

Further, 10 respondents representing 21% had been teaching for between 1and 5 years, 12 respondents representing 25% had been teaching for between 6 and 10 years, 8 respondents representing 17% had been teaching for between 11and 15 years, 12 respondents representing 25% had been teaching for between 16 and 20 years while 6 respondents representing 12% had been teaching for 21 years and above.

4.2 Answers to the Research Questions

Research Question 1: What are the perceived motivational packages for teachers in Holy Rosary Catholic Schoolin the Kumasi Metropolis?

Research question one sought to solicit information from the respondents on the motivational packages for teachers in Holy Rosary Catholic School. The result is presented in Table 4.2.

Table 4.2 Motivational packages for Teachers

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Recognition and reward for high performance	10(21)	24(50)	8(17)	6(12)
Teachers are empowered to maintain discipline	14(29)	26(54)	8(17)	-
Management attends to teachers' individual concerns	11(23)	18(37)	11(23)	8(17)
Congenial physical and working environment	19(40)	24(50)	5(10)	-
Free student-teacher interactions	18(37)	22(46)	8(17)	-
Participatory decision-making	14(29)	24(50)	10(21)	
Flexible work arrangements	10(21)	24(50)	8(17)	6(12)

Source: Survey Data, 2019

Table 4.2 shows that 10 respondents representing 21% strongly agreed that recognition and reward for high performance was a motivational package for teachers in basic schools, 24 respondents representing 50% agreed, 8 respondents representing

53

17% disagreed while 6 respondents representing 12% strongly disagreed. The result implies that teachers in basic schools are recognised and rewarded when they perform high to motivate them. Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done.

Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained.

Also, 14 respondents representing 29% strongly agreed that empowering teachers to maintain discipline was a motivational package for teachers in basic schools, 26 respondents representing 54% agreed while 8 respondents representing 17% disagreed. The result implies that teachers in basic schools are empowered to maintain discipline to motivate them. Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Evans (2001)supported and said empowering is giving authority and liberating potentials of employees.

It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in

administration and decision making associated with policies, objectives and strategies of the institution. Evans (2001)continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work.

Again, 11 respondents representing 23% strongly agreed that management attending to teachers' individual concerns was a motivational package for teachers in basic schools, 18 respondents representing 37% agreed, 11 respondents representing 23% disagreed while 8 respondents representing 17% strongly disagreed. The result implies that individual concerns of teachers in basic schools are attended to by management to motivate them. When management become empathic and show concern for individual teacher's concerns, it motivates them to give of their best on the job.

Further, 19 respondents representing 40% strongly agreed that provision of congenial physical and working environment was a motivational package for teachers in basic schools, 24 respondents representing 50% agreed while5 respondents representing 10% disagreed. The result implies that teachers in basic schools are provided with congenial physical and working environment to motivate them.Wan (2007) stated that teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. Those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Eighteen respondents representing 37% strongly agreed that free student-teacher interactions was a motivational package for teachers in basic schools,

22respondents representing 46% agreed while 8 respondents representing 17% disagreed. The result implies that teachers in basic schools are allowed to interact freely with students to motivate them. Robbins(2001) indicated that all inclusive school management and free information is an essential teacher motivation strategy. Free interactions encourage student learning and build trust and confidents in teachers. Consequently, it rekindles teacher moral and motivate them to work harder.

Fourteen respondents representing 29% strongly agreed that participatory decision-making was a motivational package for teachers in basic schools, 24 respondents representing 50% agreed while10 respondents representing 21% disagreed. The result implies that teachers in basic schools are given the chance to participate in decision making to motivate them. According to Robbins (2001) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

Also, 10 respondents representing 21% strongly agreed that flexible work arrangements was a motivational package for teachers in basic schools, 24 respondents representing 50% agreed, 8 respondents representing 17% disagreed while 6 respondents representing 12% strongly disagreed. The result implies that teachers in basic schools are provided with flexible work arrangements to motivate

them. Torrinton (2002) stated that poor human resource management characterized by authoritarianism and limited employee participation de-motivates employees.

Research Question 2:What are the effects of motivation on teachers'

performance in Holy Rosary Catholic School in the Kumasi Metropolis?

Research question two sought to solicit information from the respondents on the effects of motivation on teachers' performance in Holy Rosary Catholic School. The result is presented in Table 4.3.

