UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING TEACHERS PERCEPTION ON PERFORMANCE APPRAISAL AND SINGLE SPINE SALARY SCHEME IN SENIOR HIGH SCHOOLS: A CASE STUDY OF PREMPEH COLLEGE IN THE KWADASO SUB-METRO OF THE KUMASI METROPOLIS

ANNA AKUA ACHIAA

(190011254)

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 Masters of Arts (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, ANNA AKUA ACHIAA, declare that this project report, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other 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: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE: …………………………………

DATE: …………………………………………

ACKNOWLEDGEMENTS

I wish to register my profound gratitude and appreciation to my untiring supervisor Dr. Sr. Mary Assumpta Ayikue, for the provision of every needed guidance throughout the research work. Her comments coupled with correction and critique of the entire thesis immensely helped in bringing it to its final state. I am indeed thankful and may the Almighty God richly bless and strengthen her.

My profound gratitude and appreciation also go to all colleagues who in diverse ways helped to bring this work to its logical conclusion especially, Portia Atuahene and Esther Wahab, Mr. Rockson Agyeman, Madam Grace Boakye Achiaa. Much thanks to you all and may the good Lord bless you abundantly.

DEDICATION

To my parents, Mr. Samuel Appiah and Madam Margaret Asamoah. My children, Enyonam, Elinam, Mawuna and Dofeh and siblings: Mr. Barimah, Mr. Kwabena Anane, Mr. Afreh and Miss Abena Serwaa Amoatemaa.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of the study was to investigate the perception of teachers on performance appraisal and the single spine salary scheme in Senior High Schools, a case study of Prempeh College of the Kwadaso Sub-Metro in the Kumasi Metropolis. The objectives of the study were to identify teachers' view regarding Teacher Performance Appraisal (TPA), investigate teachers' view regarding the single spine salary scheme (SSSS) as a performance reward system, establish the correlation between the existing Teacher Performance Appraisal (TPA) and the single spine salary scheme (SSSS) as a reward systems with regard to motivation and to identify other forms of motivation among teachers in the Kumasi Metropolis. The quantitative research design was employed for the study. The target population of the studywas125, comprising one headmaster, four assistant headmasters, five heads of departments and 116 teachers. The headmaster, three assistant headmasters and the five heads of departments were selected through purposive sampling. The reliability test yielded Cronbach alpha of 0.78. Simple random sampling was used to select the 41 teachers making a total of 50 respondents for the study. The study found among others that on the average teachers had positive perceptions of performance appraisals. The salary structure was perceived by teachers to be equitable. It is recommended based on the findings that head teachers and teachers should be trained on performance management and appraisal practices and its importance towards the delivery of quality education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Teachers are addressed at the top of education in every nation for their role in developing human capital. Human development entails a repeated practice of inputs and outputs and it mostly calls for feedback and assessment to measure performance. The field of performance measurement or performance appraisal has been the focus of many organizational development practitioners and academics research (Fletcher, 2016), in both profit making and non-profit making organisations and it is yet to catch up strongly in the education sector. School leaders are encouraged to assess teachers by the performance appraisal and it is an important part of the administration and management activities. Part of administration and management of schools, according to Mankoe (2019) include the process of planning, organizing, staffing, leading and controlling the people or staffs. Staff recruitment is crucial in school performance as an organization. Because there is no distinct department of human resources at the school level, many school heads may not directly be practicing teacher performance appraisal (TPA) themselves. Teachers may also be taking appraisal sessions for granted.

Yet, every year the districts and regionals may engage in some form of teacher performance appraisal to be forwarded to the Ghana Education Service (GES) headquarters. The various school leadership of GES are encouraged to see performance grow among the teaching and even the administrative staffs of the schools. This practice is important to insure manpower development and human resource management in the education sector.

Like any management process, Human Resource Management (HRM) is the process of planning, organizing, staffing, leading and controlling the people or staffs. Dessler (2018) said the functions of HRM are focused on the "processes of acquiring, training, appraising and compensating employees" (p. 30), which may include attending to their health and safety needs also. Human resources bring about production outputs, which is a measure of performance in any organisation. According to Dessler, the measurement of units of production and activity has progressed from the measurement of outputs to the measurement of outcomes; this is now the focus of performance in public services.

At the heart of the performance management framework is the role of employee performance in achieving organisational goals. Individual employee performance is a core concept within work and organisational psychology and researchers have made progress in clarifying and extending the performance concept (Dickinson, 2015; Robbins, 2011). Paying teachers for their productivity has been the focus of debate when it comes to teacher performance assessment. Financial reward, compensation, has always been important in managing employee's performance. But over the last 25 years' other elements of compensation have developed to provide employers with more scope and alternatives in employees.

Armstrong and (2010) stated that, "performance is defined as behaviour that accomplishes results" (p. 331). Performance management influences performance by helping people to understand what good performance means and by providing the information needed to improve it.

Reward management on the other hand influences performance by recognising and rewarding good performance and by providing incentives to improve it. Organisational behaviour experts such as Dickinson believe that reward system is part

2

of incentive or motivation that gets people to perform (Dickinson, 2015). Any form of motivation may be classified as reward or incentive to bring up performance in an organisation. Rewards take different forms such as salaries, allowances, gratuities, honorariums and any monetary incentives.

Teachers' reward may be defined as all of the monetary, non-monetary and psychological payments that employers provide to its employees in exchange for the work they perform (ACCA, 2009). The ultimate aim of employee reward, according to Amstrong (2006), is to support the attainment of the organisation's strategic and short-term objectives by helping to ensure the organisation has the skilled, competent, committed and well - motivated workforce. From employers' perspective, this mean pay should attract suitable employees and encourage them to stay and to develop their skills and abilities. But at the same time, it should be linked satisfactorily to the employer's financial position and to the employee's productivity and efficiency (Baah, 2017). These are seen as motivational factors for getting the best from teachers as employees of GES.

Motivation affects individuals and organizational behaviours toward achievement of some goals (Dickinson, 2015). People are the primary resources for any organization. Like any other organizations, schools are staffed by people, mainly by teachers. However, all teachers do not perform equally. Some are enthusiastic and hard worker's others are relaxing and some others are to the extent of being careless and irresponsible. Teachers' motivation is one of the major causes for such differences. Latham (2008) asserts that motivation is the process that arouses, energizes, directs and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task. One way of stimulating

people is to employ effective motivation methods, which makes workers more to perform their work.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Ostennan, 2019). Motivation and performance are very important factors in terms of organizational success and achievements. If changes occur in external environment, then it is necessary for an organization to adopt that change because it may motivate it to gain a competitive advantage. For this, the main thing they required is the skilled and competent employees (Latham, 2007).

In Ghana efforts are been made to motivate teachers to perform and this is intensifying by the policy of Single Spine Salary Scheme (SSSS) introduced by President J. A. Kuffour's administration. Motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviours. The SSSS is aimed at that, to intensify the performance of teachers in the classroom. But what motivates teachers has always been a focus investigated so much in the term teacher's motivation, which in a way is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. However, attempts have been made to define motivation.

Motivation plays an important role in any organization because it increases the productivity of teachers and the goals can be achieved in an efficient way. The behaviour of teachers can be change through motivation in any school. Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the

4

skills and knowledge of teachers which directly influences the student's achievement (Ostennan, 2019).

Greenberg (2009) noted that it is crucial to determine what increases teacher motivation and emphasized that teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Ostennan (2019) added that unless teachers are intrinsically and extrinsically motivated, their performance will be affected either directly or indirectly. Supporting this idea, Davidson (2016) stated that management that ignore or mishandles teacher's motivation stand the chance to weaken their organization. Therefore, motivation can contribute substantially to the effectiveness of an organization that is; it contributes to productive output in the form of high quantity and quality products and services, as well as to maintain objectives of low absenteeism and turnover. Baah (2017) agreed that one of the key elements in developing a high performance system is an understanding of motivational force leading to productivity.

One of the major factors that contribute for these performance and effectiveness differences among teachers is motivation. Motivation can be defined as willingness to exert high level of effort towards organizational objectives and goals. The term motivation refers to goal directed behaviour. Efforts that are directly towards and in consistent with organizational goals are the kind of effort employees should be seeking (Miskel & Hoy, 2015).

Motivation plays an important role in changing an individual's attitudes, perception, beliefs, feeling, behaviors, commitment, confidence, competent to achieve school's objectives and goals. Teacher work motivation is an important issue for senior high school teachers. But most government senior high schools have not made

teachers motivation a preference and this hinder the teachers work performance. The senior high schools should properly motivate teachers who work hard and achieved on desired goals. Motivation, therefore, must consider the strength of the drive toward an action (Evans, 2001). The major factor that is associated with senior high schools' teachers' decision to perform in the teaching profession is due to their dissatisfaction or satisfaction. Their individual feelings may arise as a result of several factors such physiological, security, social, self-esteem and self-actualization. Teachers are expected to render a very high job performance and the Ministry of Education (MOE) is always curious regarding the job performance of its teachers. Also, the Ministry of Education, demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Davidson, 2016).

It is clear that to improve quality of education, teachers should be motivated properly and the teachers are expected to render a very high job performance and the Minister of Education is always curious regarding the job performance of the teachers. It is based on this that Mullin (2000) states that an unsatisfied need would only arouse the person to work which will be sustained until satisfaction had been attained. The teachers should be motivated and contribute their effort towards the achievement of their schools' objectives and goals. It is obvious that teachers have different needs, desires and commitment that influence their motivation like physiological. Security, social, self-esteem and self-actualization needs (Evans, 2001). Teachers need motivation to perform their teaching profession and this will in turn to improve economic, social and cultural development of the country. When teacher is properly motivated it increases their commitment to their teaching profession. Even though, teacher's motivation has a significant role in educational process it has not yet been considered as the most important issues due to this reason the quality of

6

education seemed to be affected. These problems indicate the presence of lack of motivation and lack of commitment to their teaching performance (Monyatsi, 2006).

Research has proven that there is a relationship between the way employees' performance is appraised, the practices and the kind of reward system in place for the employee performance. Teacher Performance Appraisal (TPA) is a systematic approach to assessing teachers' performance as against measurable indicators such as school academic stand, teacher attendance, behavioural assessment which are well known and acceptable in an organisation (Dessler, 2018). Some textbooks call it the performance assessment system others call it the performance appraisal. But in general teacher's rewards are in form of salaries and allowances.

However, there are different Appraisal tools, with their advantages and disadvantages used by different organisations. There are also different forms of rewards in various organisations. GES in conformity to government directives started implementing a single spine salary scheme (SSSS). The SSSS has been controversial and facing challenges. Many have criticized the implementation by the Fair Wages Commission. Others have seen it as a camouflaged.

1.2 Statement of the Problem

Indeed, various studies confirmed that HRM seeks to maximize performance as a way to get the best return on investment. The overwhelming evidence of positive performance appraisal is also documented to show its effect on employee development and general performance. Unfortunately, majority of these studies were conducted in the business world, which is different from the education sector. Even where it is in Ghanaian context, most studies examine employee development and organisational performance in Ghana within the public sector or non-profit making

organisations and not in the teaching profession. The few available did not focus on employee development but rather they examined employee perception or feeling about the processes single (Akuoko, 2012; Dwomo-Fokuo, Boakye & Kwaning, 2014).

It is important that employees or teachers feel that they are not going to be victimized nor reprimanded for any cause. TPA should be for improving performance rather than subjecting teachers to punishments and any form of reprimand. However, the education sector engages a lot of teachers who are paid to perform but their performance level has always been criticized as not adequate especially alongside the failing schools. Any times Basic Education Certificate Examination (BECE) results are in then teachers are measured and criticized for pupils' performances. But performance is influenced by rewards. This means that there is a huge gap in the literature on the effect of teacher performance and the method of performance appraisal, versus the reward or compensation with respect to teachers in Ghana.

