

UNIVERSITY OF EDUCATION, WINNEBA

**THE INFLUENCE OF MOTIVATION ON TEACHER WORK PERFORMANCE
AND TURNOVER INTENTION: A CASE STUDY AT OHWIMASE M/A BASIC
'B' SCHOOL**



2015

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'B' SCHOOL**

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**A Project Report in the Department of Educational Leadership, Faculty of
Education and Communication Sciences, submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree.**

DECEMBER, 2015



DECLARATION

STUDENT'S DECLARATION

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

Signature:

Date:



SUPERVISOR'S DECLARATION

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

Name of Supervisor: Prof. Cosmas Cobbold

Signature:

Date:

ACKNOWLEDGEMENTS

I wish to thank my supervisor Prof. Cosmas Cobbold for his encouragement and shrewd advice as well as for his invaluable comments on earlier drafts of this thesis. Also, my heartfelt thanks go to my sister, Gertrude Opoku for her support and encouragement.

In the same vein, I appreciate the effort of Mr. Amo Moses, whose suggestions and contribution helped in shaping this work. I am equally grateful to the teachers and administration of Agric circuit in Kumasi for their assistance in providing relevant responses for this work.



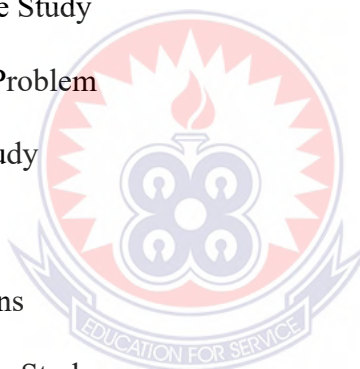
DEDICATION

I dedicate this work to my mother, Mrs. Georgina Opoku for her tireless efforts which has brought me to this far in my academic pursuit.



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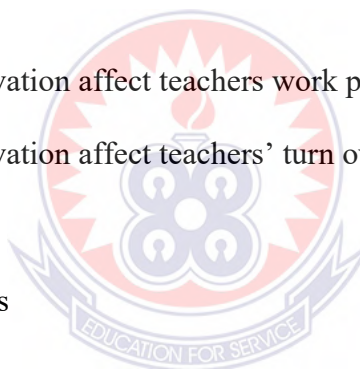
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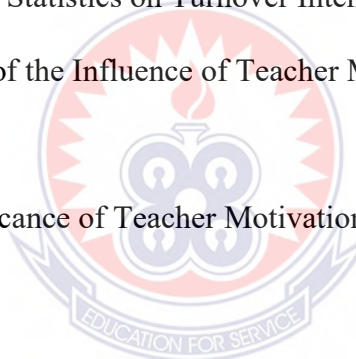


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ABSTRACT

The purpose of the study was to investigate the influence motivation has on teachers' work performance and turnover intentions at Ohwimase M/A Basic 'B' School, with the view of revealing the importance of motivating teachers in gearing towards good work performance and improvement in pupils' achievement. The study employed quantitative research approach with a case study strategy in investigating the problem. The sample comprised 30 teachers in Ohwimase M/A Basic 'B' School in Kumasi who responded to a structured questionnaire and provided relevant data on the study topic. The study revealed among other things that, promotional opportunities are the most dominant form of incentive enjoyed by teachers. Intrinsically, teachers are highly motivated by interacting with a lot of people in their work and being useful in their community. Extrinsically, teachers are highly motivated with the cooperative effort from their colleagues in their work and the support giving them by the school in times of need. There was significant influence of motivation on the work performance of teachers. Also, turnover intentions of teachers are highly and significantly influenced by motivation. The study recommended that, monetary based incentive for good performance must be encouraged in the Ghana Education Service at all levels to reduce the rate of teacher turnover in Ohwimase M/A Basic 'B'.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is a common trend to believe that motivation is a personal trait. Some people have it while others may lack it. In practice, some are labelled to be lazy because they do not display an outward sign of motivation. However, individuals differ in their basic motivational drives (Olusegun, 2012). It also depends upon their areas of interest. The concept of motivation is situational and its level varies between different individuals and at different times. If the people understand what motivates people, the people have at your command the most powerful tool for dealing with them.

Motivation can be defined as the act of providing motive that causes someone to act (Re'em, 2010). Therefore, for an employee to perform at his/ her maximum best there must be a need as well as a driving force that pulls the employee to achieve specific goals (Ayobami, 2008). This desire or drive within a person is the operational attitude which inspires an internal condition based on a person's perceptions and needs to achieve some goals (Inamullah & Hussain, 2011). The term motivation is derived from the Latin word movers, "to move". It is virtually impossible to determine a person's motivation until that person behaviour or action an individual performs at each moment in time, the initiation and persistence of an intentional, goal - directed activity (Din, Tufail, Shereen, Nawaz & Shahbaz, 2012).

According to Olusegun (2012), there are many factors that determine people's behaviour to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship,

status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on.

Performance of employees in any organization is vital not only for the growth of the organization but also for the growth of the individual employee. With the present global economic trend, most employers or heads of institutions have realized the fact that for their institution to compete favourably, the performance of their employees goes a long way in determining the success of the institution (Ayobami, 2008). Although many factors contribute to productivity, job performance is viewed to be the most influential one (Re'em, 2010). Performance is, in turn, influenced by motivation.

In Ghana teachers have been found to be highly dissatisfied and not motivated to perform due to low salaries, and poor teaching conditions (Alucgchaab, 2011). The need for a motivated and satisfactory teacher workforce has been recognised by the Ministry of Education (MOE) and the Ghana Education Service (GES). These institutions have over the years made attempts to improve the conditions of service of teachers through the building of head teachers quarters, accelerated promotion, study leave with pay, giving national best teachers award, among others (Cobbold, 2010; Salifu & Agbenyega, 2013). Despite these attempts, there have been numerous strike actions in the education system. The first quarter of 2013 for example witnessed several labour agitations mainly within the education and health sectors in Ghana.

1.2 Statement of the Problem

The dissatisfaction among Ghanaian teachers, especially those in the basic schools (Cobbold, 2015) could be attributed to many factors. One of such factors may be lack of adequate motivation. This prompts a number of questions; to what extent are basic school teachers motivated? What is the impact of motivation on teachers' performance in the work place? These and related questions form the thrust of the current study.

1.3 Purpose of the Study

The purpose of this study is to investigate the influence motivation has on teachers' work performance and turnover intentions at Ohwimase M/A Basic 'B' School in Kumasi. Ultimately, the study seeks to highlight the importance of motivating teachers to work effectively and bring improvement in pupil's achievement and also to reduce teacher attrition.

1.4 Objectives

The objectives of the study have been categorized into two: general and specific. The general objective of the study is to determine the effects of motivation on the performance of teachers in the Ghana Education Service using teachers in Ohwimase M/A Basic 'B' School in Kumasi as a case. Specifically, the study intends to investigate:

1. The type of incentives given to teachers in the Ghana Education Service as a form of motivation.
2. The intrinsic factors that motivate teachers in their job.

3. The extrinsic factors that motivate teachers in their job.
4. The impact of motivation on teachers' work performance.
5. The effect of motivation on teacher turn over intentions.

1.5 Research Questions

1. What types of incentives are given to teachers in the Ghana Education Service as a form of motivation?
2. What intrinsic factors motivate teachers to perform well in their job?
3. What extrinsic factors motivate teachers to perform well in their job?
4. What effects does motivation have on teachers' work performance?
5. How does motivation affect teachers' turn over intentions?

1.6 Significance of the Study

This study will serve as a tool in identifying the effect motivation has on teachers work output and how this may subsequently affect pupils academic performance. It will also serve as a tool for GES to know the need to motivate teachers. The study will also bring out which aspect of motivation needs attention in the teaching service so that employers (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set. Finally, the outcome of the study will add to the existing body of knowledge on teacher motivation and incentives.

1.7 Limitations of the Study

The study was conducted in the Agric Circuit in the Kumasi Metropolis, which has about 15 basic schools. However, only one school, Ohwimase M/A Basic 'B' School, was selected for the study. The findings therefore may not represent adequately what pertains in the schools in the entire Kumasi Metropolis.

1.8 Delimitations

The study covers the concept of motivation in relation to teachers' job performance and their turn over intentions. Other areas such as the impact of motivation on teacher job satisfaction or teacher professional learning, though important, were not covered.

1.9 Organization of the Study

The study is in five chapters. Following chapter one is chapter two which reviews related literature on the subject matter. Chapter three contains the methodology which includes the research design, population, and sample and sampling technique, research instrument, data collection procedures and data analysis. Data presentation and discussion are covered in Chapter four. Chapter five provides the summary of the findings draws conclusions and make recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides reviews of related literature on the subject under study. The main headings covered are the concept of motivation, theories of motivation, the concept of job performance, teacher's motivational packages, and teacher turnover intentions. Together, these issues provide the conceptual framework of the study.

2.1 Concept of Motivation

Employee motivation is difficult to explain; therefore a precise definition of this notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Shafiwu & Salakpi, 2013). The word motivation comes from a Latin word 'motus' which means to move, influence, affect and excite (Re'em, 2010). Motivation can be defined as the act of providing motive that causes someone to act (Shanks, 2008). In other words, motivation causes someone to act by their own discretion. A person becomes motivated in order to achieve their own personal goals as well as the organizational goals. The more motivated an employee is, the more likely they are to have organizational commitment and identify themselves with the organization (Monteiro et al., 2010). Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the possession of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one set out to do (Ifinedo, 2003). A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind (Shafiwu & Salakpi, 2013).