Table 4.3Effect of motivation on teachers' performance in basic schools

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Create supportive environment for staff to maximize their potential to work	8(17)	24(50)	10(21)	6(12)
Students achievement are improved due to improved teaching strategies	19(40)	25(52)	4(8)	-
Create a productive atmosphere for teaching and learning to promote teacher Give teachers the boldness and ability to instruct students successfully	16(33)	24(50)	8(17)	-
Enhance staff confidence level in self-efficacy to improve performance	13(27)	27(56)	8(17)	-
Provide staff with professional needs to be abreast with time to reach their fullest potentials	10(21)	26(54)	8(17)	4(8)

Source: Field Data, 2019

Table 4.3 indicates that 8 respondents representing 17% strongly agreed that motivation of teachers created supportive environment for staff to maximize their

potential to work effectively, 24 respondents representing 50% agreed, 10 respondents representing 21% disagreed while 6 respondents representing 12% strongly disagreed. The result implies that motivation of teachers results in the creation of supportive environment for teachers to maximize their potentials.

Also, 19 respondents representing 40% strongly agreed that motivation of teachers enabled students' achievements to improve due to improved teaching strategies, 25 respondents representing 52% agreed while 4 respondents representing 8% disagreed. The result implies that motivation of teachers results in improvement in students' achievement due to improved teaching strategies.

Again, 20 respondents representing 42% strongly agreed that motivation of teachers created productive atmosphere for teaching and learning to promote teacher and student success, 22 respondents representing 46% agreed while 6 respondents representing 12% disagreed. The result implies that motivation of teachers results in the creation of productive atmosphere for teaching and learning to promote teacher and student success

Sixteen respondents representing 33% strongly agreed that motivation of teachers gave teachers the boldness and ability to instruct students successfully, 24 respondents representing 50% agreed while 8 respondents representing 17% disagreed. The result implies that motivation boost teachers' morale to give them the boldness to instruct students successfully.

Thirteen respondents representing 27% strongly agreed that motivation of teachers resulted in the enhancement staff confidence level in self-efficacy to improve performance, 27 respondents representing 56% agreed while 8 respondents representing 17% disagreed. The result implies that motivation of teachers enhance staff confidence level in self-efficacy to improve performance.

Finally, 10 respondents representing 21% strongly agreed that motivation of teachers provided them with professional needs to be abreast with time to reach their fullest potential, 26 respondents representing 54% agreed, 8 respondents representing 17% disagreed while 4 respondents representing 8% strongly disagreed. The result implies that motivation provided teachers with professional needs to be abreast with time to reach their fullest potential.

All the results and analysis in Table 4.3 agrees with Tosi and Hale (1994) that motivated employees are more productive, committed and loyal to the organization, Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994) indicate that performance is the result of ability and motivation of employees. The success of an organization depends upon how it attracts, retains, motivates and develops its employees. Thus motivation and retention act as a catalyst in achieving quality of work life and organizational efficiency. It helps to reduce job insecurity, stress, increasing job satisfaction, commitment and creating work life balance and also help to increase organizational productivity and profitability.

Gering and Conner (2002) argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity. Gering and Conner emphasises that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner add that the characteristics of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater

effort in their work and contribute more in the organisation. In support, Lortie (1995) posits that leaders, who are not committed to teachers' professional needs, stifle teachers' potential, rather than motivate teachers to strive to reach their fullest potential.

Research Question 3: What are the best motivational packages that promote teachers' performance?

Research question three sought to solicit information from respondents on the best motivational packages that promote teachers' performance. The result is presented in Table 4.4.

