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ENTERPRENEURAL DEVELOPMENT, KUMASI

EFFECT OF MOTIVATION ON EMPLOYEES' PERFORMANCE: EMPIRICAL

EVIDENCE FROM THE OLD TAFO MUNICIPALITY

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**(AAMUSTED), Kumasi in partial fulfillment of the requirements for the award of the**

**Master of Arts in (Educational Leadership) degree.**

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# DECLARATION

## STUDENT'S DECLARATION

I, Mary Kumah, declare that this dissertation, with the exemption of questions and references in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ………………………………………………………………..

DATE: ………………………………………………………………..

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by The Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi.
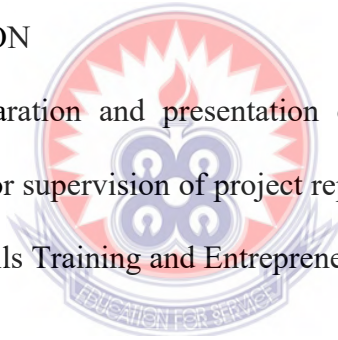
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# DEDICATION

To Mr. David Boakye (Husband), Madam Margaret Kyei (Mother), my children and my entire family.

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# LIST OF ABBREVIATIONS

ERG:    Existence, Relatedness, and Growth Theory

GES:    Ghana Education Service

MBO:    Management by Objectives

NPRA:    National Pension Regulatory Authority

PTA:    Parent-Teacher Association

SHRM:    Society for Human Resource Management

SMC:    School Management Committee

SPSS    Statistical Package for Social Sciences

## ABSTRACT

Motivation is something that drives a person to act and continues the cause of action already initiated. Motivation has the role to develop and intensify the desire of every member of the organization to work effectively and efficiently in his position. The motivation for the study was prompted by the low level of concentration on employee motivation as compared to the employees of other organizations which have caused an acute shortage of qualified teachers at the basic and $2^{nd}$ cycle (Senior High School) level due to high migration to other sector (GNAT Report, 2013). Motivation in Ghana Education Service is low, the workers and the government, who are responsible for implementing the national policies and programmes relating to pre-tertiary education in the country, have clashed many times in the recent years over salary and conditions of service (GNAT Report, 2013). It is from this background that the research investigated into: "The Effect of Motivation on Employees Performance: Empirical Evidence from the Old Tafo Municipal Education Directorate". The general objective of the study is to determine the Effect of Motivation on Employees; to identify factors that motivate employees; to determine the employees" performance and to assess the effect of motivation on the employees" performance in Old Tafo Municipal Education Directorate. Mixed methodology, that is questionnaires and interviews were used to gather data. The study has revealed that promotion and opportunity for advancement are the major motivation factors and the study has also revealed that motivation level is low in the area of wages and salaries. Ghana Education appears to be paying lowest wages and salaries in the industry. It is therefore recommended that Ghana Education Service (management) should consider as a matter of urgency, the need to make upward adjustment in wages and salaries which will go a long way to reduce the high incidence of labour turnover.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

The Ghana Education Service (GES) is charged in leading the nation's education vision by establishing a good foundation that would make it easy for the development of human resource in Ghana. Since the sector has an immediate interest in human capital which is the tool for improving the productive capacity of societies as much as their political, economic and technological development is concerned, there is the need for a good foundation. When children are educated poverty is reduced, the fertility rate is lowered, health is improved, and the national status is raised coupled with higher productivity leading to higher income (Shultz, 1974; Cohn, 1979; Noor, 1981). Again, education enhances the status of women; promote adaptability to technological changes and brings national unity (Juster, 1975).

The future development of Ghana depends more than ever, on the capacity of the nation and individuals to get relevant knowledge in literacy, numeracy and problem-solving skills and attitudes. This is so since education is vital to national development and quality basic education is the foundation. It is important to take that the availability of well-motivated teachers is central to improving student's achievement. Even with the best strategy in place and proper organizational structure, an organization would be effective only if its members are motivated to perform at a high level. Leading is such an important managerial activity that it entails ensuring that each member of the organization is motivated to perform well and help the organization to achieve its goals. When managers are effective, the result is a highly motivated workforce. The major challenge to managers of organizations both small and large is to encourage employees to perform at a high level (Jones et al, 2000).