The Fair Wages Commission (FWC) should evaluate the SSSS pay administration and the challenge they face in terms of whether the motivation to perform by teachers is there. While the government is spending so much in wages and salaries, the effect on motivation and job performance is yet to be fully investigated in various areas of the country.

For instance, there are failing schools in the Ashanti and Brong Ahafo regions; yet there are qualified teachers and experienced educational leaders in these regions. Many of the teachers are receiving good and considerable well-paid salaries. It may be the question of perception or the lack of satisfaction with the reward systems in Ghana Education Service (GES) that needs to be investigated. Ghana Education Service (GES) and seem not to derive the full benefit of performance appraisal system

due to perceived low reward system. This has motivated the researcher to investigate the perception of teachers on performance appraisal and the single spine salary scheme in Senior High Schools a case study of Prempeh College in the Kwadaso Sub-Metro of the Kumasi Metropolis in the Ashanti Region.

1.3 The Purpose of the Study

The purpose of the study was to investigate the perception of teachers on performance appraisal and the single spine salary scheme in Senior High Schools, a case study of Prempeh College in the Kwadaso Sub-Metroof the Kumasi Metropolis of the Ashanti Region.

1.4 Objectives of the Study

Specifically, the study sought to:

1. identify teachers' view regarding Teacher Performance Appraisal (TPA) in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis

2. investigate teachers' view regarding the single spine salary scheme (SSSS) as a performance reward system in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis

3. identify other forms of motivation among teachers in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis

1.5 Research Questions

1. What are the perceptions of teachers regarding Teacher Performance Appraisal (TPA) in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis?

9

2. What are the perceptions of teachers regarding the single spine salary scheme (SSSS) as a reward system in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis?

3. What are the techniques used by school heads to motivate teachers towards performance in Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis?

1.6 Significance of the Study

The study, apart from becoming a reference documents, adding to the body of knowledge in HRM within the education sector is expected to guide school administrators to identify and satisfy the motivational needs of teachers.

The study highlights the perception of a section of teachers within an administrative area as an effort to get the best out of the teachers. Therefore, the outcome of the study will enable educational authorities to put in place measures that will help to improve HRM practice. The study is significantly going to help the various stakeholders of Ghana Education Service (GES) to understand the SSSS as a reward system, how it is perceived, administrated and the challenges facing its effectiveness and efficiency as a policy.

Finally, and more importantly, the study will offer an insight into the level of teacher's perception, motivation and satisfaction when it comes to present wages and salary administration that is supposed to enhance the understanding of teacher performance.

1.7 Delimitation of the Study

The study should have covered all senior high schools in the Kumasi metropolis but due to time frame, monetary resources and the academic nature of the exercise it was delimited to the three senior high schools in the Kwadaso Sub-Metro namely, Prempeh College, Kumasi Senior High Technical School (KSTS) and Opoku Ware Senior High School. The findings of the study may therefore not be generalized to all the Senior High Schools in the Kumasi Metropolis.

1.8 Limitation of the Study

The researcher was limited by a lot of factors such as time. The study assumes a quantitative design and therefore comes with its own limitations in data collection and data analysis. The researcher was attending lectures and working whilst the work was also in progress. This limited the researcher's ability to include a large sample size for the study. The results might have been different had a large sample size been taken.

All these place limitations on the generalizability and data integrity that comes with the variables such as wages and perception within the education system. Also the study is focused on the relationship between the two variables: TPA and SSSS therefore as a correlational design has its own inherent limitations also. These limitations notwithstanding, the researcher was able to collect the necessary data for the study.

1.9 Organization of the Study

The study was organized into five chapters. Chapter one dealt with the background to the study, statement of problem, purpose of the study, research questions, delimitation of the study, significance of the study and organization of the study. Chapter two covered the review of relevant literature. While chapter three focused on the research design, population, sample size and sampling procedures, research instrumentation, procedure for data collection and data analysis.

Chapter four sought to present and discuss the analysis of the result of the study. Finally, the chapter five dealt with the summary of the research findings, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviewed literature relevant to the study. It reviewed the relevant literature under the following headings. It begins with theoretical frameworks, motivation concepts and human capital and related human resource management to performance appraisal.

2.1 Theoretical Frameworks

Two theories are considered in this research: Human capital theory and motivational theories towards teacher performance.

2.2 The Human Capital Theory

Human capital is a correction of human beings acting within any given economies (Simkovic, 2018). Simkovic explained that human capital "captures the social, biological, cultural and psychological complexity as they interact in explicit and/or economic transactions" (p. 562). The author was explaining how human capital is developed through education and that the role of human capital in economic development, productivity growth and innovation has frequently been cited as a justification for government subsidies for education and job skills trainings in every country or organisation.

George Washington Carver once said, "Education is the key to unlock the golden door of freedom in any society". Then the educator is the smith behind molding the keys. The nation cannot ignore its human capital in any democratic dispensation. It is that kind of philosophy that John Dewey, an American philosopher held in high esteem when he wrote the book *Education and Democracy.*

13

2.3 Human Resources Development and Management in Organisations

Human Resources was a termed first used by John R. Commons, a renowned economist in his book published in 1893, *The Distribution of Wealth* (according to Wikipedia, 2017). Today due to the complexities of organisations we have Human Resource Management as part of organisational effectiveness (Dessler, 2018).

Dessler (2018) explains that human resource is important in organisation because it deals five main functions with planning, organizing, staffing, leading and controlling. According Dessler, dealing with people or personnel aspect of managing an organisation and jobs may call for several functions as well.

So that the processes of managing people and the job at hand includes: Conducting job analyses; Planning labour needs and recruiting job candidates; Selecting job candidates; Orienting and training new employees; Managing wages and salaries; Providing incentives and benefits; Appraisal performance; Communicating (interviewing, counseling, disciplining); Training and developing managers; and Building employee commitment (Dessler, 2018). Within this framework lies the development of human capital and subsequently managing the human capital of any organization or society.

Human resource development (HRD) is where by human beings or people are taking through a systematic instruction to build their capacity, competencies and skills towards doing the jobs they were employed to do (Dessler, 2018). This may involve knowledge of the work through education, training and just-in-time knowledge.

With human resource management (HRM), it is the management side of people to match organisational objectives (Mankoe, 2019). The authors emphasized that such an engagement of people in an organisation brings people in line with organisational values, interests, personal goals with organisational goals and to

14

establish mutual benefits. In HRM, Mankoe (2019) explained that there are (i) Engagement Facilitation, (ii) Performance and Engagement Appraisal and Feedback. This resonate Gruman and Saks' (2011) engagement management model (as cited in Mankoe, 2019). This model shows that properly designed and managed performance management processes will have a positive and direct influence on employee attitudes, behaviour and job outcomes (Afful-Broni, 2004).

On the job, Performance Appraisal (PA) is likely to affect employee's performance, attitude, behaviour and organisational outcomes (Mankoe, 2019; Dessler, 2018). Dessler (2018) mentioned that employee's relationship with management or leadership depends on investment to cultivate and maintain an environment that motivate and build capacity of workers. According to Dessler human resource investment decisions are relevant to any particular employee begin before he or she joins their employer (e.g., the selection process and pre-employment training). And this according to Tepper and Simon, become more evident during the term of employment and services in the form of compensation packages, promotion opportunities and more importantly managerial time and attention given to employees.

2.4 Teacher Performance and Job Satisfaction

There are several literatures or studies on teacher performance that are connected to school performance or students' performance. Antwi (1992) narrates that many nations regard teaching as a profession, but in Ghana the teacher is yet to see their services as valuable and hence building up an attitude of performing as intellectuals and custodians of human knowledge. Antwi (1992) categorized personnel in the profession into two major groups, those with professional training and others

15

with various levels of education but are not professionals. This review focuses on those who are undergoing professional training which became formalized as far back as 1945.

Edwards (2015) opined that sometimes a purpose-driven life of a person can affect their performance. A study conducted by Edwards among student teachers in Ghana Universities looked at performance technology in the light of human communication and technology that create a perfomance culture. He concluded that teachers with high sense of calling and morale affect productivity. Again, the study found that the culture, fun or otherwise, is significant in ensuring employee morale (Carr and Folliard, 1999). Edwards (2015) went further to suggest that when it comes to curriculum leadership or teacher leadership there should be a purpose driven notion. This means that performance is ignited by motive or a drive. Teachers are able to perform well if their intent and passion is based on the accrued reward – i.e., motivation.
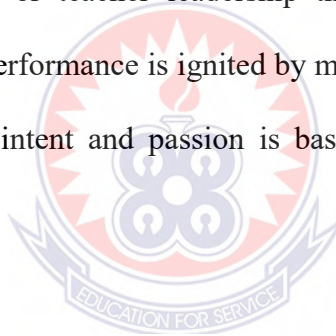
2.4.1 Motivational Theories

The Abraham Maslow's theory of motivation is appropriate for this study. According to the theory, human needs are arranged in an ascending order i.e. from the lowest and basic to the highest and most basic level. As soon as the lower and basic needs are satisfied, it motivates the next higher needs to emerge and seek satisfaction. According to the theory, human needs can be classified into physiological, safety, belongingness, esteem and self-actualization. While the physiological needs are concerned with immediate existence such as hunger, thirst, sex, the safety/security needs are concerned with the physical and economic needs such as freedom from bodily harm or security in all ramifications. The belongingness or love needs, are

16

concerned with the need for love, acceptance and approval by others. Esteem needs are concerned with the need for recognition and status which is the desire for attention from others, reputation, prestige, adulation and appreciation. Self-actualization needs are concerned with self-fulfillment i.e. the need to become all what one is capable of becoming in life. The theory also implies that employers should take into cognizance the levels and relative importance of human needs, employee satisfaction and job satisfaction to achieve the objectives of the organization.

Figure 2.1: Maslow's Hierarchy of Needs

The teacher like every other worker works in order to satisfy his or her needs. Motivation in the context of Stiped (2008) is the ability of the teaching job to meet teachers need and improve their teaching performance. The term teacher motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Dessler (2018) defines motivation as the

17

intensity of a person's desire to engage in some activity. Ballou (2017) also added that motivation is an internal arousal, which directs and maintains achieving set goal. These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated worker is easy to spot by his or her agility. Education, enthusiasm, focus, zeal and general performance and contribution to the organizational objective and goals (Ballou, 2017). This means that need is the deficiency or lack of what the body requires. For instance, the individual may require food, water or security. It is based on this that Ballou (2017) states that an unsatisfied need would only arouse the person to work that which will be sustained until satisfaction had been attained. The onus of the foregoing is that there is a relationship between motivation, needs satisfaction and job effectiveness.

According to Ballou (2017), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Thus, when workers need are met, they will be motivated to be effective in their performance thereby achieving organizational goal. Several factors are believed to be need satisfiers that motivate workers and indeed teachers to perform work satisfactorily. The need based theories explain these needs. They explain how needs satisfaction motivate an individual intrinsically.