Motivation integrates and organizes the overall psychic (intellectual) and physical activity of an individual in regard to the aim pursued, in order to achieve/fulfill an ambition of the individual. If a person's motivational driving force is blocked before reaching a desired goal, there are two possible sets of outcomes – constructive behaviour and frustration (Ogbeta, 2014). This is observed in basic schools where "Teacher-Pupil Ratio" which is stipulated to be 1:70 instead of 1:24 putting lots of stress on the teacher (Shafiwu & Salakpi, 2013).

2.1.1 Factors which Determine Motivation

Employee motivation and productivity can be enhanced and improved by creating a work environment that maximizes the factors that affect performance. These factors are simple to understand, easy to measure, and can add tremendous value to the teaching profession which can energize and inspire teachers to produce the best results possible. This include interesting work, recognition, feeling involved in the work process, achievement, job security, increased responsibility and good salary.

Interesting work comes from the sheer joy and pleasure of doing a task. According to Din, Tufail Shereen Nawaz and Shahbaz (2012), motivation is the desire or drive within a person to achieve some goal. Some people may be motivated for the pleasure they derived from the work. It is therefore necessary for employers who want to maximize employee performance outcomes to be able to discover what employees enjoy about their jobs, and then try to add more tasks that are in alignment with their own inherent interests, talents, and skill levels (Nyam & William-West, 2014).

According to Nyam and William-West (2014), the deepest desire in human nature is to be appreciated and recognized. It does not matter how much one is paid, everyone want to know that their efforts are being recognized and appreciated, especially by their manager and the society at large. Most workers like to be recognized and appreciated for their work by society. Therefore, if employees feel that, they are not been recognized by the society, it may demoralized them to put on their maximum best in that organization (Din, Tufail Shereen Nawaz and Shahbaz (2012).

Research shows that when people get to participate in creating a system or process, they are much more likely to follow it than one simply imposed upon them by an outside expert (Goodall, 2012). Taking part in decision making can increase job satisfaction because of giving employees responsibility (Madura 2008). There should be more chances to let employees feel that they can control their own work. This variety of master consciousness let employees' intention to complete the work. Giving employees enough freedom in working is good of unleash their potential and let them to finish the work effectively and efficiently. In this way, employees will have great performance to their job even express beyond expect (Asamoah, 2012). Supervisors who believe that employees dislike job responsibilities and will avoid work if possible give employees fewer responsibilities.

One of the most important factors that motivate workers is the drive of achieving goals (Singh, 2011). It is a passion and determination with a kind of excitement that leads one to persevere to reach greater heights in their professional life. The drive may come from an internal or external source which is determined by the individual. The sense achievement is a motivating factor of an individual that keeps on changing as one climbs

the ladder of age and maturity. There are times when one faces a period of de-motivation and everything seems miserable, but for every individual there is a variable driving force towards achieving a goal. There are people who redefine their goals and ambitions from time to time in order to fill them with newer levels of enthusiasm to achieve greater feats. One needs to take stock every now and then and find the motivator required to carry them through.

Job security, like other aspects of socio-economic security, has both subjective and objective elements. Thus an objective indicator of job security is the proportion of the employed with stable or regular contracts of employment while a subjective indicator is the reported expression of belief that employment continuity is assured (Dabos & Rousseau, 2004). Objective indicators of job security generally relate to labour market characteristics and the legal and institutional environment ensuring continuing employment. These would depend on behavioural factors, contractual factors and governance factors which influence inflows and outflows from employment to unemployment, and the rate of turnover of new employment (Dabos & Rousseau, 2004). When employees feel secured in their work, it motivates them to perform effectively and efficiently.

We all know that some employees lack ambition and have no desire to advance on the job, but the vast majority of workers want a chance to take on more responsibility and add more value to the organization. According to Madura (2008), a high degree of worker satisfaction may be achieved by offering additional benefits, such as responsibility. Therefore, opportunities for training that will equip the employees with the skills and tools they need to advance in their career must be available. This can be done by filling

open positions with internal applicants before looking for an outside candidate. This will create a culture of career development and preserve institutional memory and organizational knowledge so that it can be transferred to rising employees as they advance in their own career.

Salary is the most important factor in motivating employees is believed among groups of managers (Dartey-Baah & Amoako, 2011). This kind of opinion is common among them because there are a few of employees work for money indeed. They need money to feed their family, to support their need in life, to help their children for education, for example. Money is one of the basic factors to employ workers. A favourable salary might attract good employees. Employees who live an uptight life must want to get a job with considerable revenue badly. Rynes, Gerhart and Minette (2004), suggest that factors including salary must be adequate in motivating workers. However, better-than-adequate salary will not necessarily result in a high degree of worker satisfaction.

2.1.2 Types of Motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. They consist of achievement, responsibility and competence. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss and autonomy to perform. Intrinsically motivated person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or reward (Ryan & Deci, 2000). They perform for their own achievement and

satisfaction. Motivation that comes from the actual performance of the task or job describes the intrinsic interest of the work. If they come to believe that they are doing some job because of the pay or the working conditions or some other extrinsic reason, they begin to lose motivation.

Extrinsic motivators consist of pay, promotion, feedback, working conditions, things that come from a person's environment, controlled by others. One or the other of these may be a more powerful motivator for a given individual. Ajila and Abiola (2004) opine that, extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions. Many a time people act not because they are intrinsically motivated, but rather because external factors prompt them to take action (Ryan & Deci, 2000). These are sources of need satisfaction that are associated with tangible rewards such as pay, allowances, physical surroundings among others (Kelli, 2012). The belief is that the presence of powerful extrinsic motivators can actually reduce a person's intrinsic motivation, particularly if the extrinsic motivators are perceived by the person to be controlled by people. In other words, a boss who is always dangling this reward or that stick will turn off the intrinsically motivated people. Intrinsic motivators tend to be higher on the Maslow hierarchy needs theory.

2.1.3 Forms of Motivation

In the work place, motivation may take two forms: financial and non-financial. Financial motivation also term as monetary incentives, occupies a major place in the mix of motivators. Institution gives monetary incentives to employees' in order to produce quality service. This also helps to reduce stress and also absenteeism. Money is effective

when it is directly tied to an employee's accomplishment (Attrams, 2013). Financial motivation includes increases in salaries and allowances based on the performance of the employee.

Gerald Graham a professor at Wichita State University found in one of his studies that the top three non-financial incentives that employees value are a personal thank you from your boss, a written thank you, and public appraisal (Kelli, 2012). Managers who recognise small wins of employee, and treat employees with fairness and respect promote participatory environment. Their employees are also found to be highly motivated.

2.2 Motivational Theories

A motivation theory looks into the process of motivation (Amstrong, 2006). He further explains motivation as: why people at work behave the way they do in terms of their effort and the direction they take. It describes what organization can do to encourage people to apply their effort and their abilities in achieving the organizational goal as well as satisfying their personal needs.

Motivational theory is also said to be the basis for achieving higher levels of performance. It requires attending to how best individuals can be motivated through incentives (Opu, 2008). The main theories of motivation fall in two categories that is content theories: which focus attention on the apparent needs, drives and wants of individuals, and process theories which concentrate on the processes involved when individuals make decisions about things that they perceive as important (Cole, 2003).

2.2.1 Content theories of motivation

The leading content theories deal essentially with what appears to motivate people (that is what cause them to divert effort toward a certain kind of desire outcome). The content theories in this work include Abraham Maslow's Hierarchy of Needs, Physiological needs, Safety or Security Need, Social Needs, Self Esteem Need, Self-actualization needs,

Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His view about motivation is that people are "wanting beings". Thus, they always want more and what they want depends on what they already have (Mullin, 2002). He postulated that human needs are arranged in a hierarchy of importance in five steps.



Figure 2.1: Maslow's Hierarchy of Needs
Source: (Mullin, 2002).

Physiological needs are the need for food, water, shelter, oxygen, etc. When the physiological needs are not satisfied, no other need will serve as a basis for motivation. Once they are satisfied, then newer needs emerge. In the school system, the salary one earns enables him to satisfy this needs but if unfulfilled then it results to dissatisfaction

which affects productivity and quality performance in the work place (Ofojebe & Ezugoh, 2010).

Safety or Security Needs include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation and the need for predictability. In the school situation the safety needs manifest itself in the need for job security and safe working environment (Mullin, 2002). Relating this to the Ghanaian Education System is the fringe benefit, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others (Alugchaab, 2011). The question is do teachers receive these benefit? If so are they sanctified with it? A study conducted by Centre for Policy Analysis revealed that about 98% of teachers are not satisfied with their salary (Oduro, 2000).

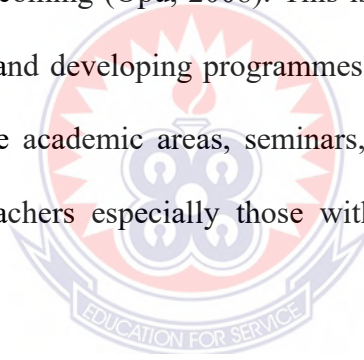
Social Needs represents the third level of needs. They are activated after safety needs are met. Social needs refer to the need to be affiliated that is the need to be loved and accepted by other people. This level of needs creates an environment of team spirits, generate a feeling of acceptance and belonging in the institution (Kaur, Mohindru & Pankaj, 2013).