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The study of motivation according to Pate (1998) is concerned, basically, with why people behave in a certain way. The underlying question is, why do people do what they do? Kovach (1980) states that despite various studies done on motivation, managers still are not close to understanding employees" motivation than the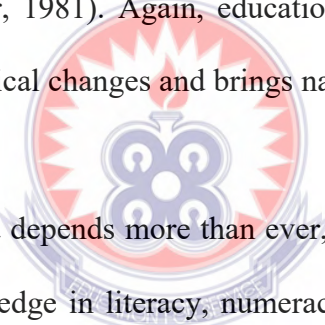ir colleague more than fifty years ago. Motivation is something that drives a person to action and continues the cause of action already initiated. Motivation has the role to develop and intensify the desire of every member of the organization to work effectively and efficiently in his position. Even though money takes a major place in the mix of motivators, money alone cannot motivate employee well to work unless it is coupled with other non-monetary motivators (Frey and Osterloch, 2002).

Performance is an evaluation of the results of a person's conduct. It includes deciding how well or poor a person has accomplished a task or done a job. Motivation is just one factor among many that contributes to an employee's job performance. All things being equal, one would expect a profoundly motivated teacher or an officer would deliver high-quality teaching or service than those poorly motivated teacher or officer.  However, they are not always equal because so many factors affect performance – factors such as personality, the difficulty of the task, availability of resources and working conditions. To achieve high levels of performance as an employee and manager, you must be sure that you and your employees have the capacity, motivation and the resources to meet objectives. When performance is not at the standard level or above, you must determine which performance factor needs to be improved and improve it (Lussier, 2005).

Studies on motivation portrays that there are several ways to motivate employees. These are known as theories, which can be divided into two categories. They are the content theories and the process theories. The content theory focuses on what motivates employees and it was

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propounded by famous writers such as Maslow (1946), McClelland (1988) and Herzberg (1968). Vroom (1969), Adams (1965), Locke and Latham (1990) are the proponents of the process theories and they focus on how motivation occurs. Reis and Pena (2001) question whether motivating people to work in the 21st century with theories conceived during the past 100 years are likely to be feasible. They concluded that the core message is that managers should reconsider the outdated motivational patterns used to maintain role performance in organisations and adopt a fresh motivation formula for the 21st century based on friendship, work and respect. However, Chartered Management Institute (2001) checklist maintains that these theories are still very important today. Even though the two theories are complementary, they are in a way opposite and their differences lead others to conduct further studies on motivation. This led to a number of ways through which employees could be motivated to increase performance. Several writers such as Roche and Mackinnon (1970) and others such as Mayfield et al (1998) suggest that leadership styles and freedom given to employees are significant in motivating employees. Luthans and Stajkovic (2000) and Armstrong and Murlis (2004) held the view that recognition can be used to motivate worker to perform well whilst Oldham and Hackman (2010), Lawler (1969) argued that job design has an important role to play in employees behaviour.

Considering many approaches to motivation and how difficult it is to find or identify one that solely motivates workers, the study pursues to determine whether motivation have effect on employees'performance.

## 1.2 Statement of the Problem

The Ghana Education Service is responsible for the co-ordination of the approved national policies and programmes relating to pre-tertiary education. The service is made up of teachers and non-teaching supporting personnel in pre-tertiary educational institutions in the public system; managers of educational units and their supporting staff; and other persons that may be employed for the service (Ghana Education Service Act, 1995 [Act 506]).

Motivation is needed in developing and intensifying the desire of every member of the organization to work effectively and efficiently. Teacher motivation is lacking for instance; meagre salary compared to the workers of different organizations, no accommodation for teachers and they have to struggle for accommodation after completing school, and sometimes have to commute long distances to work.

These and different variables are causing absenteeism, lackadaisical attitude and dissatisfaction among the GES workers. The rate of turnover of GES workers is expanding at a disturbing rate and those staying are embarking on frequent strikes for better conditions of service.

Therefore, the main reason for this study is to determine the Effect of Motivation on Employees Performance: Empirical Evidence from the Old Tafo Municipal Education Directorate.

**1.3 Objective of the Study**

This section deals with the general objective and specific objectives of the study.

**1.3.1 General objective**

The general objective of the study is to determine the effect of motivation on employees performance: Empirical Evidence from the Old Tafo Municipal Education Directorate.