Need based theory is the most widely recognized theory of motivation and perhaps the most referenced of the need theories. Maslow in this theory explains that a person has five fundamental needs. Physiological, security, social, self-esteem and self-actualization needs Figlio and Kenny (2007), explains that physiological needs include pay, food, shelter and clothing, good and comforting working conditions. Security needs include the need for safety, fair treatment and protection against threats to job security. Social needs include the need for being loved, accepted and be

18

part of a group. Esteem needs are the need for recognition, respect, achievement, autonomy and independence. Finally, self-actualization needs are need for achievement, realization of one's full potentials, attainment of self-fulfillment and development. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

2.5 Concept of Motivation

Definition for motivation has always been difficult. Different scholars define the term motivation in different ways, which indicate the broader scope and complexity of the concept of motivation. To mention few selected definitions for the purpose of this study, motivation can be broadly defined as force within a person that affect his/her direction, intensity and persistence of voluntary behaviour. Motivated teachers are willing to exert a particular level of effort for a certain amount of time toward a particular goal (Alison & Halliwell, 2002).

Work motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colours our positive and negative emotional reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation prevents or nudges us to convert intention into action and start doing something new or to restart something we have done before. It also controls our decisions to persist at a specific work goal in the face of distractions and the press of other priorities (Alison & Halliwell, 2002).

Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Chambers, 2009).

The centrality of work/teaching in modern economics has made an understanding of the psychology of motivation and job satisfaction a key component of business and management of education. It is better to know about the nature of human motivations. However, there is a gap between the ideal of people who are motivated and the real nature of work. Dörnyei (2001) assert that motivation is very important part of understanding behaviour, since it interacts with and acts in conjunction with other mediating processes and with the environment. Dörnyei (2001) further stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour and this should not be equated to causes of behaviour.

2.6 Types of Motivation

According to Khan (2005) there are two main types of motivation namely; intrinsic and extrinsic motivation. According to Ryan and Deci (2000), there are two sources of the outcomes of employee performance: (1) in the employees' environment, known as extrinsic outcomes, some of which might be under the control of the manager. Examples are a pay rise, a reprimand, or a pat on the back. (2) in the performance of the task itself, known as intrinsic outcomes.

20

Intrinsic outcomes may produce the positive feelings of personal achievement such as an increase in knowledge and enjoyment of the work itself (Khan, 2005). Khan (2005) added that employees who are intrinsically motivated will enter an activity withno other reward required (than) competence and autonomy. Motivation appears to be tied to fundamental human needs and can surface in "activities that seem mundane or trivial." yet produce "profound happiness" (Wadsworth, 2001). Maslow (1970) describes such 'profound happiness' as a 'peak experience'.

Wadsworth (2001) argues that extrinsic motivation is often rated inferior to intrinsic motivation, because it is associated with the performance of an activity to achieve a result unrelated to the activity itself, for example, the payment of salary or wages. Although the activity might be difficult, boring or unpleasant, the reward makes the effort worthwhile. On the other hand, intrinsic motivation is "an expression of personal desire or values…which refers to doing an activity for the inherent satisfaction of the activity itself" (Wadsworth, 2001). Draft (2006) on the other hand noted that the behaviour of most employees in the workplace is motivated by a combination of intrinsic and extrinsic factors.

According to Ryan and Deci (2000), employees are intrinsically motivated to perform only those activities that they find interesting. But intrinsic motivation can be stimulated further when employees are given a free hand and their efforts and abilities are appreciated. Ryan and Deci (2000) indicated that autonomy-supportive (in contrast to controlling) teachers catalyze in their students' greater intrinsic motivation, curiosity and the desire for challenge and emphasized that there are strong links between intrinsic motivation and satisfaction of the needs for autonomy, competence and relatedness.

Deci and Gagne (2005) contend that sources of motivation remain intrinsic to the work itself when there are opportunities for self-actualization. Although, in one sense, "intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities". Some employees are attracted towards some activities or behaviours because, for example, they are interesting and not others.

These intrinsically motivated activities or behaviours are expected to satisfy the innate psychological needs. It is important to focus on task properties and their potential intrinsic interest "as it leads toward improved task design or selection to enhance motivation" (Ryan & Deci, 2000). However, generally, activities that are not intrinsically motivating might require extrinsic motivation (Mullin, 2000). According to Ryan and Deci (2000) intrinsic and extrinsic motivation can interact positively or negatively. For example, extrinsic rewards, such as pay, can have a detrimental effect on intrinsic interest and task persistence. However, these effects do not occur automatically.

It has been argued that extrinsic rewards can undermine intrinsic motivation, because reward might shift employees from a more internal to external perceived locus of causality (Ryan & Deci, 2000). A greater sense of autonomy and more opportunities for self-regulation can enhance intrinsic motivation and concluded that when employees find themselves that they are more controlled, by for example deadlines and directives; this might diminish intrinsic motivation (Evans, 2001). It is worth noting that Ryan and Deci (2000) would not agree with some perspectives that consider extrinsically motivated behaviour as invariantly no autonomous. They argue that, according to self-determination theory, extrinsic motivation might vary remarkably in the degree to which it is autonomous.

22

2.7 Factors Affecting Motivation of School Teachers

According to Chambers (2009), motivation as a concept represents a highly complex and multidimensional phenomenon that is affected by a multitude of factors. These factors work together in the school context to determine, for example, the attitudes of teachers towards their work and therefore some aspects of their behaviour. Chambers (2009) contends that every teacher has different needs and priorities and individuals, being unique, are motivated by different factors, a view supported by Evans (2001). For this reason, the level of autonomy or professional development might be seen as motivational to some teachers and a source of stress for others. At this point it is expected that school heads should recognize what is right for each teacher. Pinder (2008) argues that there are many parties who are concerned about factors that affect teachers' motivation including the education and school authorities, parents and teachers.

Pinder (2008) further noted that there have been many studies undertaken to examine the factors that motivate and demotivate schoolteachers. To Owens (2004), teachers are most satisfied by matters intrinsic to the role of teaching, such as helping and working with pupils, mastery of professional skills, feeling part of a collegial and supportive environment. Conversely, Mertler (2001) find that the major sources of teacher dissatisfaction are matters extrinsic to the task of teaching pupils and largely out of the control of teachers and schools, such as the nature and pace of educational change, increased expectations and responsibilities being placed on school teachers, workloads, lack of educational support for teachers and little promotion opportunities.

According to Robbins (2003), teachers spend most of the school day in personal contact with pupils, to promote learning to the fullest extent. They can offer an academic and emotional basis that children can use to deal with further problems.

23

According to Miskel and Hoy (2015), education reformers agree that to raise the standard of pupil achievement, it is necessary to upgrade the quality of the teaching, for that has a stronger influence than any other factor. Ololube (2006) argued that there are tendencies that show key correlations exist between a pupil's motivation and the teacher's motivation.

Committed teachers can improve the standards of pupils of all levels and backgrounds because they want to work with pupils and to see them achieve (Ololube, 2006). Locke (2006) finds that the main motivators for teachers in schools are factors such as positive responses from children and that, conversely, de-motivators are poor responses from children and workload factors. This result shows that the positive achievement of pupils is good for pupils and for their teachers as well, because it appears to increase their motivation.

Latham (2008) states that, for the successful implementation of changes to the school system to enable further development, it is important that there is a good relationship among its teachers. Latham argues that the 'professional family' of teachers is a useful means of exchanging knowledge and providing mutual help and support. This practice seems to help in reducing frustration and depression and restore teacher motivation, morale, self-efficacy and enthusiasm for their work. There is a need for teamwork at the school setting because teams influence individual work motivation in profound and numerous ways (Latham, 2008).

The attitude of parents towards teachers also has a marked impact on their motivation and job satisfaction and ultimately, their decision to remain at a particular school or even in the profession (Dörnyei, 2000). When a school enjoys a good reputation among parents who support its efforts and aims, this does much to enhance the morale and job satisfaction of the teaching staff of the school (Dörnyei, 2000)).

Luce (2008) on the other hand argues that when teachers know how to work with children's parents this might help in enhancing children's learning and school effectiveness in general and teacher motivation particularly. An essential aspect of the relationship between parents and teachers is mutual respect.

A successful teacher education is the one that includes preparing teachers for community and parental involvement in preparation plans (Dörnyei, 2000). It is important to note that teachers and parents should work together to help children, so both groups develop mutual respect and a positive attitude and teachers, in particular, would feel that they are appreciated and that they have achieved their aim of inspiring their pupils to learn (Dörnyei, 2000). According to Margolis and Nagel (2006), motivation is typically thought of as a within-person phenomenon. However, the individuals at work, for example teachers, are a part of a larger organizational system, for example, a school and as such, a more complete understanding of individual motivation recognizes the role of organizational-level factors in influencing work motivation (Margolis& Nagel, 2006).

McClelland (2005) argued that the uncertainty of a government's policies or their lack of meaning affects, in turn, school policies and thus causes the most prevalent negative emotional response by teachers. McClelland clarifies that the lack of meaning can refer to insufficient resources, information and time for the suitable implementation of the policies and the ineffectiveness of the initiative for accomplishing the school's objectives.

Leithwood explained that there should be a clarification of the reasons for implementing the policy and the provision of the necessary resources. McClelland continues that teachers should also have made 'available opportunity' to acquire the new skills necessary for policy implementation.

2.8 Teachers Performance

Performance is something; a single teacher does in the school. Performance of the teachers in schools is highly affected by motivation. The performance of an individual is determined by three factors i.e. motivation, work environment and ability to do the work. McClelland (2005) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. Teachers when motivated, their performance automatically reached towards high level. In schools, teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidence will also increase. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance (Latham, 2008).

If the work place environment is not liked by the employees, they get de-motivated and their performance is also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation and lack of personal decision making opportunity by peoples working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance (Latham, 2008).

2.9 Understanding Teacher Performance

Investment in education is essential for both personal growth and economic development. Baah (2017) states that primary education must be universal to ensure that the basic needs of all children are met. Basic learning needs are defined in terms of the essential learning tools and work with dignity, to improve the quality of their

26

lives, to make informed decisions and to continue learning (Baah, 2017). Teaching effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Mertler, 2001). The influence of teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Brophy, 2004).

This suggests that effective teaching is a significant predictor of students' academic achievement. Therefore, effective teachers should produce students of higher academic performance. Poor academic performance of students has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Brophy, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools are poor (Covington, 2000).

2.9.1 Motivation and Teacher Performance

Dessler (2018) 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 as a part of job performance for the

27

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 when employees are satisfied with their jobs, organizational environment, salaries, rewards and then automatically they get motivated and show their best efforts towards their job performance. Motivation plays a great role because it is critical for the achievement of organizational goal and to bring better teachers performance or effectiveness.

The major importance of teachers' motivation is to achieve successfully the organizational /schools goal that is; it is important to relate to the teachers teaching motivation to their performance, to enhance the teachers motivation level of satisfaction, to make teacher more creative to attract and retain teacher towards the school goals ,to invite teacher for rewards and provide chance for promotion, to get opportunities of education, enhance their interest, commitment, self-confidence and persistence in their workplace. Teachers are expected to render a very high teaching performance. The leader should also understand that teacher ability alone is not sufficient to achieve satisfactory outcome but also teacher have the ability to achieve outcome, but they must also be willing to use effort to achieve the school goals (Dessler, 2018).

Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception and attitude of everyone is different. For example, a person feels hungry and as a response that particular person eats so the feelings of hunger get diminished. Robbins (2003) found that, teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason

28

behind the poor motivation of teachers is that they having low salaries as compared to other professionals, poor work environment, no decision making authority and also not giving them opportunity to develop their career.

2.10 Factors that Contribute to Teacher Performance

The extent to which teachers are motivated in their work depends on how well those teachers are able to produce in their work. Motivation is expected to have a positive effect on quality performance; teachers who are characterized by a high level of motivation show a high work and satisfaction. Having a high level of motivation is therefore in itself valuable for employees and a decrease in motivation might affect employees negatively. Therefore, motivation is important to ensured high performance (Robbins, 2011).