Table 4.4 Best Motivational Packages that Promote Teacher Performance

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Safe and congenial working environment	12(25)	24(50)	8(17)	4(8)
Training education and development	15(31)	25(52)	8(17)	-
Participatory decision making	8(17)	28(58)	7(15)	5(10)
Career Growth and Promotion Opportunities	26(54)	22(46)	-	-
Effective communication	13(27)	31(65)	4(8)	-
Employee empowerment	22(46)	21(44)	5(10)	-

Source: Field Data, 2019

Table 4.4 indicates that 12 respondents representing 25% strongly agreed that safe and congenial working environment was one of the best motivational packages that promoted teacher performance, 24 respondents representing 50% agreed, 8 respondents representing 17% disagreed while 4 respondents representing 8% disagreed. The result implies that safe and congenial working environment is a best

motivational package that promotes teacher performance. The result is in line with Armstrong (2006) motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a congenial environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

Again, 15 respondents representing 31% strongly agreed that training education and development was another best motivational package that promoted teacher performance, 25 respondents representing 52% agreed while 8 respondents representing 17% disagreed. The result implies that the provision of training education and development is a best motivational package that promotes teacher performance. The result is in line with Gbadamosi (2002) that training and development is used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Also, 8 respondents representing 17% strongly agreed that participatory decision making was also another best motivational package that promoted teacher performance, 28 respondents representing 58% agreed,7 respondents representing 15% disagreed while 5 respondents representing 10% disagreed. The result implies that participatory decision making is a best motivational package that promotes teacher performance. The result is in line with Robbins (2001) participatory decision making enables subordinates to share a significant degree of decision-making power with their superiors. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out.

Twenty-six respondents representing 54% strongly agreed that career growth and promotion opportunities were one of the best motivational packages that promoted teacher performance while 22 respondents representing 46% agreed. The result implies that career growth and promotion opportunities are best motivational packages that promote teacher performance. The result is in line with Choo and Bowley (2007) states that in organisations where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. When employees have the opportunity to be promoted, they tend to build their career life around the organisation because they know that they can

achieve their career goals within the organisation and this can inform their decision to remain. Managers should also focus on helping employees progress in their career and encourage their professional development.

Thirteen respondents representing 27% strongly agreed that effective communication was one of the best motivational packages that promoted teacher performance, 31 respondents representing 65% agreed while4 respondents representing 8% disagreed. The result implies that effective communication is a best motivational package that promotes teacher performance. The result is in line with Nzuve (1999) that effective communication channels are used in organisations to enhance the motivation of employees. Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Finally, 22 respondents representing 46% strongly agreed that employee empowerment was one of the best motivational packages that promoted teacher performance, 21 respondents representing 44% agreed while5 respondents representing 10% disagreed. The result implies that employee empowerment is a best motivational package that promotes teacher performance. The result is in line with Evans (2001) that empowerment results in motivation, increased autonomy, amplifies

the teacher's wisdom of self-efficacy and generates the urge to complete tasks. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary the findings from the study, conclusions, recommendation and suggestions for further study.

5.1 Summary

The purpose of this study was to investigate the effect of motivation on teachers'academic performance in Basic Schools in the Kumasi Metropolis using Holy Rosary Catholic School, as a case study. Objectives of the study were to establish the perceived motivational packages for teachers in Holy Rosary Catholic School in the Kumasi Metropolis, find out the effect of motivation on teachers' performance in Holy Rosary Catholic School in the Kumasi Metropolis and to determine the best motivational packages that promotes teacher efficiency.

 The descriptive survey design using structured questionnaire was adoptedfor the study. The target population of the study was all the 48 teachers in Holy Rosary Catholic School in the Kumasi Metropolis.Purposive sampling was used to select all the 48 teachers for the study.The researcher used closed-ended questionnaire as the data collection instrument.

5.2 Key Findings

The study unearthed that recognition and reward for high performance, teachers empowered to maintain discipline, management attending to teachers' individual concerns, congenial physical and working environment, free student-teacher interactions, participatory decision-making and flexible work arrangements were motivational packages available for teachers in Holy Rosary Catholic School.

The study also unearthed that creation of supportive environment for staff to maximize their potential to work effectively, improvement in students achievement due to improved teaching strategies, creation of a productive atmosphere for teaching and learning to promote teacher and student success, teachers having the boldness and ability to instruct students successfully, enhancement of staff confidence level in self-efficacy to improve performance and the providing staff with professional needs to be abreast with time to reach their fullest potentials were effects of motivation on teachers' performance.

The study finally unearthed that safe and congenial working environment, training education and development, participatory decision making, career growth and promotion opportunities, effective communication and employee empowerment were the best motivational packages that promoted teachers' performance.