**1.3.2 Specific objectives**

The specific objectives are as follows:

1. To identify factors that motivate employees in Old Tafo Municipal Education Directorate.

2. To identify factors that serve as dissatisfaction among workers in Old Tafo Municipal Education Directorate.

3. To determine the employee's performance in Old Tafo Municipal Education Directorate.

4. To assess the effect of motivation on the employee's performance in Old Tafo Municipal Education Directorate.
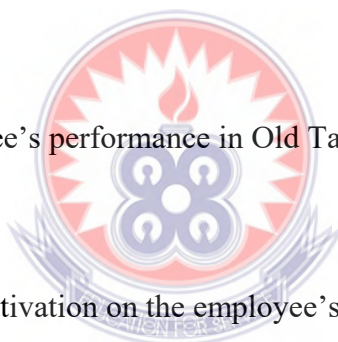
**1.4 Research Questions**

This section deals with the formulation of the research questions that will help to achieve the objectives of the study. They are:

1. What are the factors that motivate employees in Old Tafo Municipal Education Directorate?

2. What are the factors that serve as dissatisfaction among employees in Old Tafo Municipal Education Directorate?

3. What determines the employees" performance in Old Tafo Municipal Education Directorate?

4. What is the effect of motivation on the employees" performance in Old Tafo Municipal Education Directorate?

5. In what ways could motivation be improved upon in Old Tafo Municipal Education Directorate?

## 1.5 Significance of the Study

The study looks at the effect of motivation on employee's performance at the Old Tafo Municipal Education Directorate. The inspiration for the study was prompted by the low level of concentration on employee motivation as compared to the employees of other organizations which have caused an acute shortage of qualified teachers at the basic and $2^{nd}$ cycle (Senior High School) level due to high migration to other sectors, that is high rate of teachers" turnover (GNAT Report, 2013). The study will therefore, serve as a contribution to the body of existing literature related to motivation system in Ghana Education Service. This will serve as a guide to researchers and to provide data upon which further studies could be concluded.

The research findings and results that will be reported in this study will give the management of Ghana Education Service with more reliable and scientific way of motivating and evaluating the level of their employees" performance.

The finding and results of this study will provide the policy makers like government agencies such as the Ministry of Education, Ghana Education Service Council, Ministry of Finance and Economic Planning with invaluable insights and a more reliable guide to monitoring the impact of the operations of the Ghana Education Service in the country.

The study will provide the stakeholders like Government, Church, Parent-Teacher Association (PTA), Past Students" Association, School Management Committee (SMC) Assembly Members etc., invaluable information that will allow them to provide useful suggestions to the improvement in teaching and learning in Ghana.

Although the study is limited to Old Tafo Municipal Education Directorate in the Ashanti Region, other districts/municipals, regions or the entire nation, together with countries of the West African sub-region with similar conditions will find the results useful in their education planning and delivery programmes.

## 1.6 Brief Methodology

The study was guided by a mixed methodology approach which consist of both quantitative and qualitative data collection methods. To this end, questionnaires and interviews were used in collecting data from One Hundred and Thirty-two (132) comprising 125 questionnaires and 7 interview guides representing 10% of the total population of the target group i.e. the Municipal Education Office staff and teaching and non-teaching personnel of basic and 2nd cycle (Senior High School) level respectively. A content analysis technique was used to analyse and interpret the qualitative data (interviews).

## 1.7 Scope of the Study

Old Tafo Education Directorate which is the study area focused on the employees of Old Tafo Municipal Education Directorate that is the teaching and non-teaching personnel of basic and 2nd cycle (Senior High School) level respectively.

## 1.8 Limitation of the Study

The research had certain shortcomings and therefore was confined to Old Tafo Municipality of the Ashanti Region in Ghana due to lack of time and adequate financial resources. Also, time frame for the completion of this research was a major problem which affected the conduct of a comprehensive research on the effect of motivation on the output of employees of Ghana Education Service. Furthermore, some of the respondents were not co-operative which reduced the number of people interviewed than the researcher had originally intended. Finally, inadequate financial resources and lack of readily organised data was also a problem. However, in spite of these constraints; all effort was made to come out with a good research.

## 1.9 Organization of the Study

This work is organized into five chapters. Chapter one deals with the introduction. This looks at the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, brief methodology, scope of the study, and limitations of the study as well as the organization of the study. Chapter Two deals with reviewing existing literature that primarily deals with discussions and review of literature related to the concepts of the research. The third chapter describes the methodology adopted for the study. This includes the research design, area of study, population, sample and sampling techniques, research instrument, administration of the questionnaire, and data analysis procedure. Chapter Four comprises compilation, analysis and discussion of data collected from the fieldwork. Chapter Five also looks at the summary of the findings, conclusions and recommendations.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

This chapter looks at the literature review on the study. Its main focus is on the definition of motivation, forms of motivation, theories on motivation, and factors that motivates employees. An attempt was made to discuss performance, the effects of motivation on employee's performance and monetary motivators versus non-monetary motivators, and conclude with the development of a conceptual framework.