Latham (2008) categorized the variables that influence teacher effectiveness as: Student characteristics and behaviors: These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socio-economic status and home language. School-Teacher characteristics and behaviors: School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover and sense of professional calling. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents and community.

2.11 Other Ways to Motivate Teachers

Chiang and Birtch (2008) adduced that non-monetary rewards are so potent that they have significant influence on a worker's willingness to engage in extra-task activities. Wadsworth (2001) noted that motivation techniques used by headmasters of institutions had impact on the performance of teachers. Wadsworth (2001) found out that majority of the heads of school used appreciation, reward, constructive criticism, incentives, expressing expectations, recognition, personal loyalty and shown interest as motivation techniques. In the opinion of teachers, effective motivation techniques were constructive criticism, maintaining discipline, encouragement of creativity and innovation, expression of the expectation of the heads, guidance, appreciation, sympathetic behaviour of the heads, appropriate relief time, regular evaluation of teachers and financial incentives in the form of cash and bonus. Tolerance, respect and opportunities for training has also been identified as ways of motivating teachers (Edwards, 2015, Metcalfe &Rees, 2007).

Teacher performance and motivation is greatly affected by apprehension for teachers transfer, forcefully expression of opinions, stiff dealing by heads, open chastisement of teachers for their mistakes and unfair or discrimination when assigning duties. These have negative effects on the performance of the teachers.

Ryan and Deci (2000) found that teachers' motivation affected teachers' performance and emphasized that teachers view motivational factors like rewards and incentives, self- confidence and economic status as more important. Hanson (2003) also showed that teachers view motivational factors like good relationships with their colleagues, headmasters as important motivational factors.

Also, when it comes to personnel development most teachers look for INSET and further studies to motivate their performances. Mankoe (2019) wrote that organisational efficiency depends on people's psychological experiences of safety and meaningfulness at work. With their assertion, the authors establish that "managerial professionals wishing to embed engagement within the fabric of HRM policies and practices and employee behaviour and organisational outcomes" (p. 7)

Which means human element in organisation involves more than just remuneration and benefits. According to Robbins (2011), wrote that in organizational behavior it is the aggregate behaviours of its people and the environment they operate that result in total organizational behaviour. Because organisations deal with people, missions, technology and products/services that are uniquely packaged as their own, organisational behaviour (OB) demands that people are managed carefully to bring efficiency. OB is the study of what people do in an organisation and how their behaviour affects the organisation's performance. And because OB is concerned specifically with employment-related situations, you should not be surprised that it emphasizes behaviour as related to concerns such as jobs, work, absenteeism, employment turnover, productivity, human performance and management. Although debate exists about the relative importance of each, OB includes the core topics of motivation, leader behaviour and power, interpersonal communication, group structure and processes, learning, attitude development and perception, change processes, conflict, work design and work stress (Robbins, 2011).

This shows that importance of human resources in any organisation. Therefore, some authors draw critical analysis of human resources development in most organisations along the lines of how the organisations respect and treat diversity (Edwards, 2015; Metcalfe and Rees, 2007); how they offer to train people and the

31

kind of respectable engagement of people (Edwards, 2015). Chiang and Birtch (2008) revealed the importance of intrinsic factors towards effectiveness of workers.

For example, Edwards (2015) mentioned that employers are all different and the way organisations create an environment for 'otherness' show the level of people-focused in that organisation. People are all different, they perform differently and their differences means people are to be managed differently at each level within and organization such as the school. Management of diversity in organisation may call for understanding of the behavioural aspect of organisation (Hersey et al., 2008). Hersey et al. (2008) emphasized understanding of human motivation, situation and how to lead with that understanding.

2.12 Employee (Job) Performance, Performance Appraisal (PA) and Reward Systems (RS)

This part of the review is looking at employee's job performance and what motivate performance, how management can assess or appraise performance and what reward systems are usually in place, according to literature.

2.12.1 Employee Job Performance

First, psychologists are always searching for ways to improve employee performance, which is sometimes referred to as Job performance, by examining motivation concepts (Robbins, 2011). According to Robbins (2011), employees' performance are guided by how far they are motivated to work. Workplace motivation is very important to get work done. It was in 1968 when Dr. Frederick Herzberg at Case Western Reserve University wrote in the Harvard Business Review on the theory of motivation termed the Hygiene vs. Motivation. This theory in summary

expounded that the right job attitude creates the right environment for performance and that what happens at workplace contribute to job performance.

In this case, Hersey et al. (2008) explained motivation as one way of explaining why people behave the way they do in any organisation. Motivation is driven by motives, intentions and causes of behaviour, attitudes and actions. People can be intrinsically and extrinsically motivated to perform at their best. Intrinsically motivated behaviours are actions or performance based on their own sake because it is believed to be important. Whilst extrinsically motivated is where actions, behaviours, or performance are driven by the intention to acquired material or social rewards or a way to avoid punishment or some form of consequences.

This means executive or managers of human resources must be conversant with ways to motivate people to perform at their best. This is where Hersey et al. (2008) referred to as motivational leadership. Motivational leadership is how leaders influence others to perform at their best by providing means to bring satisfaction. In an organisation managers according to Robbins (2011) employees job satisfaction is primarily affected by attitudes and attitudes are affected by the degree of influence" managers have over them. Directly or indirectly job performance is affected by job satisfaction, which is influenced by management or leadership relationship with employees.

There is a significant relationship between employee job satisfaction and employee performance (Karan, 2009). Sunila Karan is a psychologist who looked at motivation and commitment and found "the link between motivation and performance seem to be an obvious one" (p. 1). Karan (2009) said again if individuals are highly de-motivated, they will perform better. In turn, better performance may well lead to a sense of achievement and result in greater motivation to do more. Thus the

relationship between motivation and performance can be a mutually reinforcing one another.

This, however, begs a number of questions to do with perception, ability and stress. When individuals are motivated they tend to do more work, but this will need to be carefully managed if they aren't going to spend most of their energy on aspects of work they find stimulating. When employees are motivated they may be more productive, provided they have the requisite skills to do the job and the perception to realize whether they have or not.

It is important to take steps to improve ability by means of good selection and training, as it is to pay attention to motivation. Moreover, motivation implies pressure to move forward, to do more but too much pressure from HRM can cause too much stress, which can be harmful in both the short and the long term. So the way to go is balance of attention and motivation (Karan, 2009). In the short-term, HRM needs to exert sufficient pressure on employees to allow employees to concentrate well and do the job quickly and efficiently, but not so much that can cause panic and the lack of concentration. In the medium to long term, we must avoid exhaustion by assessing performance, or by appraisal of performance.

2.12.2 Performance Appraisal

During management-employee relationship one can see human resource finding ways to appreciate or appraise performance of employees periodically. This is termed performance appraisal (PA). Fletcher (2016 said Performance appraisal (PA) was a term once associated with a rather basic process involving a line manager completing an annual report on a subordinate's performance and (usually, but not always) discussing it with him or her in an appraisal interview.

34

Whist this definition is appropriately used by many organisations it is also "PA has become a general heading for a variety of activities through which organisations seek to assess employees and develop their competence, enhance performance and distribute rewards" (Fletcher, 2016, p. 474). Gupta and Upadhyay (2012) and Rodney (2007) submitted that PA also focuses on developing human capital through trainings and development programmes. These training enhance the skills of the workers and ultimately affect their productivity.

PA is a review of work, job description, to give an accurate reflection of employee's performance over a specific period. Actually PA is not to find faults, failures and discrepancies alone; it is to ensure that good performance is noticed, acknowledged and rewarded. It is sometimes designed as a system to measure performance and therefore become performance assessment systems (Neely, Gregory & Patts, 1995).

Buchner (2007) adduced that performance appraisal focuses on identifying the right people for the job, supervising their performances and developing them. Mansor (2011) reiterated that performance management practices and appraisals communicate to employees what is expected of them and what the indicators of their performances are.

According to Fletcher (2016), there are two main aspects of appraisal that are important, namely the content (what is appraised) and process (how it is appraised)— though at some points, for example in relation to self-awareness, the distinction between these two is a fine one.

The focus of the Content of appraisal is "on achievement against goals or objectives and on assessment of competencies" (Fletcher, 2016, p. 475). The individual is appraised on the degree of his or her performance towards achievement

35

of organisational goal. Here goal setting is very important in terms of the organisation. Citing many authors (such as Mitchell, Thompson and George-Falvy, 2000; and that of Sparrow, 1996) Fletcher (2016) posited that apart from work on the concept of goal orientation much might be said of competencies, that is how far employees have developed competencies and are being used to enrich organisational goals. However, there is research on other themes, which is of significance for appraisal content (including competencies) and aims. Fletcher maintained that content appraisal is very significant when organisational development is taken seriously.

Fletcher (2016) mentioned (i) contextual performance appraisal, (ii) goal oriented performance appraisal and (iii) self-awareness, which includes self-efficacy and self-regulatory appraisal. Many of these are addressed more to the issues of measuring self-awareness for research purposes than to those of assessing it in the practical context of appraisal.

Similarly, the Process of appraisal is also important. This is the way appraisal is done in an organisation. Even though this is usually influenced by organisational culture it must be done well, based on standards and principles. The process may take the forms of (i) Appraiser-Appraisee interaction and (ii) Multi-source feedback. Of these two Processes of Appraisal there are issues of different kinds because of the social and motivational aspects. According to Fletcher (2016), "One consistent theme here has been the influence of liking. [citing Lefkowitz (2000)] concluded from his review of 24 studies that supervisors' positive regard for subordinates is often found to relate to more lenient appraisal ratings, greater halo effects, reduced accuracy, less inclination to punish poor performance and better interpersonal relationships" (p. 477).

36

However, the multi-source feedback is to help on other aspects of systems methodology and organisational influences on feedback has covered such factors as the issue of anonymity for the feedback providers, choice of rater, how the ratings are treated and presented statistically and the position of the feedback target in the organisational hierarchy (Fletcher, 2016).Hence, based on the contents and processes of appraisals, PA may assume a scientific measurement approach or what Neely et al. (1995) termed a Performance Measurement System Design. According to the authors, at the individual levels at the level of the individual measure, this "performance measurement system" can be analysed by asking questions such as: What performance measures are used?; What are they used for?; How much do they cost? and What benefit do they provide?

The objective of such appraisal is to Traditionally [to check] quality [which] has been defined in terms of conformance to specification and hence quality-based measures of performance have focused on issues such as the number of defects produced and the cost of quality. (Neely et al., 1995). Whatever the content and the process one benefit that has been identified in PA is the ability to reward.

Literature has suggestions of potential appraisal problems. First, Mayer and Davis (1999) found an issue of trust in PA. They mentioned that there is bound to be an issue of trust in PA management systems because of the human relationship that are forth with in the process of PA. The challenge is how to avoid mistrust which may lead to or affect reward systems in any given organisation. There have been instances where there are discriminations in gender, race or ethnicity, qualifications and other humanistic factors.

In addition, Robbins (2011) mentioned unclear standards problem. This can lead to unfair assessment. Halo effect as the influence of a rater's general impression on ratings of specific rate quality. Central tendency rate can also be a problem. This is where the supervisor or rater they to avoid extremes in the scale and therefore rate 'ratees' around the center or average. Robbins and Judge also consider another problem to be supervisors or raters tend to skew towards consistently high or low in the form of excessive leniency or strictness. There are also recent effects whereby raters allow employee's recent performance or otherwise overshadows all other performances over the year or period in the assessment.

Neely et al. (1995) critique the work of Wisner and Fawcett as failing to operationalize the nine step-by-step process: Clearly define the firm's mission statement; Identify the firm's strategic objectives using the mission statement as aguide (profitability, market share, quality, cost, flexibility, dependability and innovation); Develop an understanding of each functional area's role in achieving the various strategic objectives and measurement system in view of the current competitive environment.