Self Esteem Need make individuals feel the need for esteem and recognition from others. After individuals have begun to satisfy their need to belong, they generally want to be more than just a member of their group. Most people have a need for a high evaluation of themselves which is based on recognition and respect from others. Satisfaction of this esteem produces a feeling of self-confidence, prestige, power, and control. When individual is unable to satisfy this need he/she may resort to immature behavior. For example he/she may engage in work restriction or arguments with their

coworkers or boss and when this happen teachers performance in the class room might be affected.

Esteem needs for teachers can be achieved by delegating duties to the lower rank with freedom to exercise power, recognition of teachers' capabilities and competence, performance recognition through financial benefits, praise and commendations. The inability for teachers to fulfill the esteem needs amounts to the feeling of discouragement and dissatisfaction towards their job (Ofojebe & Ezugoh, 2010).

Self-actualization need is the fifth of the Maslow hierarchy of needs. As Maslow expressed it, "What a man can be, he must be. Self-actualization is the desire to become what one is capable of becoming (Opu, 2008). This is done through the organization of staff training; re-training and developing programmes through long-term and short-term courses in their respective academic areas, seminars, workshops and conferences, and scholarship awards to teachers especially those with high performances (Ofojebe & Ezugoh, 2010).



2.3 Implications of the Theory for Teachers

Meeting the basic survival needs of teachers is very important. If these needs are unmet it can seriously affect the higher level of needs which also can affect teachers' performance. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household's needs are unlikely to be strongly involved in their professional activities (Alugchaab, 2011).

2.3.1 Herzberg Two Factor Theory

Herzberg (1993) proposed a two-factor theory which is heavily based on need fulfillment because their interest was in how best to satisfy workers. They carried out several studies to explore those things that cause workers to be satisfied and dissatisfied. The outcome of their study shows that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors.

The presence of these factors according to Herzberg (1993) does not cause satisfaction and consequently failed to increase performance of workers. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content.

They further identified motivation factors as those factors that make workers satisfied and make them work harder. They posit that these factors are associated with what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement (Ololube, 2007). How these are relevant in the work environment at Ghana Education Service and how it affects teachers performance is what this research seeks to determine among other concerns.

2.3.2 Equity Theory

Ofojebe and Ezugoh (2010) identified the equity theory as an important motivational theory which focused on fairness and justness. Equity theory asserts that the

main way in which a person evaluates his job is by comparing his own work experiences with those of other people. This affects his feelings and performance in the job. For instance, teaching is counted as a low profession in Ghana when compared with their counterparts in engineering, banking and medicine. This has affected teachers' promotion, remuneration, salary and other benefits especially in the public sector, influencing negatively their work commitment, productivity and performance as a result of comparison made with other professions.

According to the equity theorists, a person's feeling of job satisfaction or dissatisfaction is a product of his computation of the ratio of the person's job inputs (such as educational qualifications, experiences, skills, age and effort) to the outcome he gets from the job e.g. his salary, status and fringe benefits including the person's comparison whether just or unjust with others in the same grade in other places. A worker can be happy and satisfied with his pay and other benefits only if he perceives that what he is getting is fair or just in comparison with what someone else with similar backgrounds and in similar position is receiving. The equity theory further explains "even if a man's job satisfies his needs, he will not express satisfaction with it if he perceives some comparable job as satisfying his needs better or with less effort required".

The single spine salary structure (SSSS) which came in 2010 and was implemented in 2013 was supposed to motivate workers and make them give of their best, make equal pay frame work principles among others. A study conducted by Seniwolibi (2014) discusses issues that causes labour unrest and he said one of the key issues is the implementation of the SSSP. He pointed out that the disagreements between some labour union like the GNAT and the FWSC with regards to placement and

progression on the salary structure. This suggests that the SSSS which aimed at providing equal pay for workers for one reason or the other could not be achieved.

2.3.3 Expectancy Theory and Performance

Expectancy theory was proposed by Vroom (1964) cited in Mathibe (2008) to target work motivation. It explains why people perform or fail to give off their best to an organization. Vroom's model is based on three key variables: expectancy, instrumentality and valence.

Expectancy theory thrives on the idea that people prefer certain outcomes from their behaviour to others. The theory posits that performance depends upon the perceived expectation regarding effort expending in achieving the desired outcome. Expectancies thus influence whether a person will even strive to earn a reward. Self-confident and well-trained people have higher expectancies than less self-confident ones. However, performance is considered a joint function of effort, environment and ability. Although a person's effort contributes greatly to performance without proper ability and a supportive environment no matter how hard one tries, good performance will be impossible to attain. Hence, institutions who seek higher performance from employees must offer them the right training and enabling environment so that they can perform well.

The second key belief of expectancy theory is instrumentality. Instrumentality is the perceived likelihood that performance will be followed by a particular outcome (Yamoah, 2013). This implies that when employees engage in a particular behaviour they do so with the intention of achieving a desired outcome or reward. Instrumentality can be high or low. Instrumentality has two levels of outcome: one is related to the job itself and

the other is need-related. The first one refers to the quantity of output or the comparative level of performance. When an employee works hard, he expects to accomplish such outcomes as producing quality goods or supplying quality service. The need-related outcomes are the rewards such as recognition, pay raise or praise associated with performance when an employee successfully accomplishes a first level outcome, it usually leads to a second-level outcome (Yamoah, 2013).

The last key belief of expectancy theory is valence. It is the worth or attractiveness of an outcome. Valence ranges from -100 to +100. A person who intensely desires an outcome has a valence of +100. A valence of -100 means a person is strongly motivated to avoid an unpleasant outcome such as being fired. On the other hand, a valence of zero signifies indifference to an outcome and is therefore of no use as a motivator (DuBrin, 2015). According to the expectancy theory, the three conditions of expectancy, instrumentality and valence must all be high for motivation to occur. An employee may be unwillingly to work hard if that person believes his effort will not lead to task accomplishment or there are no rewards for performance or the employee does not value the rewards. If the sum of the valence is positive, automatically in most cases the employee will work hard (Yamoah, 2013).

2.3.4 Reinforcement Theory

Operant Conditioning is the term used by B.F. Skinner to describe the effects of the consequences of a particular behavior on the future occurrence of that behavior. There are four types of Operant Conditioning: Positive Reinforcement, Negative

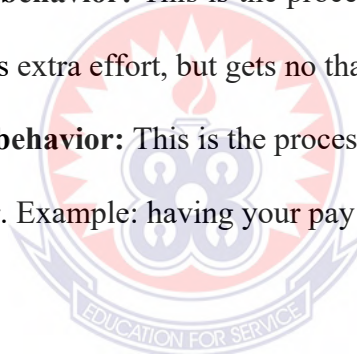
Reinforcement, Punishment, and Extinction. Both Positive and Negative Reinforcement strengthen behavior while both Punishment and Extinction weaken behavior.

Positive Reinforcement, Strengthening a Behavior: This is the process of getting goodies as a consequence of a behavior. You make a sale, you get a commission. You do a good job; you get a bonus & a promotion.

Negative reinforcement, strengthening a behavior: This is the process of having a stressor taken away as a consequence of a behavior. Long-term sanctions are removed from countries when their human rights records improve. (You see how successful that is!). Low status as geek at Salomon Brothers is removed when you make first big sale.

Extinction, weakening a behavior: This is the process of getting no goodies when do a behavior. So if person does extra effort, but gets no thanks for it, they stop doing it.

Punishment, weakening behavior: This is the process of getting a punishment as a consequence of a behavior. Example: having your pay docked for lateness.



2.3 Job Performance

Job performance refers to the effectiveness of individual behaviors that contribute to organizational objectives (e.g. Motowidlo, 2003; Dobre, 2013). According to Aguinis (2005), performance management systems usually include measures of both behaviors (what an employee does) and results (outcomes of employee's behaviour). However, an attempt to define performance does not include the results of an employee's behaviour but only the behaviours themselves. Performance is about behaviour or what employees do and not about what employees produce or the outcome of their work.

Chen and Delmas (2011) stated that there are three types of performance. One is the measure of output rates, amount of sales over a given period of time, the production of a group of employees reporting to manager, and so on. The second type of measure of performance involves ratings of individuals by someone other than the person whose performance is being considered. The third type of performance measures is self-appraisal and self-ratings. As a result, the adoption of self-appraisal and self-rating techniques are useful in encouraging employees to take an active role in setting his or her own goals. (Hersey et al 1993) as cited by Ampofo (2011), job performance measures the level of achievement of business and social objectives and responsibilities from the perspective of the judging party.

According to Sarmiento and Beale (2007), productivity in every organization, service or company depends on many variables. Some of these variables are associated with a more adequate managing and planning of structural issues (e.g. production capacity), whereas other factors are related to more infrastructural aspects of the organization or company's operations (e.g. workforce motivation). Sarmiento and Beale (2007), pointed out that in business, just as in any other human-related activity, consequences will not occur until the person proceeds with the task. The outcome of his/her actions will partially depend upon how much effort he/she puts into the task.

According to Armstrong and Baron (2006), performance is affected by a number of factors, including the following: (a) personal factors - the individual's skill, confidence, motivation and commitment. (b) Leadership factors - the quality of encouragement, guidance and support provided by the managers and team leaders. (c) Team factors - the quality of support provided by colleagues. (d) System factors - the context of work and

facilities (instruments of labour) provided by the organization; and (e) Contextual (situational) factors - internal and external environmental pressures and changes. All these factors should be taken into account when measuring performance.