### 2.1 Motivation and employee performance

Motivation is the most important area influential to organizational performance. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al., 2009). A motivated employee is responsive of the definite goals and objectives individuals must achieve; therefore, individuals direct its efforts in that direction. Organizational facilities would be wasted if it lacks motivated people to make use these facilities efficiently. Motivating employees and performance are key factors in taking a business to another level. Owners, managers and supervisors know positive motivation leads to better performance and higher productivity but may rely on the wrong tools that will create dissatisfaction among employees and leads to poor performance. Motivation increases the willingness of the workers to work, thus increasing effectiveness of the organization. Organization goal is to develop motivated employees and support their morale regarding their respective works for better performance (Shadare et al., 2009).

### 2.2 Definitions of motivation

Many scholars tried to define motivation which is a well-studied field which has roots in many academic disciplines such as psychology, sociology, education, political science, and

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economics. Definition of motivation according to Society for Human Resource Management (2010), motivation is generally defined as the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles.

Bratton et al. (2007:248) defined it as a cognitive decision-making process that influences the persistence and direction of goal directed behaviour. Work motivation can also be defined as the psychological forces within a person that determines the direction of that person's behaviour in an organisation (George and Jones, 2008:183). Element in the above definitions are; effort - a measure of intensity that maximises employee's potential capacity to work in a way that is appropriate to the job, persistence- the application of effort work-related tasks employees display over a time period and direction - emphasises that persistent high level of work-related effort should be channeled in a way that benefits the work environment. Bartol and Martin (1998) describe motivation as a power that strengthens behaviours, gives route to behaviour, and triggers the tendency to continue. This explanation identifies that in order to attain desired targets; individuals must be satisfactorily energetic and be clear about their determinations.

Denhardt et al. (2008) also define motivation as an internal state that causes people to behave in a particular way to accomplish particular goals and purposes. Whilst it is not possible to observe motivation itself, it's possible to observe the outward manifestations of motivation. For instance, the acquisition of money may be an extrinsic motivator, but it is simply the manifestation of the internal drive to meet intrinsic needs like purchasing food, paying rent, or acquiring high social status. Denhardt et al. (2008) further stated that motivation is not the same as satisfaction. Satisfaction is past oriented, whereas motivation is

future oriented. Igalens & Roussel (1999) on their part also stated that workers may be very satisfied by the compensation of their job; there are countless instances where these workers are not entirely motivated to continue doing what they would do. Motivation is central to management because it helps them to know why people behave the way they do in organizations. Motivation may also be defined as the internal process leading to behaviour to satisfy needs. The process people go through to satisfy their needs is need - motive - behaviour - satisfaction or dissatisfaction (Lussier, 2005). Some of the authors who had worked on the principal concept behind motivation such as Kreitner (1995), Buford et al. (1995), Higgins (1994) were cited in Lindner (1998) defined motivation as "the psychological process that gives behaviour purpose and direction, a predisposition to behave in a purposive manner to achieve specific unmet needs, an unsatisfied need and the will to achieve".

For the purpose of this study, the definition of the Society for Human Resource Management (SHRM) is adopted. Thus, following the Society for Human Resource Management (2010) definition, this study working definition of motivation is:

> *"The psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles"*.

The above definition incorporates the idea of the many possible actions that a person could engage in either to keep trying or give up when faced with roadblocks and obstacles. The adoption of this definition makes it possible to examine the factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions.

## 2.3 Forms of Motivation

Motivation, the drive to satisfy a need and to stimulate people and bring out that natural drive to do a good job ultimately comes from within an individual. People are motivated by a

variety of things and the two types of motivation are intrinsic or extrinsic. Intrinsic motivated work behaviour stems from a person's internal desire to do something, and is therefore usually self-applied e.g. pure interest in a project or a positive recognition from colleagues are examples of intrinsic motivation. According to Malone and Lepper (1987), intrinsic motivation is what people will do without external inducement such as hunger, a sense of duty, altruism, and a desire to feel appreciated. Deci (1975) believes intrinsically motivated behaviours are seen when there is no other apparent reward except the activity itself. In Csikszentmihalyi (1975) view, very high levels of intrinsic motivation are marked by such strong interest and involvement in the work, and by such a perfect match of task complexity with skill level that people experience some kind of psychological "flow", a sense of merging with the activity they are doing.

Extrinsically motivated behaviour on the other hand is behaviour that is performed to acquire material or social rewards or to avoid punishment. The source of motivation is the consequence of the behaviour not the behaviour itself. Deci (1975) stated that extrinsically motivated behaviours as those where the controlling mechanism is easily seen and Deci and Ryan (1985) stated in their work that extrinsically motivated behaviours are generally done as a consequence of pressure and result in low self-esteem and anxiety. Extrinsic motivated work behaviour stems from such tangible rewards such as pay, bonuses, and promotion among others.