2.12.3 Reward System in Organisations

The awarding and rewarding employees of good standing is a significant operation in human resource management. In a study conducted by Igalens and Roussel (1999) mentioned that many employees are compensated for their contributions to organisations. This may be seen as wages, salaries, bonuses, packages, etc. but they all forms of reward systems. Igalens and Roussel (1999) opined that total compensation packages go a long way to affect productivity and that

work motivation is dependent on various factors but mainly influenced by expectancy in terms of reward.

Igalens and Roussel (1999) found the relationship between compensation packages and work motivation very significant and recommended that the interaction between these two factors: Compensation and Work motivation is studied very well. Reward systems are motivational tools which boost employees' morale and increase output if they are increased (Rebore, 2007). When it comes to work and motivation and incentives Dessler (2018) considered all the motivational theories as necessary but the over-reliance on extrinsic motivation can backfire. Dessler (2018) cited Edward Deci's work to highlight the fact that extrinsic motivation alone has a downside of detracting from the person's intrinsic motivation.

Generally, there is a perception that employees are unsatisfied with their salaries and always seek for increment (Cohn & Goette, 2012; Campbell & Kamlani, 1997). This usually happens when employees compare their wages with others in similar field. Kreickemeier (2004) posited that if employees found the wage system as equitable even with others is the same field, then there is less probability of agitation. This assertion was also corroborated Chen (2011).

Reward system may not in most cases be the only way to get the best performance from people. Other literature (or studies) suggests that sometimes the incentives may be in the form of increase in employee's skills and competencies. Dr Fang Lee Cooke of Manchester School of Management wrote that organisations can benefit by having human resource management that increase performance by Increasing employee skills and abilities; Promoting positive attitudes and increasing motivation and Providing employees with expanded responsibilities so that they can make full use of their skills and abilities (Cooke, 2000 citing Patterson et al.).

39

Reward system may work perfectly for others (Robbins 2011; Rummler & Brache, 1995) but sometimes it may have an adverse effect on what it is intended for (Dessler, 2018 who cited Edward Deci's work to explain). But this does not negate all forms of rewards or incentives according to human resource management. The finding corroborates Zakaria et al (2011) also added that modern employees are more concerned about the effectiveness of reward systems.

2.12.4 Single Spine Salary Structure

The SSSS is a unified salary structure that places all public sector employees on one vertical structure, making sure that jobs within the same job value range are paid within the same pay range. It replaced all existing salary schemes within the public service of Ghana. This is a policy which seeks to ensure that the public sector remuneration structure is rational, equitable, transparent and sustainable (Yamoah, 2014).

The workers placed on this salary structure include employees of Civil Service, the Judicial Service, the Audit Service, the Ghana Education Service, the Ghana Health Service, the Parliamentary Service, the National Fire Service, the Customs, Exercise and Preventive Service, the Internal Revenue Service, the Local Government Service, the Police Service, and the Prisons Service. Workers in public corporations other than those set up as commercial ventures, public services established by the constitution and all other public services as Parliament may by law prescribed also included in the SSSS. Those excluded from the structure are the military and public officials such as President and vice, members of council of state, ministers, speakers of parliament, members of parliament, justices of Supreme court,

chair of electoral commission and others covered by Article 71 of the 1992 Constitution of Ghana (Yamoah, 2014).

The SSSS is a 25- level structure and has a common base pay and common relativity across all the levels. The base pay is the minimum pay on the SSSS, while the pay-point relativity is the percentage differentials between successive pay points. Under the SSSS, jobs within the same job value range are expected to be paid within the same pay range in accordance with the principle of 'equal pay for work of equal value'. The value of the public sector jobs was assessed through job evaluation (JE) exercise. The process of the JE exercise involved evaluation of jobs descriptions/specifications for each job and the summing up of the evaluation points for each job to determine the 'job worth'. Four common factor groupings, including knowledge and skills, responsibility, effort and work conditions were used for the analysis and the evaluation. The result of the JE exercise provided the basis for placement of public service jobs onto the SSSS.

The new pay reforms also involved the establishment of a Fair Wages and Salaries Commission (FWSC) to serve as an institution responsible for the implementation of the pay policy. The Commission, which was established by an Act of the Parliament (Act, 737, 2007) is mandated to ensure that decisions related to public sector salaries, wages, grading, classification, job analysis, among others, are properly managed and coordinated. It also ensures the control and coordination of public sector wage and salary negotiation (Yamoah, 2014). This salary structure has come under battery by many labour organizations such that Lieberman (2010) asserted that there were agitations from labour groups on the ineffectiveness of the single spine salary structure.

41

2.13 Relationship between Performance Appraisal and Employee Reward System

In an effort to improve organisational performance, PA has been studied to see its relationship with employee reward system. A study by Dr. Edward E. Lawler III, who is the Director of the Center for Effective Organisations, Marshall School of Business of the University of Southern California recommended to organisations "it is a good practice to tie the results of performance appraisals to the financial rewards" (Lawler III, 2003, p. 10). He is of the opinion that there is an increase in performance when employees are anticipating financial reward for their effort.

A study by Briscoe and Claus (2008) and Fajana (2002) revealed that there is a significant relationship between performance appraisal and reward systems. For them performance appraisals serve as an avenue for the distribution of reward to employees. Similarly, Bratton and Gold (2003) posited that performance appraisals have greater impact on reward systems of employees. They may come in the form of granting awards, pay increment, promotions and others (Brademas & Lowrey, 2006).

This is supported by Mayer and Davis (1999) who said that PA system can have an effect on trust especially if those affected cannot be compensated well. They tend to loose trust in the system. In this context, the reward system may not work if recipients do not trust the PA system. Enhancing the influence of various studies on PA practice and its relationship with reward system may need greater collaboration between academics and practitioners in work (Fletcher, 2016). Fletcher (2016) suggested that the link between PA and merit pay, for example, needs a lot more investigation and even how that affects the total quality management.

Nevertheless, Igalens and Roussel (1999) study on the relationship between compensation (reward system) and work motivation and job satisfaction established a significant relationship between rewards and motivation as well as satisfaction. In their study they hypothesized that job satisfaction has a relationship to each dimension of total compensation and they have positive influences on job satisfaction. Which mean that organisations cannot necessarily ignore reward system on account of performance. If performance appraisal is to be beneficial that the employees to be rated ought to see and trust that the PA system is going to reward them for their work or performance.

2.14 Summary of Relevant Literature Reviewed

According to the review of literature, human capital includes the social, biological, cultural and psychological assets of any organisation. According to this theory, human beings are capital assets and have to be managed properly for organisational efficiency (Dessler, 2018). When human resources are well developed and managed it has a positive effect on organisational performance in general. However, the development of human resources demands monitoring and evaluation and feedback to ensure commitment and consistency (Armstrong, 2006). Hence studies show that there is the need for organisations to have a teacher performance appraisal (TPA) process.

TPA is done to assess, inform and improve processes of utilizing human resources as in teachers within the education system. But more importantly it should be used for appraising those who have performed very well and to reward them. The Ghana Education System has a reward system, which is financial, or incentives meant to energize teachers to perform better. This single spine salary scheme (SSSS) has

been running but its effect is yet to be felt. TPA should be well done to ensure that it is trusted and rewarding to both teachers and the GES/school as organisations. Therefore, there is enough literature to indicate a relationship between TPA system and a Reward System practice in organisations.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dealt with the methodology of the study and comprised the research design, study population, sampling strategies, data collection methods and instruments, validity and reliability of instruments, administration of instrument and data analysis procedure.

3.1 Research Design

The quantitative research design was employed in the study. This design was selected because it is helpful to show relationship that currently exists between two or more variables (Creswell, 2013). This method is economical since it enables the researcher to describe the prevailing situations quantitatively and draw valid conclusions based on post-facto (Fraenkel & Warren, 2006). The study adopted a quantitative approach using a correlational research design. According to Fraenkel and Wallen (2006), quantitative research is the systematic scientific investigation of quantitative properties and phenomena and their relationships. The objective of quantitative research is to develop and use mathematical models, theories and/or hypotheses pertaining to natural phenomena.

3.2 Population of the Study

Creswell (2009) defined population as the group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The target population (N=125) for this study comprised one headmaster, four assistant headmasters, five heads of departments and 116 teachers of Prempeh College, the study area.

45

The study target population of the study was 125 comprising a headmaster, assistant headmasters, heads of departments and teachers of Prempeh College the only public Senior High school in the Kwadaso sub metro of the Kumasi Metropolis.

3.3 Sample and Sampling Procedure

Gall and Borg (2007) defined sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. In order to get an appropriate sample size for the study, an updated list of all the teaching staff including the headmaster, assistant headmasters and heads of departments of Prempeh College was obtained from the headmasters of the school. The headmaster and his three assistant headmasters and the five heads of departments were selected through purposive sampling. According to Tongco (2017), purposive sampling technique is a deliberate choice of an informant due to the qualities pertaining to the knowledge and experience. In this study, headmasters' and head of departments administrative roles in performance appraisal remain crucial to the study.

On the part of the teachers, 35% out of the 116 teachers, which sum up to 41, were selected through random sampling. Simple random sampling technique was employed because it ensured that everyone in the population had an equal chance of being selected. Simple random sampling was undertaking by fish bowl method with papers written YES or NO. With the papers folded, those who selected the ''YES'' were selected. In all 50 respondents were sampled for the study. According to Sekaran (1992), sample sizes larger than 30 and less than 500 are appropriate for most research.

46

3.4 Data Collection Tools

The instruments used for this research were questionnaires. Questionnaire for the respondents had five sections, i.e., section A, B, C, D and E. Section A collected data on respondents' background information. Section B had 20 items that collect data on factors influencing teacher's motivation. Items 1 to 5 measured teacher's socio-economic status. Items 6 to10 measured teacher's self-confidence, items 11 to 15 measured teacher's relationship with the headmaster, whiles items 16 to 20 measured teachers relation with their colleague's teachers. Section C collected data on teacher motivation. The section consists of 16 items. Items 1 to 8 measured teachers' intrinsic motivation, whiles items 9 to16 measured teachers' extrinsic motivation. Section D collect data on teachers work performance. It consisted of 10 items. Section E collected data on techniques headmasters use to improve teachers work performance. It consisted of 7 items. All of the questions were of 5-point scale ranging from strongly disagree (1) to strongly agree (5).

3.5 Validity and Reliability of the Instrument

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Connolly, 2007).

3.5.1 Validity

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure (Oso & Onen, 2011). To ensure content validity, the instrument was developed under close guidance of my supervisor and

intensive consultation of relevant literature. Based on the comments given by my supervisor, some modifications were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information.

3.5.2 Reliability

Reliability is a measure of degree to which a research instrument yields consisted results or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Oso & Onen, 2011). The reliability of the instrument was measured using Cronbach alpha method with the help of Statistical Package for Social Science (SPSS) version 20. To ascertain this, the questionnaires were administered on 30 respondents, selected randomly from Kumasi Senior High Technical School twice in the pilot study with two weeks' grace period between the first and second test and the result correlated to know the reliability of the instrument. The reliability test yielded Cronbach alpha of 0.78.

3.6 Data Collection Procedure

The researcher visited the school and interacted with the headmaster and with the headmasters help, the researcher appointed a research assistant. After permission from the headmaster of the school has been obtained, the researcher personally administered the questionnaires to the teachers. Structured questionnaires containing close ended questions were administered to respondents. This was done during school days between 10am – 2:00pm and collected the questionnaire later when he was informed about the completion of the instrument.