Griffin and Newman (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

In another research, Adeyemi (2010) investigated the relationship between the leadership styles of principals and teacher's job performance in secondary schools. He found that the principals mostly used democratic leadership style in schools as compared to autocratic style. It was the most commonly used leadership style by principals in the schools. His study also determined that there is a direct relationship between leadership styles used by Principals and teachers job performance. His study concluded that the performance of teachers is better in those schools where principals are having autocratic leadership styles as compared to those schools where Principals are having democratic style of leadership. Thus the autocratic style is the best style of leadership that can improve the productivity and performance of teachers in schools. He also recommended that the principals should use both autocratic and democratic leadership styles in their

schools from situation to situation in order to improve teacher's job performance. Like, in certain situations they could apply autocratic style where it is applicable while in some situations they could use the democratic style. Organization success can only be achieved by the satisfied and motivated employees and good leadership (Malik, Danish, & Usman, 2010). Therefore, a good leadership style is required to lead the teachers and to enhance their efficiency in schools.

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered. The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, then automatically get motivated and show their best efforts towards their job performance.

Davidson (2005) focused on role of teachers in providing good quality education in primary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in

organization, there may be different employees from different culture and background and with different languages, so their thinking level may also be different. When organization do not create a positive culture in the organization, employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

According to Nadeem et al. (2011), social and economic conditions of teachers have an effect on their performance (i.e. low salary, lack of facilities, status of teachers in society, teachers mental health and morale, stress of work, relation with staff and head teachers, working environment) are all those factors that have a strong impact on females teachers performance. The level of motivation of teachers will reduce, when there is poor social and economic condition in the place where the school is located. It was concluded that there is a significant relationship between these factors of motivation and the efficiency of female teachers. Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found that there is a positive relationship between motivation and working performance of teachers, i.e. the greater the level of motivation the higher will be the teacher's job performance.

Inayatullah and Jehangir (2011) determined the feeling of teachers while doing different activities every day and which are those activities related to their work that will increase their level of motivation. While Farid (2011) found that mostly, teachers

experienced that they were paid less salary according to their knowledge, skills and capabilities for doing their job. Thus, respect should be given to teachers, provide them training to exceed their performance level and salaries should be designed according to their capabilities, experience and skills regarding job

Teachers' job performance is the way in which a teacher behaves in the process of teaching and it is known to be related to teachers' effectiveness. It is said that good performance of students depends upon effective teaching of their teachers. Thus, it is important to examine the factor that could enhance teachers' job performance in school. Performance of the teachers in schools is highly affected by motivation.

2.4 Teacher Motivational Packages

Although there are potentially a very large number of incentives that could be utilized, a useful distinction is between the material and the non-material. Additionally, material or tangible incentives could be broken down further into monetary and non-monetary. These can be grouped as monetary or cash incentive, non-monetary tangible rewards such as restaurant coupons for meals or vacation trips and non-monetary intangible such as employee of the week recognition, positive performance reviews, and public praise from management. It was expected that different types of incentives might have different levels of impact on performance (Condly, Clark & Stolovitch, 2003).

Hsieh (2011) mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the

company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain a worker through the more boring tasks. Gross and Friedman (2004) stated that, a total package of incentives includes compensation, benefits and careers. Hu et al. (2007) pointed that reward includes monetary (salary, bonuses) and non monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the headteacher,

and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

Salary itself may be the most powerful and direct teacher incentive (Vegas, 2005). It influences who goes into teaching, how long they stay, and how they perform their day-to-day work. There is a fair amount of disagreement among researchers, however, on the relative importance of salary level. Many researchers find that higher salaries can result in increased teacher retention (Boyd et al., 2011; Guarino et al., 2004; Hanushek, Kain, & Rivkin 2001). Some researchers also find that higher salaries can attract more teachers of higher quality and can improve teacher effort and daily practice (Vegas, 2005; Kingdon & Teal 2002; Loeb & Page 2000). Remuneration is typically utilized to energize, direct or control employee behavior. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation individuals willingly engage in some behavior (Nyakundi, 2013). In retention, linking pay to performance is likely to help improve workforce composition (Nyakundi, 2013). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization.

Thus the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations.

Employees may become de-motivated when their inputs outweigh the outputs in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behaviour to reduce the tension and that quite often a variety of behaviours are available for correcting a situation of perceived inequality. Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective, rewards must be linked to performance, goals must be reasonable, and the outcomes must be negotiated. Skinner (1969) indicated that what an organization appears to reward is the behaviour that will be seen as the model for success. He advised managers to state which behaviour that will be rewarded and which ones will not, and to tie rewards to individual performance. Other researchers like Toshalis and Nakkkula (2012) and Heckhausen, Wrosch and Schulz (2010) have indicated that skinner overemphasized the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment

and recognition and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

Nyakundi (2013) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Nyakundi (2013) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation for fear of punishment or failure to get an extrinsic reward, rather than true motivation. Motivation is an important issue in any organisation because it is involved in energizing or initiating human behaviour, directing and channelling that behaviour and sustaining and maintaining it. Gneezy, Meier, Rey-Biel (2011) showed a decrease in intrinsic motivation when extrinsic rewards were used to promote behaviour.

It is important to note that the reduction in intrinsic motivation occurred with monetary rewards, but not with verbal praise. When individual performance is viewed as the outcome the concern regarding extrinsic rewards decreasing intrinsic motivation is not so clear-cut. There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Nyakundi (2013), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises. Some merit pay schemes may

encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Akuoku, 2012). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money.

Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Sikalieh & Mutia, 2013). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Uzonna (2013), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them. No consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teachers' low esteem and their productivity.

Nyakundi (2013) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Not surprisingly, Akinwunmi (2000) and Ofojebe & Ezugoh (2010) found that what the typical low income earning teacher yearns for is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance. The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive

teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

Contrary, others assert that salary levels themselves do not ensure higher quality teachers and that other factors such as the characteristics of students and school systems are often more important than salaries (Hanushek, Rivkin, Rothstein & Podgursky 2004; Bennell 2004; Hanushek, Kain, & Rivkin 2001). Also, other researchers argue that pay level is not a sufficient incentive to attract and retain good teachers. There is little evidence of improved teacher quality resulting from the across-the-board salary increases that governments announce periodically (Darling-Hammond & Sykes, 2003). Salary improvement or pay increments based on experience, independent of performance and high job security, does not improve teacher quality in the service. Those qualities lead older teachers to remain in teaching, thus limiting positions for new teachers who might be attracted by the higher salaries (Boyd et al., 2011). Hanushek, Rivkin, Rothstein and Podgursky (2004) also argue that high salaries increase the overall number of applicants to teaching, making it more difficult for any single applicant to get a job. Because it is often difficult to predict who will be a good teacher, they argue that higher salaries may even decrease the overall quality of entering teachers.

2.5 Teacher Turnover Intention

Employee turnover intention may be defined as the intention of employees to quit the organization (Kaur, Mohindru & Pankaj, 2013). Cobbold (2015) relates teachers

turnover intentions to their career anchors; intentions to leave teaching for other jobs, which has been side stepped in Ghana. These career anchors denote a pattern of self-perceived talents and abilities, basic values and the evolved sense of motives and needs related to the career, that influences a person's career-related decisions.

Arokiasamy (2013), distinguished among turnover intentions which are job related, non-job related, job satisfaction, pay, career promotion, management personality, fringe benefits, job fit, and perceived alternative employment opportunity. Job related factors include a person's dissatisfaction at the work place due to low salary or security needs and non-job related factors include lack of qualification or inability to achieve one's set targets. UNESCO in 2011 reported that 50% of teachers intend quitting teaching before they retire with 24.8% aiming for higher pay, 59.8% wanting improved conditions of service and 6.5% wanting to change their profession due to low esteem attached to the job.

Research work conducted by Sam et al (2014) revealed that 77% of teachers are dissatisfied with conditions of service which includes: the fringe benefit i.e. T&T allowance, study leave with pay, refund of medical expenses and a mean score of 3.71 respondents being teachers agreed that low salaries results in job dissatisfaction and attrition, with 3.80 agreeing to the fact that poor working conditions results in teachers dropout. With mean of 3.73 attributing to lack of incentives, again 3.38 responded to the fact that low prestige or status attached to the teaching profession in the Ghanaian society is one of the reasons why teachers leave for other profession, with 3.22 agreeing to poor school and classroom conditions.

Cobbold (2015) reports that, employee turnover is considered important because of its link to the performance and effectiveness of organization such as high financial cost, survival problems, productivity losses, workflow interruptions and low service quality, loss of expertise, job dissatisfaction for remaining workers and negative image of organization.

Again Sam et al, 2014 laments that attrition of teachers has grown by 50% over the past fifteen years and national teacher turnover has risen to 16.8%. On a report of a survey on teacher's attrition in 2009, commissioned by Ghana National Association of Teachers (GNAT) and Teachers and Educational Workers Union (TEWU) GES estimated that about 10,000 teachers leave the teaching classroom every year for other profession. Turning to the Africa continent, Cobbold (2015) gives account of the education system in Angola and Malawi where there is shortage of teacher supply and those Africa countries; Angola and Malawi need 18% and 84% respectively to increase their teacher supply to meet EFA by 2015. Lack of qualified and experienced teachers in primary schools have been attributed to high (HIV/AIDS) death rate in Africa countries. In Nigeria, teachers leave their profession due to poor working conditions. This is no different in the case of Ghana. According to Cobbold (2010), teachers in Ghana are experiencing poor working conditions.