Regardless of whether people are intrinsically or extrinsically motivated, they join and are motivated to work in organizations to obtain certain outcomes. An outcome is anything a person gets from a job or organization. Some outcomes such as autonomy, responsibility, feeling of accomplishment and the pleasure of doing interesting or enjoyable work, result in

intrinsically motivated behaviour. Other outcomes such as pay, job security, benefits and vacation time result in extrinsically motivated behaviour.

## 2.4 Theories of Motivation

Theories of motivation brings various elements factors that add to work fulfilment. Both intrinsic and extrinsic motivated behaviour reflect the various theories that can be used in an attempt to understand motivation behaviour. Maslow (1946) and Herzberg (1968) are content theorists who stress on the satisfaction of needs. Maslow (1946) and Herzberg (1968) theory centers around the topic of what stirs, supports and controls objective coordinated behaviour that is the thing that specific things motivate individuals. There is the assumption that everybody reacts similarly to inspiring pressing factors and that there is, therefore one most ideal approach to motivate everybody and it focuses on the needs of an individual.

Vroom (1969), Porter and Lawler (1968) who are measure scholars stress on the process of motivation and importance of rewards. The process theory on the other hand changes the emphasis from needs as in content theory to the objectives and processes by which laborers are motivated. They endeavor to clarify and describe how individuals start, support and direct conduct focused on the fulfilment of needs or the elimination or reduction of inner tension. It centres around the awards of the individual. Armstrong (2007) stated that Taylor''s theory of motivation to work is related to rewards and penalties which are directly connected to performance.

### 2.4.1 Content theories of motivation

They are group of theories about work motivation which centers on employees needs as the sources of motivation. A need is a requirement for survival and well-being and motivation of

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an individual relies upon the strength of their needs. Maslow (1946) recommended that human needs are organized in a series of levels, a hierarchy of importance, usually displayed in the form of a pyramid as shown in Figure 2.1.