48

3.7 Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 20.0. The statistical analysis such as frequencies, percentages mean and standard deviation was used to answer all the research questions,

3.8 Ethical Considerations

Shank (2002) acknowledged that the word "ethics" is derived from the Greek word *ethos,* meaning a person's character or disposition. The researcher is responsible for ensuring compliance with all the research ethical standards (Shank, 2002).

Therefore, before conducting a research study, the researcher considered privacy and confidentiality. According to Bryman (2001), the participants' information should not be revealed. Researcher assured anonymity and protected the respondents' privacy by using a coding mechanism to eliminate identifying participants, link information with responder, as well as protected data from outside access.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter deals with the findings from the field research and also discusses the results of the study. The study was guided by four research questions. The main purpose of the study was to investigate the relationship between teacher performance appraisal and the reward system (SSSS) methods as teacher motivation in SHS, a case study of Prempeh College in the Kumasi metropolis. The analyses subsequently were organised first by demographic information followed by the research questions.

4.2 Demographic Characteristics of Respondents

In this section the researcher analyzed and discussed factors pertaining to the demographics of participants who took part in the study. This is represented in Table 4.1.
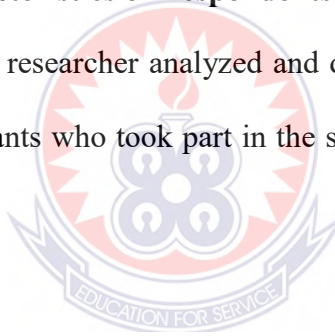
Table 4.1: Demographic Characteristics of Respondents

Categories	Variable	*f*	%
Gender	Male	25	50
	Female	25	50
Total		50	100
Age	Below 30 years	12	24
	31-40	21	42
	41-50	12	24
	51 and above	5	10
Total		50	100
Position / Rank			
	Principal Superintendent	28	56
	Assist Director I	11	22
	Assist Director II	10	20
	Deputy Director I	1	2
Total		50	100
Educational Qualification			
	PGDE	16	32
	Bachelor's Degree	28	56
	Masters' Degree	6	12
Total		50	100
Teaching experience	Below 5 years	7	14
	5-10	22	44
	11-20	19	38
	Above 20	2	4
Total		50	100

Source: Field work, 2020.

Table 4.1 shows that, there were 50 respondents who took part in the study, 25 were males and 25 females. In effect, 50% were males and 50% were females. This shows that there was equal representation of both genders in the study. On the age range of the respondents, 12 (24%) were below 30 years, 21 (42%) were between 31-40 years, 12 (24%) were from 41-50 years and the remaining 5 (10%) were 51 years and above. Majority of respondents were between the ages of 31-40.

51

On their educational background, 16 respondents (32%) were holders of the Post Graduate Diploma in Education, 28 respondents (56%) were Bachelors' degree holders and 6 (12%) were Masters' degree holders. The respondents are learned people in their field and have requisite certifications to that effect.

With regards to their ranks, 28 respondents (56%) of them were Principal Superintendent, 10 respondents (20%) were Assist Director II, 11 (22%) were Assist Director I, A respondent (2%) was a Deputy Director I. Majority of respondents for the study were Principal Superintendents.

On their teaching experiences, as many as 22 (44%) of respondents have been in the field for 5-10 years. 19(38%) of them have 11-20 years of professional experience. Of the remaining 9 respondents, 7 (14%) have less than 5 years of experience and 2 (4%) have over 20 years of experience.

4.3 Answers to the Research Questions

4.3.1 Research Question 1: What are the perceptions of teachers regarding Teacher Performance Appraisal (TPA) in Senior High Schools in the Kwadaso Sub Metro of the Kumasi Metropolis?

Perceptions are generally people's views on a situation, events and policies. In this study, the researcher wanted to find out the perception of teachers with regards to TPA. Respondents were presented with statements in the form of Likert scale and were asked to choose the extent to which they agreed or otherwise to a statement on Performance Management practices carried out in their schools.

Performance appraisal is a comprehensive concept which focuses on activities linked to evaluating and improving the capacity of workers through trainings and better remuneration (Gupta & Upadhyay, 2012). Closely related to performance

52

appraisal is performance management which identifies, assess and develop human performance and informs the employee what they are expected to do in an organization (Buchner, 2007; Mansor, 2011). To answer the research question above, several statements were made of which respondents were to express their levels of agreement or disagreement. The findings are shown in Table 4.2. From this study the researcher wanted to know views of respondents. The frequencies of their responses were computed with a Likert Scale between 1- 5. The responses are shown in the Table 4.2.

Table 4.2: Views of Teachers Regarding Teacher Performance Appraisal (TPA)

Existing Performance Management Practices	SD (%)	D (%)	N(%)	A(%)	SA(%)	X	sd
There are interviews and selection processes for newly posted teachers to my school	8.0	20.0	10.0	42.0	20.0	**3.46**	**1.25**
Teachers attendance is monitored by the headmaster/ mistress lesson	2.0	6.0	14.0	54.0	24.0	**3.92**	**.90**
Department heads meet members regularly to update their knowledge and skills through TPA	2.0	24.0	22.0	42.0	10.0	**3.34**	**1.02**
Only teachers with subject major content knowledge are evaluated to teach such subject	6.0	22.0	22.0	28.0	22.0	**3.38**	**1.23**
Teachers notes and assessment schemes are checked periodically by supervisors/ school heads	6.0	6.0	16.0	44.0	28.0	**3.82**	**1.10**
Refresher courses are organised for teachers frequently as teacher leadership roles are shared by teaching staff and various tasks are also assigned	14.0	26.0	30.0	16.0	14.0	**2.90**	**1.25**
Teachers are supported to take further studies	26.0	24.0	34.0	12.0	4.0	**2.47**	**1.28**
My school head organises performance appraisal for teachers every term	14.0	14.0	22.0	32.0	18.0	**3.26**	**1.31**
My Students have the opportunity to appraise teachers performance every term	12.0	12.0	30.0	24.0	22.0	**3.32**	**1.28**
My headmaster supervises teaching and learning by observations and one-to-one discussions	8.0	14.0	14.0	56.0	8.0	**3.42**	**1.09**
There are for a to discuss issues on teaching and learning in my school which mostly reflect on ways teachers can improve on their tasks	20.0	12.0	34.0	26.0	8.0	**2.90**	**1.23**
There are for a to discuss issues on teaching and learning	12.0	32.0	28.0	22.0	6.0	**2.78**	**1.11**
There are targets every teacher must meet with output of work periodically	4.0	14.0	26.0	38.0	18.0	**3.52**	**1.07**
Every teacher meets the minimum member of periods to	8.0	12.0	30.0	28.0	22.0	**3.44**	**1.20**
Expected Average	**10.14**	**17**	**23.71**	**33.15**	**16**	**3.28**	**1.17**

Source: Field work, 2020.

Table 4.2 shows that there is the quest among school administrators to select people who are best suited for the job through interviews (m=3.46s.d =1.25) and knowledge of subject matter (m=3.38, s.d= 1.23) and know what is expected of them (Statement 13,m=3.52s.d= 1.07) and deliver (statement 14, m= 3.44s.d=1.20).Also, these employees are assessed through supervision of their attendance (m=3.92,s.d=.90), vetting of notes (m=3.80, s.d.=1.10) and observations and one-on-one discussions (m=3.42,s.d= 1.09). These findings is in line with Buchner (2007) and Mansor (2011). According to them, performance appraisal focuses on identifying the right people for the job, supervising their performances and developing them. Mansor (2011) particularly reiterated that performance management practices and appraisals communicate to employees what is expected of them and what the indicators of their performances are.   The results indicate that departmental heads undergo regular training to upgrade themselves of TPA (m=3.34, s.d=1.02).

However, teachers did not have much opportunities for training in the form of refresher courses (m=2.90, s.d=1.25), support for further studies (m=2.47, s.d= 1.28) and to reflect on improvement of teaching (m=2.90,s.d= 1.23) and for critically discuss teaching (m=2.78,s.d=1.11). Lack of training in PA's and the development of teachers logically means that teachers lack certainty, direction and confidence with regards to PA and this affect their effectiveness. This means that generally, teachers perceive training which an essential PM practice for successful PA as lacking. Closely associated with performance management and appraisal is the development of the human resource (Gupta & Upadhyay, 2012, Rodney, 2007). However, teachers in the metropolis do not receive adequate training.

Also, Table 4.2 indicates that there is rigorous monitoring and evaluation of teachers work through the monitoring of attendance, vetting of lesson notes, periodic evaluation, observation and one-on one discussions and students' appraisals of their teachers. The mean scores of these items ranged from 3.92 to 3.26 which shows that generally teachers agreed with the presence of these evaluation mechanisms in their schools.

From the Table 4.2, it is discernible that generally teachers have a positive perception of performance appraisal. Apart from statements 6 (m=2.90, s.d.= 1.25), 7 (m=2.47, s.d= 1.28),11 (m=2.90, s.d.=1.23) and 12 (m=2.78, s.d.=1.11). With these statements, two-thirds of the respondents were either neutral or expressed disagreements to them. For instance, with statement 7, as many as 34% of the respondents were neutral, 26% of the respondents strongly disagreed and 24% disagreed. While 17 respondents were neutral, as many as 25 respondents representing half of the respondents disagreed with only 8 in agreement to the statement. Apart from these instances the rest of the statements had majority of respondents in support of it which shows a general positive perception of performance appraisals in schools. The findings indicate that generally teachers have positive perceptions of performance management and appraisals.

4.3.2 Research Question 2: What are the perceptions of teachers regarding the single spine salary scheme (SSSS) as a reward system in in Senior High Schools in the Kwadaso Sub Metro of the Kumasi Metropolis?

From the data collected the researcher wanted to know the perception of respondents, i.e., head teachers and teachers with regard to the single spine salary structure. Respondents have the options to Strongly Disagree (SD), Disagree (D),

55

Neutral (N), Agree (A) Strongly Agree (SA). This was computed by looking at the frequencies, means and standard deviations of their responses. The responses are shown in the Table 4.3.

Table 4.3: The perception towards the Single Spine Salary Structure SSSS

Statements on the Single Spine Salary Scheme (SSSS)	SD(%)	D(%)	N(%)	A(%)	SA(%)	M	s.d
The SSSS has brought about equity in salary administration	8.0	32.0	16.0	26.0	18.0	**3.14**	**1.28**
The SSSS has improved my income	6.0	14.0	24.0	44.0	12.0	**3.42**	**1.07**
The SSSS is not fair to those of us at the bottom chain	2.0	36.0	28.0	30.0	6.0	**3.02**	**1.00**
The SSSS is fair to those of us at the top leadership	6.0	14.0	46.0	30.0	4.0	**3.12**	**.92**
The SSSS is encouraging many teachers and	6.0	8.0	16.0	54.0	16.0	**3.66**	**1.04**
The SSSS is a motivational factor in the Profession	8.0	10.0	22.0	52.0	8.0	**3.42**	**1.05**
The SSSS is improved my take home every	12.0	20.0	30.0	28.0	10.0	**3.04**	**1.18**
The SSSS is made me comfortable as a teacher	10.0	16.0	30.0	36.0	8.0	**3.16**	**1.11**
The SSSS is ineffective in general	6.0	22.0	36.0	20.0	16.0	**3.14**	**1.14**
The SSSS is working now than when it started	4.0	34.0	38.0	16.0	8.0	**2.90**	**.99**
I was a little skeptic about the SSS scheme but now OK	6.0	24.0	42.0	22.0	6.0	**2.90**	**.98**
I think the SSSS is a very good idea and fair	10.0	12.0	26.0	40.0	12.0	**3.32**	**1.15**
Expected average	**8.83**	**20.17**	**29.5**	**31.17**	**10.33**	**3.17**	**1.08**

Source: Field work, 2020

Table 4.3 indicates that generally people have positive perception of the scheme. On the average as many as 41.50% had positive views on the salary structure and 29.0% had negative views. The remaining 29.5% were neutral on the salary structure. Remuneration is an important factor in employee issues and the perception of employees about their remuneration can sometimes affect output. Majority of respondents perceived the salary structure as equitable (m= 3.14, s.d=1.28), fair (m=3.42,s.d=1.07), an improvement in their salary(m=3.66,s.d=1.04) and motivational (3.32, s.d= 1.15). Generally, motivation and encouraging teachers were the perceptions that most teachers agreed to. On encouraging teachers, 70% of

56

respondents were in agreement and as a motivation in the profession, 60% of respondents agreed to it.