Teacher turnover and their reasons have been a common concern in many countries (Aslami, 2013; Aglomasa & Avoke, 2013). The earlier studies on turnover concentrated on individual personality and work-related attitudes (Awadh & Ismail, 2012; Sachdeva, 2014). Recently, interests on turnover are more focused on identifying an antecedents and reasons. The intention is to find ways to improve the turnover

situation of workers. It has been established that personal characteristics, work experience, organizational characteristics have no direct influence on turnover; rather, they have direct influence on job satisfaction and organization commitment which caused turnover (Aglomasa & Avoke, 2013).

Sachdeva (2014) proposed a model which included three major antecedents of intentions, namely, job satisfaction, organizational commitment and perceived alternative employment opportunities. These factors have greater influence on turnover intentions of teachers. Aglomasa and Avoke (2013) reviewed models of organizational commitment using latent variable structural equation methods. His study showed that personal and organizational characteristics influence job satisfaction and turnover intentions directly; and organizational commitment indirectly through their impact on satisfaction and its subsequent effect on commitment. They cautioned any turnover studies which does not include both satisfaction and commitment.

Taris, Feiji and van Vianen (2005) argued that when individuals entered an organization they had certain expectations. This set of expectations would interact with the organization the individual experienced to produce satisfaction. In other words, the relationship between initial expectations and satisfaction is moderated by the organization and the individual actual experience. There is a high expectation of teachers to be improved in the service. When this is not met, teachers' turnover intentions become very high which the least moment they get to quit the service they will hurriedly do so.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter outlines the manner in which the study was conducted. The key components are the research design, population, sample size and sampling technique, research instruments, procedure and data analysis.

3.1 Research Design

The researcher used a case study design approach because the study had a definite population. The study also set out to derive an in-depth understanding of a single or small number of cases (Rowley, 2002). The aim was to produce an invaluable and deep understanding of an insightful appreciation of the cases hopefully resulting in new learning about real-world behaviour (Zainal, 2007).

The study employed quantitative approach in investigating the problem. This aided the researcher to get respondents to provide appropriate data, both in terms of relevance and depth to the study (Creswell, 2009).

3.2 Population

A population is defined as the targeted group the researcher is interested in. This allows a researcher to establish boundary conditions which specify who to include in or exclude from the population from which a sample will be drawn (Tuckman, 1985). There were 30 teachers in Ohwimase M/A Basic 'B' School which constituted the population of the study.

3.3 Sample and sampling technique

A census of all the targeted 30 respondents was conducted. This is because the study adopted a case study approach which had limited respondents.

3.4. Data Collection Instrument

A self-administered questionnaire was used to collect data from all subjects in the sample. The questionnaire was made up of both closed-ended and open-ended items. A questionnaire technique was adopted because it assures anonymity and permit wider coverage of respondents. The questionnaire had four sections and the first section was designed to collect biographical or personal data like gender, age, number of years taught, current post among others. The second section of the questionnaire consisted of likert scale questions on type of incentives in the Ghana Education Service as a form of motivation. The third section was made up of closed-ended and open-ended questions on the impact of motivation and teachers work performance. The fourth section of the questionnaire consisted of likert scale questions and open-ended questions on the effect of motivation on teacher turn over intentions.

3.4.1 Validity and Reliability

Validity is the degree to which definitions and explanations of the phenomena under study match accurately with the realities of the environments in which they exist (McMillan & Schumacher, 1993). Reliability on the other hand, refers to the researcher's ability to be transparent, consistent and dependable upon his/her research activities so

that research bias is minimized. Best and Kahn (1993), contend that reliability is the degree of consistency purported by the research instruments and procedures.

Consistency means the ability to provide replicable data when similar data collection methods were utilized by different researchers at different research settings. This means that the research instruments which were used to collect the data must be relied upon. McMillan and Schumacher (1993) maintained that reliable data collection instruments collect these data with accuracy so that, the researcher does not risk a condition wherein he/she collects different information he/she initially did not intend to collect.

The questionnaire was pre-tested on 30 teachers in Ohwimase M/A Basic 'A' School to assess the effectiveness and efficiency of the questionnaire which would be relevant to the study (Dillman, 2005). After the pre-testing of questionnaire, it was revised accordingly based on the feedback received from those groups. The factors had a reliability statistics of Cronbach's Alpha of 0.715.

3.5 Data Collection Procedure

According to Creswell (2002), respecting the site where the research takes place and gaining permission before entering a site is very paramount in research. As part of data collection process, introductory letter was obtained from the Department of Educational Leadership, University of Education, stating the purpose of the study and the need for the participants to give their consent and co-operation. This was sent to the Education Directorate in order to gain access to the schools, participants, and other document that would facilitate the study. A copy of the letter was given to the

Headteacher of Ohwimase M/A Basic 'B' School. The questionnaire was administered by the researcher herself to the respondents. To ensure a high response rate, the researcher waited and collected the answered questionnaire from respondents the same day

3.6 Data Analysis

After sorting out the questionnaires, the responses from the closed ended questions were coded and computed into Statistical Package of Service Solutions (SPSS) Version 21. Both descriptive and inferential statistics were employed in the data analysis. The results were presented in tables and charts using means, standard deviation frequencies and percentages. Relevant responses from the data were discussed in themes.

3.7 Ethical Consideration

Some researchers have discussed and summarized the ethical dilemmas that confront the educational researcher, notably the issue of gaining access, informed consent, confidentiality, and usage of sensitive data (Miles & Huberman, 1994). These ethical considerations, aimed at reducing risk to participants and enhancing the trustworthiness as well as credibility of the research, have been observed in this study.

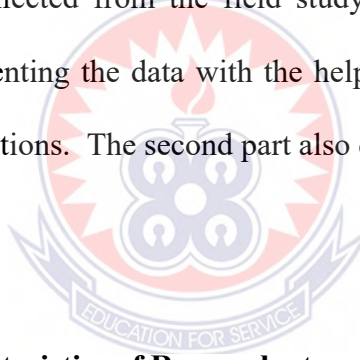
In this research work therefore, respondents willingly took part in the study though they also had the right to withdraw from the research. Protection of confidential data given by identifiable respondents and their anonymity were also observed. A comprehensible account of the rationale and type of access required was therefore provided in the target school.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

The purpose of the study was to investigate the influence motivation has on teachers work performance and turnover intention at Ohwimase M/A Basic 'B' School in Kumasi, with the view of revealing the importance of motivating teachers in gearing towards good work performance and improvement in pupil's achievement. This chapter presents the data obtained from the study through the questionnaires. Again, the chapter discusses the results of the study. This chapter is divided into two main sections. The first part presents the data collected from the field study through the questionnaires. This analyses the data by presenting the data with the help of tables. The analysis was done based on the research questions. The second part also discusses the results of the findings obtained.



4.1 Demographic Characteristics of Respondents

The demographic characteristics were established to know the nature of the respondents who participated in the study as related to their sex, age, marital status and educational background. A summary of the demographic characteristics of the teachers is presented in Table 1, Table 2, Table 3 and Table 4.

4.1.1 Sex of Respondents

The gender characteristics of the respondents were obtained. The data obtained as presented in Table 1 shows that majority of the teachers were females which accounted

for 60% of the respondents whilst a partly 40% were males. It may be that, the number of female teachers in the study area far outweighs that of male teachers.

Table 4.1: Sex of respondents

Respondents	Frequency	Percent
male	12	40.0
female	18	60.0
Total	30	100.0

Source: Field Data, 2015

4.1.2 Age of Respondents

Table 2 indicates that majority of the teachers (16) were between the ages of 31 and 40 years. This accounted for 53.3% of the teachers whilst 6 teachers representing 20% were between 41-50 years. Again, 5 teachers representing 16.7% were between the ages of 21 and 30 years. Also, 3 teachers were between 51-60 years. The data indicates that, about 90% of the teachers had about ten years to their retirement. As a result, effective and efficient motivation can help retain most of the teachers in the service.

Table 4.2: Age of Respondents

Age Group	Frequency	Percent
21-30	5	16.7
31-40	16	53.3
41-50	6	20.0
51-60	3	10.0
Total	30	100.0

Source: Field Data, 2015

4.1.3 Marital Status of Respondents

From Table 4.3, out of the 30 teachers covered, majority (53.3%) of them were married, 30% were single, 13.3% of them were divorced and 3.3% were either widows or widowers. This means that, most of the teachers may have a lot of commitment and

responsibilities which could lead them to leave the service if they were not given proper motivation and incentives for other jobs.

Table 4.3: Marital Status of Respondents

Marital Status	Frequency	Percent
single	9	30.0
married	16	53.3
divorced	4	13.3
widow/widower	1	3.3
Total	30	100.0

Source: Field Data, 2015

4.1.4 The Educational Qualification of Respondents

Table 4.4 indicates that majority of the teachers (50%) had Bachelors Degree qualification. It is also depicted in Table 4.4 that, 7 teachers representing 23.3% had Masters Degree qualification, 6 teachers representing 20% had Diploma qualification whilst 2 teachers representing 6.7% had Certificate 'A' qualification. This means that, most of the teachers have been able to upgrade themselves to a higher level. As a result the tendency for them seeking well paid jobs would be higher.