5.3 Conclusions

It could be concluded that motivational packages are prevalent for teachers in the area studied. Some of them were management attending to teachers' individual concerns, congenial physical and working environment, free student-teacher interactions and participatory decision-making

The motivational packages prevalent for teachers enabled them to improve on their performance due to improved teaching strategies, productive atmosphere for teaching and learning, teachers' boldness and ability to instruct students successfully and the provision of teachers professional needs to be abreast with time.

It is finally concluded that the best motivational packages that promoted teacher performance like safe and congenial working environment, training education and development, participatory decision making, career growth and promotion

opportunities, effective communication and employee empowerment should be strengthened to improve teachers' performance in basic schools.

5.4 Recommendations

It is recommended based on the findings that the Metro Director of Education should organize regular professional development training for teachers in basic schools to enhance their performance further.

The Metro Director of Education should appeal to head teachers to always empower teachers by including teachers in all decision making in the school to enable teachers to own the outcomes of decision to enable them to implement them with interest to improve performance

The Metro Director of Education should organize regular in service training for head teachers on the best motivational strategies that promote teacher productivity for the success of the school.

5.5 Suggestion for Further Studies

The study was carried out to investigate the effect of motivation on teachers' performance in Basic Schools in the Kumasi Metropolis using Holy Rosary Catholic School, as a case study, so further study should be carried out in the other basic schools in the metropolis for comparative analysis.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent,

I am a student of the University of Education, Winneba-Kumasi Campus conducting this research on the effect of motivation on teachers performance in partial fulfillment for the award of Master's Degree in Educational Leadership. This questionnaire seeks to solicit views on the effect of motivation on teachersacademic performance.

You have been selected to respond to the questions as frankly as possible. Please respond to all questions in the questionnaire. All information given will be treated with utmost confidentiality.

Yours sincerely,

BETTY MENSAH

INSTRUCTION: **Please (√) tick the most appropriate response.**

SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

SECTION B QUESTIONNAIRE FOR RESPONDENTS

1. What is your sex?

   a). Male   [   ]

   b). Female   [   ]

2. What is your age?

   a).   21- 30   [ ]

   b).   31- 40   [ ]

   c).   41- 50   [ ]

   d).   51- 60   [ ]

3. What is your highest educational qualification?

   a). Diploma   [ ]

   b). Bachelor's Degree [ ]

   c). Master's Degree   [ ]

5. For how many years have you been teaching?

   a) 1-5 years   [   ]

   b) 6-10 years   [   ]

   c) 11-15 years   [   ]

   d) 16-20 years   [   ]

   e) 21 years and above [   ]

SECTION B: MOTIVATIONAL PACKAGES FOR STAFF

What are the motivational packages for teachers?

This part of the questionnaire contains items that seek to find out the effect of motivational schemes on teachers' performance.On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
6	Recognition and reward for high performance				
7.	Teachers are empowered to maintain discipline				
8.	Management attends to teachers' individual concerns				
9	Congenial physical and working environment				
10	Free student-teacher interactions				
11	Participatory decision-making				
12	Flexible work arrangements				

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SECTION C: EFFECT OF THESE MOTIVATIONAL SCHEMES ON TEACHERS' PERFORMANCE

What is the effect of these motivational schemes on teachers'performance?

This part of the questionnaire contains items that seek to find out theeffect of motivational schemes on teachers' performance. On a 4 point-scale: Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2, Strongly Disagree (SD)-1, indicate your opinion.

	Statement	SA	A	D	SD
14	Create supportive environment for staff to maximize their potential to be able to work effectively				
15	Students achievement are improved due to improved teaching strategies				
16	Create a productive atmosphere for teaching and learning and promote teacher and student success.				
17	Give teachers the boldness and ability to instruct students successfully				
18	Enhance staff confidence level in self-efficacy to improve performance				
19	Provide staff with professional needs to be abreast with time to reach their fullest potentials				

SECTION D: BEST MOTIVATIONAL SCHEMES THAT CAN PROMOTE PRODUCTIVITY

What are the best motivational schemes that can promote productivity?

This part of the questionnaire contains items that seek to find out the effect of motivational schemes on teachers' performance. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

	Statement	SA	A	D	SD
20	Safe and congenial working environment				
21	Training education and development				
22	Participatory decision making				
23	Career Growth and Promotion Opportunities				
24	Effective communication				
25	Employee empowerment				