With the fairness of the scheme to those at the bottom of the hierarchy, it appears respondents were evenly dispersed. As many as 38% of the respondents disagreed, 36% agreed and the remaining 28% were neutral. This shows that the scheme treated everyone equally. Also majority of respondents also saw that the scheme was ineffective. When presented with the statement," the SSSS is not effective in general", 36% of respondents agreed and another 36% were neutral. The remaining 28% disagreed. The finding corroborates Zakaria et al (2011) who held that modern employees are more concerned about the effectiveness of reward systems. It is also in line with Lieberman (2010) who asserted that there were agitations from labour groups on the ineffectiveness of the single spine salary structure.

The scheme was enacted to eliminate the disparities and unfairness in salary of workers and motivate them. The findings basically point to the fact that respondents were satisfied with the salary structure as it has increased their salaries, improved their take home per month and made them comfortable. This finding refute that of Cohn and Goette (2012) and Campbell and Kamlani (1997) who opined that most workers are unsatisfied with their salary. Again respondents perceived the scheme as fair and equitable. This also affirms the assertions of Chen (2011) and Kreickemeier (2004) who saw wage systems as equitable even in relation to others in the same field. The scheme was also a motivational tool and this buttresses Rebore (2007) who saw remuneration and wage systems as a motivation tool.

4.3.3 Research Question 4: What are the techniques used by

school heads to motivate teachers towards performance in Senior High

Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis?

Motivation is very important to all organizations as it boost the morale of workers to perform to their utmost abilities. On morale Napoleon Bonaparte attested that the effectiveness of the army depends on its size, training experience and morale and the latter is worth more than all the other factors combined. This shows the importance of building workers morale through motivation. This study also wanted to find out if there were any other techniques apart from extrinsic ways that head teachers can employ to motivate teachers in their schools. The responses are shown in the Table 4.4.

Table 4.4: Other Motivational Techniques used to Motivate Teachers

Statements on other forms of motivation	Strongly Disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly Agree N (%)
Heads express appreciations in the school to improve work performance	-	4(8)	1(2)	32(64)	13(26)
Heads use rewards in the school to improve work performance	-	5(10)	-	25(50)	20(40)
Heads use constructive criticism in the school to improve work performance	-	8(16)	4(8)	14(28)	24(48)
Heads give incentives in the school to improve work performance	3(6)	2(4)	3(6)	24(48)	18(36)
Heads use praises in the school to motivate teachers to improve work performance	2(4)	4(8)	4(8)	26(52)	14(28)
Heads recognize good work done in the school to improve work performance	-	6(12)	-	28(56)	16(32)

Source: Field work, 2020.

Table 4.4 shows that 13 respondents representing 26% strongly agreed that heads express appreciations in the school to school to motivate teachers improve work performance, 32 respondents representing 64% agreed, one respondent representing 2%was neutral while 4 respondents representing 8% disagreed. The result means that expression of appreciations in the school motivates teachers to improve work performance.

Also, 20 respondents representing 40% strongly agreed that heads use rewards in the school to improve work performance, 25 respondents representing 50% agreed, while 5 respondents representing 10% disagreed. The result means that the use of rewards in the school motivates teachers to improve work performance.

Again, 24 respondents representing 48% strongly agreed that heads use constructive criticism in the school to motivate teachers to improve work performance, 14 respondents representing 28% agreed, 4 respondents representing 8%were neutral while 8 respondents representing 16% disagreed. The result means that the use of constructive criticism in the school motivates teachers to improve work performance.

Further, 18 respondents representing 36% strongly agreed that heads give incentives in the school to improve work performance, 24 respondents representing 48% agreed, 3 respondents representing 6%were neutral, 2respondents representing 4% disagreed while 3 respondents representing 6% strongly disagreed. The result means that giving incentives in the school motivates teachers to improve work performance

Furthermore, 14 respondents representing 28% strongly agreed that heads use praises in the school to motivate teachers to improve work performance, 26 respondents representing 52% agreed, 4 respondents representing 8%were neutral, 4

respondents representing 8% disagreed while 2 respondents representing 4% strongly disagreed. The result means that the use of praises in the school motivates teachers to improve work performance.

Finally, 16 respondents representing 32% strongly agreed that heads recognize good work done in the school to improve work performance, 28 respondents representing 56% agreed while 6 respondents representing 12% disagreed. The result means that recognition of good work done in the school motivates teachers to improve work performance.

All the results in Table 4.4 are in tandem with Wadsworth (2001) that showing of appreciation, empathy, regular evaluation, constructive criticism, recognition, expressing expectations, personal loyalty and showing interest as motivation techniques. Also, the existence of good relationship between head teachers and teachers also motivates teachers (Hanson, 2003). Most importantly tolerance and respect and opportunities for training and also motivates teachers (Edwards, 2015, Metcalfe and Rees, 2007). Chiang and Birtch (2008) summarized that non-monetary rewards are so potent that they have significant influence on a worker's willingness to engage in extra-task activities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the entire study, the conclusions from the study and recommendations for possible application. In addition, this chapter ends with suggestion on areas worthy of further study.

5.1 Summary

The purpose of the study was to investigate the perception of teachers on performance appraisal and the single spine salary scheme in Senior High Schools, a case study of Prempeh College in the Kwadaso Sub-Metro.The objectives of the study were to identify teachers' view regarding Teacher Performance Appraisal (TPA),investigate teachers' view regarding the single spine salary scheme (SSSS) as a performance reward system, establish the correlation between the existing Teacher Performance Appraisal (TPA) and the single spine salary scheme (SSSS) as a reward systems with regard to motivation and to identify other forms of motivation among teachers in the Kumasi Metropolis.

The correlational research design was employed for the study. The target population for this study was 125 comprising one headmaster, four assistant headmasters, five heads of departments and 116 teachers of Prempeh College, the study area. The headmaster and his three assistant headmasters and the five heads of departments were selected through purposive sampling. Close ended questionnaires were used to collect data for the study.

61

5.2 Key Findings

The first research question sought to ascertain teacher's perception of performance appraisals. The findings reveal that on the average (m=3.28, s.d= 1.17), teachers had positive perceptions of performance appraisals. It was revealed that school authorities select the best suited people for the job with relevant skills and who know what is expected of them. Also, the study revealed that there is periodic evaluation either by head teacher or students on teacher's classroom efficacy through the monitoring of attendance, vetting of lesson notes, observations and one-to –one discussions. Nonetheless, the development of teachers' capacity through training to improve their effectiveness or understanding of performance appraisals was perceived by the respondents as lacking.

The study also sought to find out teachers' perceptions of the single spine salary structure. By large, respondents had positive views on the salary structure (m=3.17, s.d=1.08). The salary structure was perceived by teachers in the Kumasi metropolis to be equitable (m=3.14), motivational (m=3.32), fair (m=3.42) and an improvement in their salary (m=3.66). However, the study also revealed that the SSSS was also perceived as ineffective by teachers in the Metropolis. Apart from its ineffectiveness, there scheme was generally seen by teachers to be a good idea, hence their positive perceptions.

The final research question focused on other ways heads use to motivate teachers. The study revealed that other forms which are non-monetary can also induce performance from teachers. These include showing of appreciation, constructive criticism, recognition, praises, use of incentives and reward systems.

5.3 Conclusions

Data from the research findings that there is a lot of concerns about performance appraisal practices used by head teachers in the Kumasi Municipality. Head teachers are doing well evaluating teachers' performances but they need to do more.

Performance appraisals were undertaken in schools in the metropolis and teachers had positive impressions of these appraisals. School administrators ensured that the right people are selected and recruited for the job and have the requisite know how. They also know what is expected of them and deliver. However, there are no training for teachers but head teachers ensure they supervise and monitor their activities. There is periodic evaluation of teachers by head teachers and students of the school.

The Single Spine Salary structure (SSSS) was found to be a good policy. Though there was semblance of ineffectiveness in the salary structure it is a fair, equitable and motivational scheme which has increases the salaries of teachers. Also, the study also evinced that performance appraisal was positively related with reward system. The study revealed a moderate positive relationship between performance appraisal and reward system.

Head teachers must not rely on only monetary rewards to motivate teachers in their schools. There exist other forms of rewards which are non-monetary but are as effective as monetary rewards. Such rewards include training, good relationship with teachers, mutual respect and tolerance, empathy, regular evaluation, constructive criticism, recognition, expressing expectations and showing appreciation. These techniques of motivation have significant influence on the morale and performance of workers.

5.4 Recommendations

It is recommended based on the findings that:

1. Head teachers and teachers should be trained on performance management and appraisal practices and its importance towards the delivery of quality education. In their capacity, they can also be of vital help and apprise their colleagues on performance appraisals.

2. The Ghana Education Service (GES) should organise workshops and conferences for teachers on performance appraisals. These interventions would enlighten teachers on the realities of their performance and the need for performance appraisal not as a judgmental approach but a constructive approach to deal with ineffectiveness in pedagogy.

3. Finally, head teachers should strengthen the use of other non-monetary means like praises, recognitions, appreciation etc. to motivate their teachers. These extrinsic forms of motivation also go a long way to boost the morale and output of teachers.

5.5 Suggestions for Further Study

This study was limited to Senior High Schools in the Kwadaso Sub-Metro of the Kumasi Metropolis so further studies should be carried out to investigatethe perception of teachers on performance appraisal and the single spine salary scheme in Senior High Schools in the remaining Senior High Schools in the Kumasi Metropolis.

REFERENCES

ACCA. (2009). *Business analysis.* Study Text, ACCA Paper P3; 2009.

Alison, J., & Halliwell, S. (2002). *Challenging classes: Focus on pupil behaviour.* London, Great Britain: CILT.

Amstrong, M. (2010). *A hand book of human resource management practice* (10th ed.). London: Sage Publication Inc.

Baah, Y. (2017). The Single Spine Salary Structure: Is it the Solution to the Public Sector Pay Crisis*? In Ghana Trades Union Congress Policy Bulletin, 3*(6), 12-45.

Ballou, D. (2017). Pay performance public and private Schools. *Economics of Education Review, 20*, 51-61.

Brademas, D. J., & Lowrey, G. A. (2006). Personnel performance appraisal. *Journal of Park and Recreation Administration, 23*, 45-56.

Bratton, J., & Gold, J. (2003). *Human resource management: Theory and practice* (3rd ed.). New York: Palgrave MacMillan.

Briscoe, D. B., & Claus, L. M. (2008). Employee performance management: Policies and practices in multinational enterprises. In P.W. Budwah and A. DeNisi (Eds.). *Performance management systems: A global perspective*. Abingdon: Rutledge.

Brophy, J. (2004). *Motivating students to learn* (2nd ed.). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Bryman, A. (2001). *Social research methods.* Oxford: Oxford University Press.