Table 4.4: Educational Qualification of Respondents

Level of Education	Frequency	Percent
Certificate 'A'	2	6.7
Diploma	6	20.0
Bachelor's degree	15	50.0
Master's degree	7	23.3
Total	30	100.0

Source: Field Data, 2015

4.3 The Kind of Incentive Given to Teachers

Figure 4.1 presents the kind of incentives that respondents have ever enjoyed in the Ghana Education Service. The data shows that, about 20% of the teachers have enjoyed some monetary incentives for good performance (A), about 66.7% of the

teachers are paid their salaries every month on time (B), 76.7% of the teachers have ever been promoted in their field of work (C), about 33.3% of the teachers have benefited from study leave with pay (D) and 26.7% have performance appraisal systems in their work place (E). Also, 10% of the teachers have ever enjoyed some kind of allowances (F, clothing, accommodation and transport), 6.7% have ever stayed in a staff bungalow (G) and 16.7% have ever enjoyed study leave with pay (H).

According to Condly, Clark and Stolovitch (2003), several studies have shown that, proper and effective incentives influence performance. This means that when teachers are given proper rewards, it boost their output and performance. From Figure 4.1, it was clear that, promotional opportunity for teachers is the highest incentive that they have ever had. Although, it is a good factor for motivating teachers to perform, Bett, Onyango and Bantu (2013) report that, the best form of motivating workers to perform well is giving monetary incentive for good performance. Unfortunately, this form of incentive was the lowest ranked among the teachers, which is a demoralised factor for good performance among the teachers.

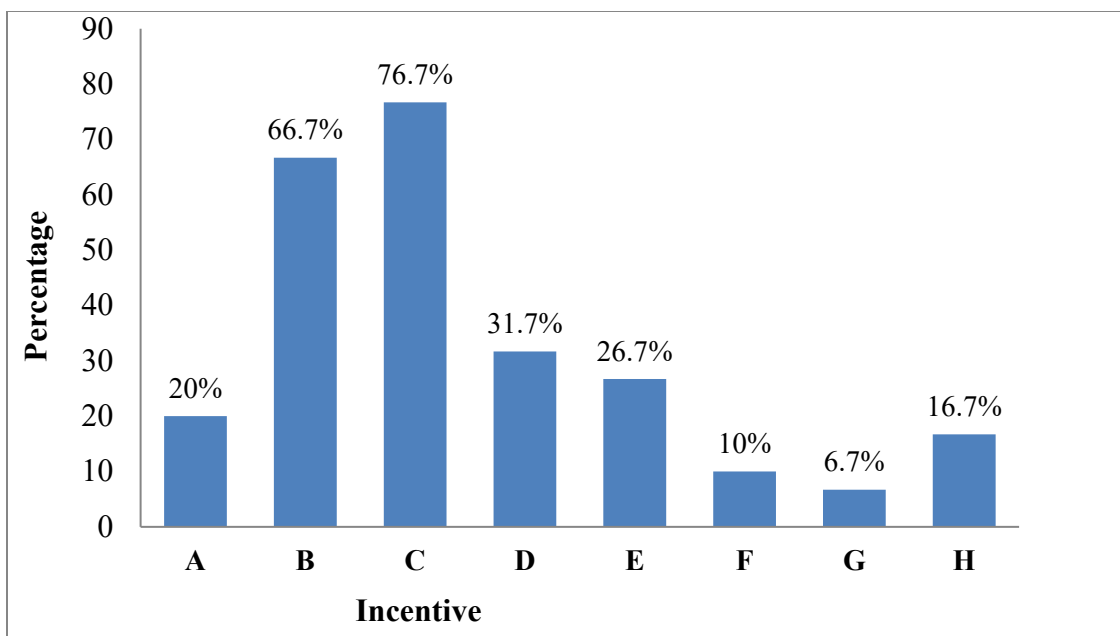


Figure 4.1: Kind of Incentive Given to Teachers

Source: Field Data, 2015

4.2.1 Intrinsic Factors that Motivate Teachers

Table 4.5 indicate intrinsic factors that motivate teachers. This was necessary to ascertain the factors that motivate teacher on their work. The data shows that, majority of teachers are highly motivated by interacting with a lot of people in their work (mean=4.33, SD=1.20), followed by being useful in the community (mean=4.26, SD=1.07), serving as role models to students (mean=4.06, SD=1.24) and the challenging nature of their job (mean=4.00, SD=1.10). Also, an average number of the teachers enjoy teaching as a profession (mean=3.60, SD=1.31), feel a sense of self control with their responsibilities (mean=3.60, SD=1.15), passionate about their job (mean=3.46, SD=1.15), have prospects for career development in the teaching (mean=3.40, SD=1.41).

On the other hand, the results indicate that, majority of teachers are not satisfied with their job (mean=2.80, SD=1.17) and they do not feel of recognize with their work (mean=3.00, SD=1.16).

The results agree with Pennings et al. (2014), that, most teachers are motivated by interacting with a lot of students in a particular given time. This means that, teachers are motivated by their students to put up their maximum best. When students achieve the set goals, teachers become motivated, and this could be because their esteem needs were met (Pennings et al., 2014).

Again, being useful in the community is another factor that motivates teachers to perform well. Most teachers become happy when they see their students rising into high positions (Condly, Clark & Stolovitch, 2003). This is because they feel they have contributed to the success of such people. As a result, this motivates them to put up their maximum best towards the education of their students.

Table 4.5: Descriptive Statistics of Intrinsic Motivators

Factor	Mean	Std. Deviation
Interacting with a lot of people make me excited	4.3333	1.20263
I am more useful in the community	4.2667	1.07146
I serve as a role model to students	4.0667	1.24692
The challenging nature of the job keeps me active	4.0000	1.10469
I enjoy teaching as a profession	3.6000	1.31742
My responsibilities give me a sense of self control	3.6000	1.15274
I am passionate about my job	3.4667	1.15666
I have prospects for career development in the teaching profession	3.4000	1.41661
My job provides me with a feeling of recognition	3.0000	1.16445
I am satisfied with my job	2.8000	1.17603

Source: Field data, 2015

4.2.2 Extrinsic Factors that Motivate Teachers

Table 4.6 indicate extrinsic factors that motivate teachers. This was necessary to ascertain the factors that motivate teacher on their work. The data shows that, majority of teachers are highly motivated with the cooperative effort from their colleagues in their

work (mean=4.00, SD=1.22), followed by the support giving them by the school in times of need (e.g., marriage, funeral, sickness) (mean=3.53, SD=1.21), administrative support which encouraged them (mean=3.40, SD=1.31), physical structure of the school is of the best (mean=3.25, SD=1.29), in-service training is organized for teachers in the school (mean=3.23, SD=1.44) and extra teaching allowances paid by the school help me to complete the syllabus (mean=3.16, SD=1.45). It was also clear that, the single spine pay policy has not improved the conditions of teachers (mean=1.80, SD=1.38) and teachers are not paid enough salary to cater for their basic needs (mean=1.18, SD=1.12).

According to Bett, Onyango and Bantu (2013), most workers are motivated when there is cordial relationship and cooperation among themselves. This is because they support and care for each other. When there is cooperation among the staff, fewer lapses are created, because when a teacher is indispose or absent, the rest will stand in their place and perform whatever task that person was suppose to have performed. As result, the progress and well being of the school will be promoted.

On the other hand, the single spine pay policy was meant to improve the condition of service of teachers so as to boost their morale to perform well. According to Seniwoliba (2014), the single spine pay policy is seen as a worthwhile intervention, which if properly and fully implemented could play a focal role in harmonizing remuneration in the public service and enhance the pay of public workers in a manner that is equitable and consistent with the country's desire to improve efficiency and productivity in the entire public sector. Unfortunately, most of the teachers believe that, the single spine pay policy has not improved their condition at all.

Table 4.6: Descriptive Statistics on Extrinsic Motivators

Factor	Mean	Std. Deviation
I feel comfortable with the cooperative effort from my colleagues	4.0000	1.22128
School support me in times of need (marriage, funeral, sickness)	3.5333	1.21386
Administrative support is encouraging	3.4000	1.31742
The physical structure of the school is of the best	3.2500	1.29700
In-service training is organized for teachers in the school	3.2333	1.44230
Extra teaching allowances paid by the school help me to complete the syllabus	3.1667	1.45167
The school environment is conducive for work	2.8000	1.38760
Teaching learning materials is provided by school authority	2.7833	1.12131
I am paid a salary that is enough to cater for my basic needs	2.1333	.96492
The single spine pay policy has improve my conditions	1.8000	.91688

Source: Field data, 2015

4.3 The Impact of Motivation on Teachers Work Performance

Rewarding employees is an important factor in employee work performance. Table 4.7 presents the impact of motivation on teachers work performance. Respondents were asked to rate their level of agreement on the factors. The data shows that, majority of the respondents agreed that good working condition encourage good performance (mean=4.28, SD=0.99), physical environment contribute to good performance (mean=4.26, SD=0.99), monetary base incentives on good performance encourages teachers (mean=4.25, SD=0.98), good salary encourage good performance (mean=4.16, SD=1.18), effective performance appraisal systems encourage work performance (mean=4.15, SD=0.79), provision of adequate teaching learning materials encourage work performance (mean=4.00, SD=1.07), good promotional opportunities encourage performance (mean=3.95, SD=1.04) and good work relation encourage good

performance (mean=3.70, SD=1.10). On the other hand, respondents disagreed that, study leave with pay encourage good performance (mean=2.70, SD=1.27).

According to Bett, Onyango and Bantu (2013), worker motivation level determines the level of their performance. The data shows that, most teachers are highly motivated by good working conditions. This confirms the report of Condly, Clark and Stolovitch (2003), most teachers are encouraged to perform better when they are rewarded with monetary incentive and good working conditions.