**Figure 2.1: Maslow's hierarchy of needs**
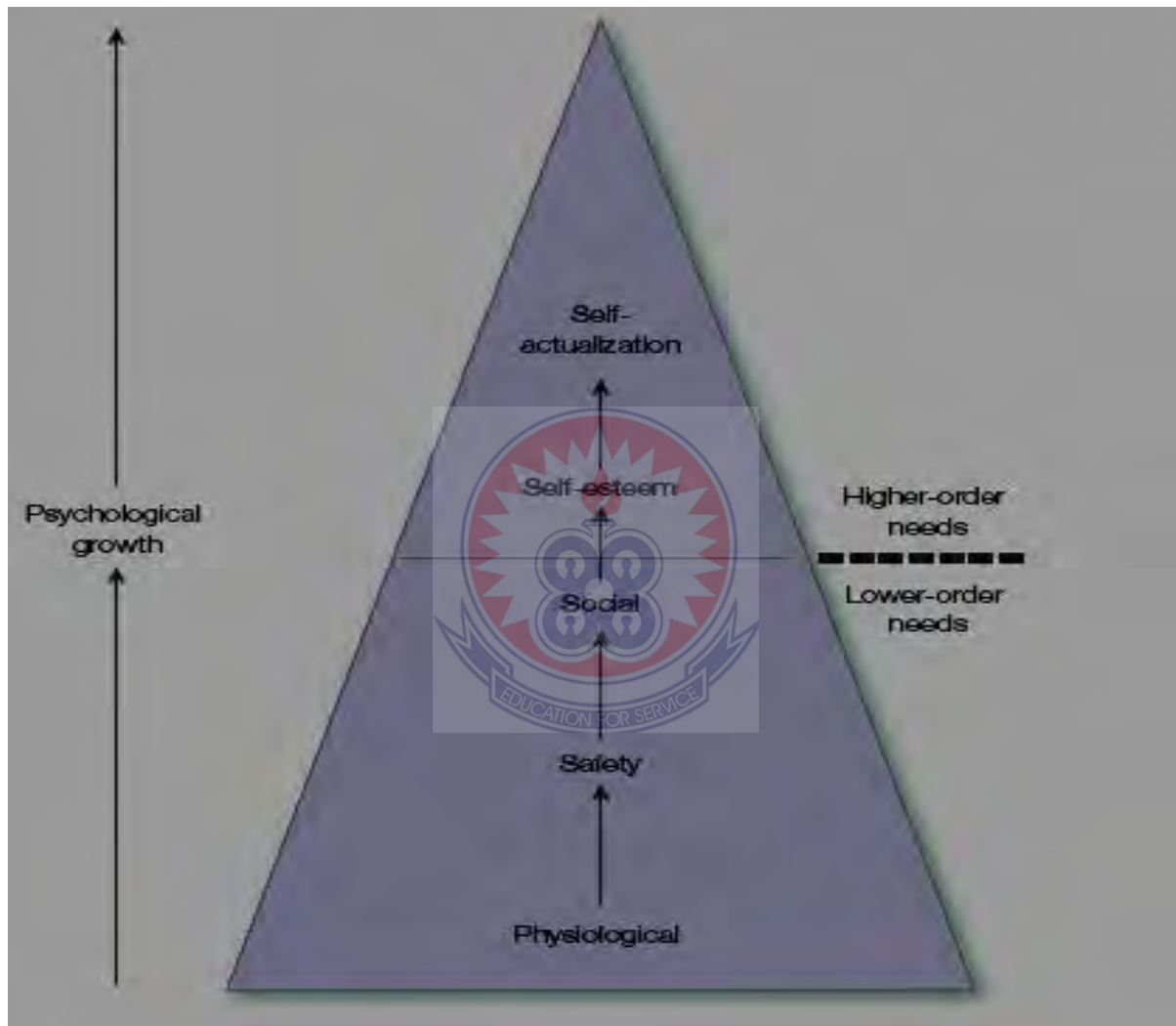


**Source: Maslow, (1946)**

The lower-level needs (psychological, safety and social) are at first predominant: individuals conduct is directed towards fulfilling these needs. Once the lower-level needs are met, people direct their behaviour toward satisfying their need for self-esteem and self- actualisation (the ultimate motivator). Physiological needs i.e. a person's needs for food,

drink, shelter, sex and other physical requirements. Safety needs i.e. a person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will keep on being met. Social needs i.e. a person's needs for affection, belongingness, acceptance, and friendship. Esteem needs i.e. a person's needs for internal esteem factors, such as self-respect, autonomy, and external esteem factors, such as status, recognition and attention. Self-actualisation i.e. a person's needs for growth, achieving one's potential, and self-fulfillment, the drive to become what one is capable of becoming. Wahba & Bridwell (1976), found little evidence for the ranking of needs that Maslow described or for the existence of a definite hierarchy at all. Hofstede (1984) described the order in which the hierarchy is arranged (with self-actualization as the highest need) as being ethnocentric.

Cianci and Gambrel (2003) reinforces these criticisms in their argument that:

> *"Maslow's hierarchy of needs fails to illustrate and expand upon the difference between the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies. The needs and drives of those in individualistic societies tend to be more self-centered than those in collectivist societies, focusing on improvement of the self, with self-actualization being the apex of self-improvement. In collectivist societies, the needs of acceptance and community will outweigh the needs for freedom and individuality".*

In an article by Bennett (2009), he stated that while Maslow's theory has its uses, most modern management experts and psychologists regard it with some suspicion. One obvious criticism is that the hierarchy doesn't take into account acts of selflessness, bravery, charity and heroism.

Herzberg (1968) proposed another well-known approach which is also known as motivator-hygiene. This theory implies that there are two different sets of factors, hygiene and motivators or satisfiers, which affect individual motivation and job satisfaction (Ott, 1989). Herzberg (1968), discovered that there were certain factors associated with job satisfaction (motivation factors) which are those factors that are related to the content of one's job and are

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necessary to maintain a reasonable level of motivation among employees, such as the nature of the work itself, the possibility for growth, responsibility, advancement, recognition and status. A completely different set of factors are associated with dissatisfaction which are referred to as hygiene or maintenance factors. For instance, inadequate monthly salary to employees could cause dissatisfaction at work when hygiene factors are absent, for example, when good relations with supervisors and peers, good pay and working conditions, job security and among others are absent (Herzberg et al, 1959; Ott, 1989). However, a high salary would not necessarily cause job satisfaction. Herzberg (1968) work challenged the central thesis of Taylorism that job satisfaction was one-dimensional, ranging along a continuum from satisfaction to dissatisfaction. Instead, Herzberg (1968) found motivation to be two-dimensional.

Herzberg's (1968) theory has been labelled as the two-factor theory. Moreover, the hygiene factors, if correct, did not cause any dissatisfaction, neither did they motivate workers. However, when they were not right, they led to dissatisfaction and exerted negative impact. Thus, supervisors ought to look for the motivators. When management provides employees with the motivators such as recognition, acceptance and responsibility, job satisfaction is obtained and motivation is high. If such factors are not right, job satisfaction and therefore motivation will be lacking. Hackman and Oldham (1976) noted that the theory does not allow for individual differences, such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors. Mullins (2006) agrees that the motivation-hygiene theory by Herzberg has extended Maslow's hierarchy of need theory and is more directly applicable to the work situation. Herzberg's theory suggests that if management is to provide positive motivation then attention must be given not only to hygiene factors, but also to the motivating factors.