Buchner, T. W. (2007). Performance management theory: A look from the performer's perspective with implications for HRD. *Human Resource Development International, 10*(1), 59-73.

65

Campbell, C., & Kamlani, K. (1997). The reasons forwage rigidity: Evidence from a survey of firms. *Quarterly Journal of Economics*, *112*(3), 759-789.

Chambers, G. N. (2009). *Motivating language learners.* Clevedon: Multilingual Matters.

Chen, D. (2011). Research of performance management on Chinese SME. *International Journal of Business and Management, 6*, 263-265.

Chiang, F. F., & Birtch, T. A. (2008). Achieving task and extra-task-related behaviors: A Case of gender and position differences in the perceived role of rewards in the hotel industry. *International Journal of Hospitality Management, 27*, 491–503.

Cohn, A., F. E., & Goette, L. (2012). *Fair wages and effort: Evidence from a field experiment.* Unpublished Manuscript:

Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. New York: Routledge.

Covington, M. V. (2000). Goal theory, motivation and school achievement: An integrative review. *Annual Review of Psychology, 51*(1), 171-200.

Creswell, J. W. (2009). *Research design qualitative quantitative and mixed methods approaches.* Thousand Oaks, California: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Davidson, E. (2016). *The pivotal role of teacher motivation.* Tanzania: HakiElimu Working Papers.

Deci, E. L., & Gagne, M. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior, 26*, 331-362.

Dessler, G. (2018). *Human resource management* (10th ed.). India: Pearson Prentice Hall.

Dickinson, L. (2015). Autonomy and motivation: A literature review. *System, 23*(2), 165-174.

Dörnyei, Z. (2000). Motivation in action: Towards a process-oriented conceptualization of student motivation. *British Journal of Educational Psychology, 70*(4), 519-538.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge, Great Britain: Cambridge University Press.

Draft, R. L. (2006). *The new era of management.* Mason, Ohio: Thomson South-Western.

Edwards, A. K., & (2015). Assessing school leadership challenges in Ghana, using leadership practices inventory. *International Journal of Education and Practice, 3*(4), 168-181.

Evans, R. (2001). *The human side of school change: Reform, resistance and real-Life problems of innovation*. San Francisco: Jossey-Bass.

Fajana, S. (2002). *Human resource management: An introduction*. Lagos: Labofin & Company.

Figlio, D., & Kenny, L. (2007). Individual teacher motivation and student performance. *Journal of Public Economics, 91*, 901-914.

Fletcher, C. (2016). Performance appraisal and management: The developing research Agenda. *Journal of Occupational and Organizational Psychology*, *74*(4), 473-487

Fraenkel, J., & Wallen, N. E. (2006). *How to design and evaluate research in education* (4th ed.). San Francisco: McGraw Hill.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction*. Boston: Pearson Education.

Greenberg, J. (2009). *Managing behavior in organizations.* London: Prentice Hall.

Gupta, A., & Upadhyay, D. (2012). Impact of effectiveness of performance management system on employee satisfaction and commitment. *International Journal of Management, IT and Engineering*, *2*(7), 45-56.

Hanson, E. M. (2003). *Educational administration and organizational behavior* (5th ed.). Boston: Allyn and Bacon.

Hoy, A. W. (2008). What motivates teachers? Important work on a complex question. *Learning and Instruction*, *18*, 494-498.

Hoy, W. K., &. Miskel, C. G. (2015). *Educational administration: Theory, research and practice*. New York: McGraw-Hill.

Igalens, J., & Roussel, P. (1999). A study of the relationship between compensation package, work motivation and job satisfaction. *Journal of Organisational Behaviour, 20*(7), 1003-1025.

Khan, T. (2005). *Teacher job satisfaction and incentives: A case study of Pakistan*: London: DFID.

Kreickemeier, U. (2004). Fair Wages and Human Capital Accumulation in a Global Economy. *GEP Research Paper,* 2004/09, University of Nottingham.

Latham, A. S. (2008). Teacher satisfaction. *Educational Leadership, 55*, 82-83.

Latham, G. P. (2007). *Work motivation: History, theory, research and practice*. California: Sage Publications.

Locke, E. A. (2006). Motivation through conscious setting. In L. Porter, G. Bigley and R. Steers (Eds.) (2003), *Motivation and work behaviour* (pp.113–125.). New York: McGraw-Hill.

Luce, J. (2008). Career ladders: Modifying teachers' work to sustain motivation". *Education, 119*(1), 15-19.

Mankoe, T. (2019). *Human Resource Management in Retrospect,* (2nd ed.). USA: TEk Inc.

Mansor, N. A. (2011). Determinants of performance management system in South East Asia. *Interdisciplinary Journal of Contemporary Research in Business*, *3*(2), 456.

Margolis, J., & Nagel, L. (2006). Education Reform and the role of administrators in mediating teacher stress. *Teacher Education Quarterly, 5,* 143-159.

Maslow, A.H. (1970). *Motivation and personality* (2nd ed.). New York: Harper and Row.

Mayer, J. R., & Davis, D. K. (1999). *The wisdom of teams: CreJ. R., ating the high performance organisation*. London: Jossey-Bass Inc.

McClelland, D. (2005). *Human motivation*. Illinois: Scott, Foresman and Company.

Mertler, C. A. (2001). Teacher motivation and job satisfaction in the New Mellenium. Washington. London: Sage Publication Inc.

Ololube, N. P. (2006). *Teacher job satisfaction and motivation for school effectiveness*. HakiElimu Working Papers, 1-10.

Oso, W. Y., & Onen, D. (2011).*A general guide to writing research proposal and report.* London: Prentice-Hall.

Ostennan, K. (2019). Students' need for belonginess in the school community. *Review of Educational Research, 70*(3), 323-367.

Owens, R. G. (2004). *Organizational behaviour in education: Adaptive leadership and School Reform* (6th ed.). Needham Heights: Allyn and Bacon.

Pinder, C. C. (2008). *Work motivation. Copyright by Extension Journal*. Glenview, IL: Scott, Foresman

Rebore, R. W. (2007). *Human resources administration in education.* Boston: Ally and Bacon.

Robbins, S. (2011). *Organizational behavior: International edition* (10th ed.) New Jersey: Prentice Hall.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definition and new directions. *Contemporary Education Psychology, 25*(1), 54-67.

Sekaran, U. (2003). *Research methods for business: A skills building approach* (4th ed.). London: John Wiley & Sons.

Shank, G. D. (2002). *Qualitative research: A personal skills approach*. Upper Saddle River, NJ: Merril Prentice Hall.

Simkovic, M. (2018). Risk-Based student loans. *Washington and Lee Law Review*, *70*(1), 527. Retrieved on 4/7/17 from https://ssrn.com/abstract=1941070

Stiped, D. (2008). *Motivation to learn: From theory to practice*. Englewood Cliffs, NJ: Prentice Hall.

Tongco, D. W. (2017). *Qualitative interview design: A practical guide for novice investigators.* London: Prentice-Hall.

Wadsworth, D. (2001). Why new teachers choose to teach? *Educational Leadership, 58*(8), 24-28.

Yamoah, E. E. (2014). Preliminary assessment of the implementation of the single spinepay policy in Ghana. *International Journal of Social Sciences and Entrepreneurship, 1*(9), 315-321.

Zakaria, Z.., Hussin, Z, Noordin, N., Sawal, M. Z. H. M., & Zakaria, Z. (2011). The relationship between reward practice and employee performance: An empirical study. *International Conference on Management and Artificial Intelligence, 6*, 142-145.

APPENDIX

SELF ADMINISTERED QUESTIONNAIRE FOR SCHOOL TEACHERS

Dear Respondent,

I am carrying out a study on the topic *''Teachers Perceptions on Teacher Performance Appraisal and the Single Spine Salary Scheme in the Kumasi Metropolis''.* It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous.

Thank you.

Student Researcher

SECTION A: TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the issues raised by ticking an appropriate box. There is no right or wrong answer therefore no particular response is targeted.

1. Age: Less than 30[ ]   31- 40 [ ]   41 – 50[ ]   51+ [ ]

2. Sex: Male [ ]   Female [ ]

3. Educational Status: First Degree [ ]   MA/M.Ed. [ ]   MPhil [ ]

4. Teaching Experience: 1 – 5 yrs [ ] 6 – 10yrs [ ] 11 – 15yrs [ ] 16+yrs [ ]

SECTION B: FACTORS AFFECTING MOTIVATION

*Instructions***:**

For each of the following, kindly respond to the statements, by ticking the appropriate box on the 5-point scale using the following key as sincerely as possible.

KEY: 1=Strongly Disagree, 2=Disagree, 3= Neutral,   4 = Agree,

5=Strongly Agree

Statements on Socio-Economic Status of the Teachers	1	2	3	4	5
1.The unreasonable salary may affect my motivation to work					
2. My salary is unable to meet my basic financial requirements may affect my motivation to work					
3. My dissatisfaction with the economic level of my family may affect my motivation to work					
4. Lack of basic necessities of life may affect my motivation to work					
5. My low income affects teaching work					
Statements on Self Confidence					
6. My feeling that I am important in the society?					
7. I am able to face all kinds of situations in class?					
8. I think that I have a lot of abilities in teaching work?					
9. I feel that I am better than others?					
10. Lot of my colleagues love me?					
Statements on Relationship with the headmaster					
11. My headmaster sets a good example by working hard					
12. My headmaster recognizes teachers' good work					
13. My headmaster allows staff to participate in important decisions					
14. My headmaster shows favouritism in relations with the teachers in my school and in the distribution of schoolwork					
15. My headmaster treats teachers with dignity and respect					

Relation of Teachers with their Colleagues					
16. My colleagues consider me a good teacher					
17.The teachers in my school co-operate with one another					
18.I sometimes have difficulties or conflicts with my colleagues					
19.The teachers enjoy working collectively					
20.I receive feedback from colleagues concerning the outcomes of my work					

SECTION C: MOTIVATION

*Instructions***:** For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statement On Intrinsic Motivation	1	2	3	4	5
1. Teaching profession was my first choice					
2.Teaching is a noble profession					
3.Teaching gives me a lot of satisfaction					
4.I enjoy teaching as a profession					
5.Teaching gives me recognition in the community					
6.Teaching makes people in this community to respect me					
7.I have a good future as a teacher					
8.Teaching was my dream career					
Extrinsic Motivation					
9.My salary is enough to meet my basic needs					
10.My school provides accommodation for teachers					
11.My school provides meals for teachers					
12.My school provides financial assistance to teachers when they have a problem					
13.My school organizes parties to celebrate achievement					

14.My school rewards teachers who performs well					
15.School environment is conducive for Working					
16.There are enough and appropriate resources for instruction					

SECTION D: WORK PERFRMANCE OF TEACHERS

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements	1	2	3	4	5
1.I come very early to school					
2.I plan schemes of work					
3.I plan lesson plans					
4.I carry lesson plans to class and follow them					
5.I regularly test children					
6.I regularly meet parents and teachers					
7.I participate in co-curricular activities					
8.I am always present in school					
9.I ensure children are disciplined					
10.I attend all staff meetings					

75

SECTION E: TECHNIQUES HEADMASTERS USE TO IMPROVE

TEACHER'S WORK PERFORMANCE QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements	1	2	3	4	5
1. Heads express appreciations in the school to improve work performance					
2. Heads use reward in the school to improve work performance					
3. Heads use constructive criticism in the school to improve work performance					
4. Heads give incentives in the school to improve work performance					
5. Heads use praises in the school to improve work performance					
6. Heads recognize good work done in the school to improve work performance					