Also, granting study leave with pay does not necessary encourage good performance but instituting proper working conditions, conducive physical environment, good salary and other monetary base incentives. This will help to minimise high attrition rate and encourage teacher job satisfaction in the teaching service.

Table 4.7: The Impact of Motivation on Teachers Work Performance

Statement	Mean	Std. Deviation
Good working condition encourage good performance	4.2833	.99305
Physical environment contribute to good performance	4.2667	1.00620
Monetary base incentives on good performance encourages teachers	4.2667	.98921
Good salary encourage good performance	4.1667	1.18130
Effective performance appraisal systems encourage work performance	4.1500	.79883
Provision of adequate teaching learning materials encourage work performance	4.0000	1.07357
Good promotional opportunities encourage performance	3.9500	1.04840
Good work relation encourage good performance	3.7000	1.10928
Study leave with pay encourage good performance	2.7000	1.27957

Source: Field Data

4.3.1 Impact of Intrinsic and Extrinsic Motivation on Teacher Work Performance

Table 4.8 presents impact of motivation on teachers work performance. Respondents were asked to rate how intrinsic and extrinsic motivators have affected their morale to perform teaching responsibilities. The data shows that, majority of teachers are highly motivated to perform the teaching responsibilities by intrinsic motivators (mean=3.40, SD=0.80). On the other hand, they are demoralized by extrinsic motivators (mean=1.40, SD=0.49).

The data indicate that, most teachers are highly motivated by intrinsic motivators to the detriment of extrinsic motivators. This might be because teachers perform their duties for the inherent satisfactions rather than for some separable consequence. According to Ryan and Deci (2000), intrinsically motivated person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or reward. Also, this result may be for the fact that, the extrinsic motivators are not encouraging in the teaching service, therefore teachers rather resorts to motivating themselves intrinsically to promote the progress of their work.

Table 4.8: Descriptive Statistics on Intrinsic and Extrinsic Motivation

Factor	Mean	Std. Deviation
How has intrinsic motivators affected your morale to perform teaching responsibilities?	3.4000	.80675
How has extrinsic motivators affected your morale to perform teaching responsibilities?	1.4000	.49403

Source: Field Data, 2015

In addition, respondents disclosed that, there are certain factors that may negatively affect their motivation to perform their duties as expected. The teachers revealed that, they are demoralised by inadequate teaching and learning materials. Teaching and learning materials are very essential in the teaching and learning process.

This is because, it help teachers in effective realization of the teaching objective by calling upon the auditory and visual senses of the students (Mishra, 2013). When these are not adequately provided, it affects the whole teaching and learning process, which in the end affect teachers who may compromise their duties.

From the study, it was evident that the school environment within which teaching and learning take place is not the best. From the responses, majority of them reported that they do not have staff common rooms in their schools and the physical condition of infrastructure in the school are not the best. According to Herzberg (1992), the physical environment as an aspect of working condition is a maintenance factor and in Maslow's hierarchy, a lower level need. Physical environment according to this study refers to class size, teaching loads, materials and equipment available and the overall condition of the school site.

Also, lack of conducive teaching and learning environment was another factor which most of the teachers talked about. Conducive classrooms aids effective learning atmosphere, since children develop an understanding of themselves through their interactions with events and materials around them (Singh, 2014). When the learning environment are not conducive or does not promote teaching and learning, it makes teaching and learning very difficult for most teachers.

Again, most teachers disclosed that, their level of performance may be negatively affected if they are transferred to a rural area. Currently, there are a lot of transfers in the Ghana Education Service. Most of these transfers affect teachers in the urban areas to very remote areas. When this happens, most teachers become demoralised to perform their duties well since they are not happy with such transfers.

Furthermore, majority of the teachers revealed that, unsupportive attitude of some communities affect them negatively. Some communities fail to support their children educational needs which make it difficult to provide effective teaching and learning in the school. Some communities also show some form of aggressive behaviours such as insults and physical assaults on teachers who try to correct students when they go wrong.

On the other hand, most teachers disclosed that, these factors affect them negatively. Therefore, there should be conscious efforts by all stake holders in the educational system to come together and find pragmatic solution to the above factors that demoralised them in performing their duties effectively and efficiently.

4.4 The Effect of Motivation on Teacher Turnover Intentions

Table 4.9 outlines the effect of motivation on teacher turnover intentions. The respondents were made to rate their agreement on the factors that influences turnover intentions. The results shows that, majority of teachers wish to quit the teaching service (mean=4.05, SD=1.12), most of them are not satisfied with their current pay (mean=3.90, SD=1.13) and would quit their present job for a similar position with better pay in another organization as soon as it is possible (mean=3.85, SD=1.02). They will also leave teaching service (mean=3.85, SD=1.16), as a results an average number of teachers are actively searching for a new job (mean=3.60, SD=1.18) and majority of the teachers do not wish to continue teaching for the rest of their lives (mean=2.13, SD=1.09).

Okubanjo (2014), found out that pay, recognition, promotion, social relationship and intrinsic reward, when made available to the workers will in turn reduce the rate of turnover intention. The results shows that, majority of the teachers, have the intention to

quit the teaching service because they are not satisfied with their pay. As a result, most of them are actively searching for new jobs.

Table 4.9: Descriptive Statistics on Turnover Intentions

Factor	Mean	Std. Deviation
I wish to quit this organization	4.0500	1.12634
I am not satisfied with my current pay	3.9000	1.13047
As soon as it is possible, I will leave this organization	3.8500	1.16190
I would quit my present job for a similar position with better pay in another organization	3.8500	1.02221
I am actively searching for a new job	3.6000	1.18178
I wish to continue teaching for the rest of my life	2.1333	1.09648

Source: Field Data, 2015

From Table 4.10 it was found out that $R = 0.675$ which indicates that there is about 67.5% positive relationship between the teacher motivation and turnover intentions, $R^2 = 0.550$ which indicates that the variation in the teacher motivation can be explained by the variation in turnover intentions.

Table 4.10: Prediction of the Influence of Teacher Motivation on Turnover Intentions

Model	R	R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
1	.675 ^a	.550	.50803	.050	.466	6	53	.001

Source: Field Data, 2015

The ANOVA tests the significance of the regression model between the teacher motivation and turnover intentions. From the Table 4.11, $F(6, 53) = 0.466$, $p = 0.01$, and therefore can conclude that the regression is statistically significant. The result shows that there exist positive and significant relationship between the teacher motivation and turnover intentions.

Table 4.11: The Significance of Teacher Motivation on Turnover Intentions

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	.721	6	.120	.466	.001 ^b
	Residual	13.679	53	.258		
	Total	14.400	59			

Source: Field Data, 2015

In addition, respondents disclosed that, there are certain factors that make most people leave or want to leave the teaching profession. Majority of the teachers complain of poor salaries. According to Griffeth and Hom (2001), salary is one of the most widely studied predictors of turnover intentions of most workers. They disclosed that, turnover intention is highly predicted by salaries. When workers feel that they are not paid well, they become dissatisfied. As a result, most of them may want to leave the work for other jobs.

Also, majority of the teachers exposed that, they lack extra duty allowances and proper monetary incentive packages. This makes them overburdened because they rely solely on their salaries and render them into a lot of economic hardships. As a result, they are always complaining about their condition of service and they are not satisfied with their job.

Majority of the teachers revealed that respect for teachers has dwindled in our communities. Their economic status has declined as a result of low remuneration over the years. The value of the teacher was high in society when they were seen as torches of the society. This situation has changed as a result of increased assessment of education by majority of people in the society and has therefore demystified the previous importance of the teacher (Dembo, 2004)

On the other hand, most teachers disclosed that, these factors are very vital as far as turnover intentions of teachers are concerned. It is therefore necessary for government to

properly look into the remuneration of teachers in order to retain most valued teachers in the service. This will help effective and efficient teaching and learning in our classrooms to bring about good performance in our educational systems.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate the influence motivation has on teachers work performance and turnover intention at Ohwimase M/A Basic 'B' School in Kumasi, with the view of revealing the importance of motivating teachers in gearing towards good work performance and improvement in pupil's achievement. This chapter presents the summary, conclusion and the recommendations for the study.

5.1 Summary of the Major Findings

The following are the summary of the findings of the study in relation to the research questions.

5.1.1 What types of incentives are given to teachers in the Ghana Education Service?

Teachers in the Ghana Education Service enjoy some form of incentives in their work. The study revealed that:

1. About 20% of the teachers have enjoyed some monetary incentives for good performance.
2. About two-thirds (66.7%) of the teachers are paid their salaries every month on time.
3. About three-quarters (76.7%) of the teachers have ever been promoted in their field of work.

4. About one-third of the (33.3%) teachers have benefited from study leave with pay
5. Less than one-third (26.7%) have performance appraisal systems in their work place.

5.1.2 What intrinsic factors motivate teachers to perform well in their job?

Intrinsically, teachers may be influenced by a number of factors to perform their duties well. The study revealed that:

1. Majority of teachers (mean=4.33, SD=1.20) are highly motivated by interacting with a lot of people in their work.
2. They feel motivated being useful in their community (mean=4.26, SD=1.07).
3. They also feel motivated serving as role models to students (mean=4.06, SD=1.24).
4. The challenging nature of their job motivates them (mean=4.00, SD=1.10).
5. Majority of teachers are not satisfied with their job (mean=2.80, SD=1.17).
6. They feel they are not being recognized (mean=3.00, SD=1.16).