McClelland (1988) suggests the need to satisfy basic human needs: achievement, power and affiliation. Employees are said to accomplish the most when they a need for high achievement. Employees with the strong need for achievement tend to set goals that are moderately difficult, to set out feedback on their performance, and to generally preoccupy with accomplishment. Employees differ in the extent to which they experience need for achievement, affiliation and power. The theory is not preoccupied in specifying a hierarchical relationship among the needs but first three motives correspond roughly to Maslow's self-actualization, esteem and love needs.

Many attempts have been made to classify needs because of the long-standing debate as to how many categories of needs exist. Some claim there are only two needs while others say there are seven (7) and Existence, Relatedness, and Growth theory is a well-known simplification. Alderfer (1972) reorganizes Maslow's needs hierarchy into three levels: Existence (Physiological and safety), Relatedness (social) and Growth (esteem and self-actualization). Alderfer (1972) maintains the higher and the lower order needs who agree with Maslow (1946) that satisfied needs motivate individuals. Therefore, based on Maslow (1946) work managers or leaders are expected to meet the lower- level needs of their employees so that they will not dominate the employee's motivational process. Management should get to know the people's needs and to meet them as a means of increasing performance. Unlike Maslow (1946) theory, the results of Alderfer (1972) work suggest that lower-level needs do not have to be satisfied before a higher-level need emerges as a motivating influence. Existence, Relatedness, and Growth Theory states that an individual is motivated to satisfy one or more basic sets of needs. Therefore, if a person's needs at a particular level are blocked then attention should be focused on the satisfaction of needs at the other levels (Mullins, 2006). The links between the need theories is shown is figure 2.2.

**Figure 2.2 Linking Maslow's, Alderfer's and Herzberg's Theories of Motivation**

| Maslow's Hierarchy of Needs | Alderfer's ERG Theory | Herzberg's Two Factor Theory |
|---|---|---|
| PHYSIOLOGICAL | EXISTENCE | HYGIENE FACTORS |
| SAFETY | | |
| LOVE | RELATEDNESS | |
| ESTEEM | | MOTIVATORS |
| SELF ACTUALISATION | GROWTH | |

**Source: Mullins, 2006**

### 2.4.2 Process theories of motivation

They are group of theories about work motivation that attempt to identify the relationships among the dynamic variables which make up motivation and actions required to influence behaviour and actions. The three known theories are: equity, expectancy and goal-setting theory. Adams (1965) formulated the equity approach as an appropriate way to effective supervision and the equity approach is another important means of ensuring motivation of workers. Workers tend to believe in it if the organizational reward system is fair. This theory assumes that people want to be treated fairly and they tend to compare contributions and rewards to those received by others. The equity theory states that people need to perceive equal outcomes for perceived equal circumstances (Ott, 1989). The principles for this theory are that if workers discover that the company does not properly reward them, they will feel dissatisfied and their morale will be lower. The outcome is that they will not work hard anymore or they may choose to depart from the current company. If the workers believe that they are adequately rewarded for what they do, they will maintain the same level of output

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and performance. On the other hand, if workers perceive the rewards as more than they consider fair, then they will most likely work even harder in the organization.

Victor Vroom (1969) in Ott (1989) came out with expectancy theory, which states that an employee will be motivated to exert a high level of effort when he/she believes that effort will lead to a good performance appraisal, and followed by organization rewards such as, bonus, salary increment or promotion which later satisfy personal goals. Simply put, it means that people are motivated by calculating how much they can get from something, how likely their actions will cause them to get it and how much others in similar circumstances have received (Ott, 1989). The theory is based on three concepts and is also known as valence - instrumentality - expectancy theory (Huczynski and Buchanana, 2001). The expectancy approach focuses on three relationships. Effort-performance Linkage is the probability perceived by an individual that exerting a given amount of effort would lead to performance. Performance-reward linkage is the degree to which the individual believes that increase in performance will lead to a certain outcome. Valence is the importance that an individual places on the potential outcome or reward that can be achieved on the job. This considers the goals and needs of the individual, for example, people will always perceive that recognition and reward offered by bosses are more valuable and better.