5.1.3 What extrinsic factors motivate teachers to perform well in their job?

Extrinsically, teachers may be influenced by a number of factors to perform their duties well. The study revealed that:

1. Majority of teachers (mean=4.00, SD=1.22) are highly motivated by the cooperative effort from their colleagues in their work.
2. They feel motivated by the support given them by the school in times of need (mean=3.53, SD=1.21).

3. The single spine pay policy has not improved the conditions of teachers (mean=1.80, SD=1.38).
4. Teachers are not paid enough salary to cater for their basic (mean=1.18, SD=1.12).

5.1.4 How does motivation affect teachers' work performance?

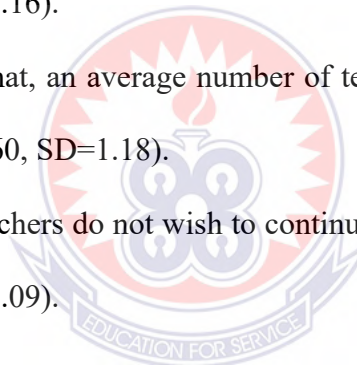
Motivation has a great influence on the work performance of teachers. It was evident that:

1. Good working condition encourages good performance (mean=4.28, SD=0.99).
2. Physical environment contribute to good performance (mean=4.26, SD=0.99).
3. Monetary base incentives on good performance encourage teachers (mean=4.25, SD=0.98).
4. Good salary encourages good performance (mean=4.16, SD=1.18).
5. Effective performance appraisal systems encourage work performance (mean=4.15, SD=0.79).
6. Provision of adequate teaching learning materials encourages work performance (mean=4.00, SD=1.07).
7. Good promotional opportunities encourage performance (mean=3.95, SD=1.04).
8. Study leave with pay encourage good performance (mean=2.70, SD=1.27).
9. The teachers were highly motivated by intrinsic motivators (mean=3.40, SD=0.80).
10. They were also highly demoralized by extrinsic motivators (mean=1.40, SD=0.49).

5.1.5 How does motivation affect teachers' turnover intentions?

Turnover intention of teachers is highly influenced by motivation. The study discovered that:

1. Majority of teachers have the intention to quit the teaching service (mean=4.05, SD=1.12).
2. Most of teachers are not satisfied with their current pay (mean=3.90, SD=1.13).
3. Most of the teachers would quit teaching for a similar position with better pay in another organization (mean=3.85, SD=1.02).
4. Majority of the teachers will leave teaching service as soon as it is possible (mean=3.85, SD=1.16).
5. It was also clear that, an average number of teachers are actively searching for a new job (mean=3.60, SD=1.18).
6. Majority of the teachers do not wish to continue teaching for the rest of their lives (mean=2.13, SD=1.09).



5.2 Conclusion

The study set out to investigate the influence motivation has on teachers work performance and turnover intention at Ohwimase M/A Basic 'B' School in Kumasi. Several conclusions can be drawn from the data analysis and findings of the study in relation to the relevant literature reviewed.

Teachers in the Ghana Education Service enjoy some form of incentives in their work. The most dominant form of incentive enjoyed by teachers is promotional opportunities. This form of incentive is not enough to motivate teachers to perform since

most teachers are motivated to perform well by monetary base incentive. This is because promotion in the Ghana Education Service is not necessarily based on good performance. It is based on long service or academic upgrading.

Most teachers are highly encouraged by intrinsic motivators to perform their duties. This means that, most teachers are inwardly motivated to perform their duties very well. As a results, teacher recruitment must be based on the principle of people who had the job at heart and are willing to deliver and not necessary only on academic performance.

Unfortunately, most teachers are demoralized by extrinsic motivators in the service. This means that, teachers are not well rewarded for their services. Although, most teachers are motivated to perform their duties inwardly, they must be supported with other rewards since most teachers are motivated to perform well through good working condition and monetary incentive base on good performance.

Work performance is highly influenced by motivation. This is because there was significant influence of motivation on the work performance of teachers. This means that conscious efforts must be made to properly motivate teachers to enhance their work performance.

Turnover intention of teachers is highly and significantly influenced by motivation. Most teachers had the intention of quitting the teaching service. This is because most teachers are not satisfied with their current pay. They may rather quit teaching for a similar position with better pay in another organization. As a result, most of the teachers are seriously searching for new jobs and may as early as possible leave the service.

5.3 Recommendations

Based on the conclusions the following recommendations are made:

1. Monetary based incentive for good performance must be encouraged in the Ghana Education Service at all levels.
2. There should be conscious efforts by the government to motivate teachers to perform their duties efficiently.
3. Teachers must be motivated with monetary based incentives in order to reduce the rate of teacher turnover intentions.



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APPENDIX

QUESTIONNAIRE FOR TEACHERS

This is a research being conducted in partial fulfilment of the requirement for the award of a master's degree on **“THE INFLUENCE OF MOTIVATION ON TEACHER WORK PERFORMANCE AND TURNOVER INTENTION: A CASE STUDY AT AGRIC CIRCUIT IN KUMASI”**. Respondents are assured of confidentiality and anonymity of the information they provide. You are further assured that any information you provide is purely for academic purposes.

SECTION 1

BACKGROUND INFORMATION OF RESPONDENT

Kindly tick in the appropriate box

1. What is your gender? Male Female
2. Which age group do you belong?
21-30 31 -40 41-50 51-60
3. What is your marital status?
Single Married Divorced Widow/ widower
4. What is your highest qualification? Certificate 'A' Diploma
Bachelor's degree Master's degree

SECTION II

THE TYPE OF INCENTIVES IN THE GHANA EDUCATION SERVICE AS A FORM OF MOTIVATION

In this part you are asked to highlight your views regarding your job and how the following job features affect your motivation to work.

Intrinsic Motivation

Indicate your level of agreement on how Intrinsic Motivation affect your work performance on a scale of 1-5, (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree and 5-Strongly Agree). Please tick (✓) the appropriate box

No.	Statement	1	2	3	4	5
5	I enjoy teaching as a profession					
6	I am passionate about my job					
7	I am satisfied with my job					
8	My responsibilities give me a sense of self control					
9	My job provides me with a feeling of recognition					
10	Interacting with a lot of people make me excited					
11	The challenging nature of the job keeps me active					
12	I am more useful in the community					
13	I have prospects for career development in the teaching profession					
14	I serve as a role model to students					

Extrinsic Motivation

Indicate your level of agreement on how Extrinsic Motivation affect your work performance on a scale of 1-5, (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree and 5-Strongly Agree). Please tick (✓) the appropriate box

No.	Statement	1	2	3	4	5
15	I am paid a salary that is enough to cater for my basic needs					
16	The single spine pay policy has improve my conditions					
17	I feel comfortable with the cooperative effort from my colleagues					
18	Administrative support is encouraging					
19	Teaching learning materials is provided by school authority					
20	The school environment is conducive for work					
21	School support me in times of need (marriage, funeral, sickness)					
22	The physical structure of the school is of the best					
23	In-service training is organized for teachers in the school					
24	Extra teaching allowances paid by the school help me to complete the syllabus					

The Type of Incentives Given to Teachers

Indicate with 'YES' or 'NO' in the spaces provided in following questions

No.	Statement	Yes	No
25	Have you enjoyed any incentive (money) in the G.E.S. for good performance since you started teaching		
26	Is your salary paid every month on time		
27	Have you ever been promoted in the field of work		
28	Have you ever gone on study leave with pay		
29	Do you have performance appraisal systems in your work place		
30	Have you ever enjoyed any kind of allowances (clothing, accommodation and transport)		
31	Have you ever stayed in a staff bungalow		
32	Have you ever enjoyed extra duty allowances		

SECTION III

THE IMPACT OF MOTIVATION AND TEACHERS WORK PERFORMANCE

33. How has intrinsic motivators affected your morale to perform teaching

responsibilities?

Not at All Very Little Somewhat To a Great Extent

34. How has extrinsic motivators affected your morale to perform teaching

responsibilities?

Not at All Very Little Somewhat To a Great Extent

Indicate your level of agreement on the impact of motivation on work performance on a scale of 1-5, (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree and 5-Strongly Agree). Please tick (✓) the appropriate box

No.	Statement	1	2	3	4	5
35	Monetary base incentives on good performance encourages teachers					
36	Good salary encourage good performance					
37	Study leave with pay encourage good performance					
38	Good physical environment contribute to good performance					
39	Good working condition encourage performance					
40	Good work relation encourage performance					
41	Good promotional opportunities encourage performance					
42	Effective performance appraisal systems encourage work performance					
43	Provision of adequate teaching learning materials encourage work performance					

Filling in the blank spaces

44. What are some of the factors that may negatively affect your motivation as a teacher?

.....

45. What are the things you think if added to your working condition would motivate you to perform?

.....

SECTION I V

THE EFFECT OF MOTIVATION ON TEACHER TURN OVER INTENTIONS

Indicate your level of agreement on how Intrinsic Motivation affect your work performance on a scale of 1-5, (1-Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree and 5-Strongly Agree). Please tick (✓) the appropriate box

No.	Statement	1	2	3	4	5
46	I wish to continue teaching for the rest of my life					
47	I wish to quit this organisation					
48	I am not satisfied with my current pay					
49	I would quit my present job for a similar position with better pay in another organisation					
50	I am actively searching for a new job					
51	As soon as it is possible, I will leave this organisation					

Filling in the blank spaces

52. What are some of the reasons why some teachers leave the profession for other jobs?

.....

53. In your point of view, what can be done to retain teachers?

.....