Porter and Lawler (1968) in Huczynski and Buchanan (2001) have developed Vroom's expectancy theory into a more comprehensive theory of work motivation. According to their theory, the effort expended on task will depend on the value of rewards for performing the job well and the expectation that the rewards will follow. In this model, what Vroom called "instrumentality" is simply labelled "the expectations that performance will lead to rewards" Again, what Vroom called "the effort-performance link" depends on individual perceptions,

abilities and traits and role perception. It also means the degree to which the individual feels that what they are required to do is consistent with the perception of their role. Thus, performance may suffer if one does something, which is not consistent with the job and expertise. The integrative approach of the theory takes into account job satisfaction, which is based on perceptions of intrinsic and extrinsic rewards and also incorporates equity theory. Satisfaction, thus, influences the perceived value of rewards and has a feedback effect.

Locke (1968) introduced the goal setting approach and believes that the intentions to work towards a goal are major sources of work motivation. Basically, the specific goals increase work performance and that is to say that the specific hard goals produce a higher level of output than does the generalized goal of just "do the best". The specific goal itself acts as an internal stimulus and hence provides the motivation force to people. Employees will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify any discrepancies between what they have done and what they want to do. Thus, feedback acts to guide behaviour, therefore, the goal setting theory pre-supposes that an individual is committed to the goal, and is determined not to lower or abandon the goal. On goal-setting theory application, management by objectives (MBO) is one way of doing it (Huczynski and Buchanan, 2001). However, goal setting theory has implications for the design and conduct of staff appraisal system and management by objectives (MBO) methods focus on the achievement of agreed or negotiated performance targets. Some other theories are learning theories which state that managers can increase employee motivation and performance by the way they link the outcomes that employees receive to the performance of desired behaviours in the organization and goal attainments. Thus, learning theory focuses on the linkage between performance and outcomes in the

motivational equation. Hannagan (2002) suggested that at present goal-setting is one of the most influential theories of work motivation applicable to all cultures.

**Figure 2.3 Locke's Theory of Goal-Setting**

```
                                    ┌──────────┐          ┌──────────────┐
                                    │  Goals or │          │ Responses or │
┌────────┐   ┌──────────┐   ┌──────│ Intention │────────▶│   Actions    │──────┐   ┌──────────────┐
│ Values │──▶│ Emotions │──▶│       │     s     │          │Work Behaviour│      │──▶│ Consequence  │
│        │   │   and    │   │       └──────────┘          │and Performance│     │   │ or Feedback  │
│        │   │ Desires  │   │              │              └──────────────┘      │   │              │
└────────┘   └──────────┘   └──────────────┼─────────────────────▲─────────────┘   └──────────────┘
```
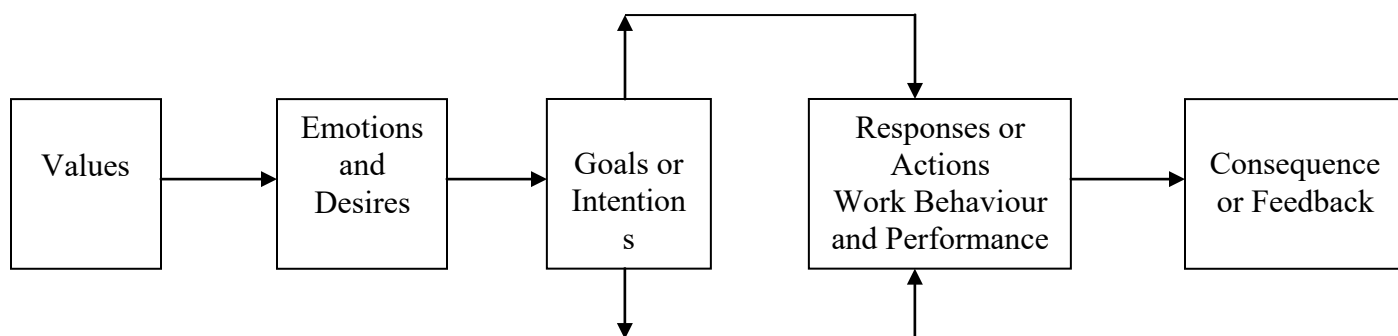
**Source: Mullins, 2006**

**2.4.3 The reinforcement theory of motivation**

The reinforcement theories by Skinner (1953) are actually the antithesis of cognitive theories in the sense that the theories do not relate with human thought process. According to Skinner (1953) reinforcement theory, our behaviour can be explained by consequences in the environment, and therefore, it is not necessary to look for cognitive explanations. Instead, the theory relies heavily on a concept called the law of effect that states behaviours having pleasant or positive consequences are more likely to be repeated and behaviours having unpleasant or negative consequences are less likely to be repeated. Cole (2003) argue that, under strict reinforcement theory, an individual's own understandings, emotions, needs and expectations do not enter into motivation, which is purely about the consequences of behaviour. However, modification of the theory (e.g. social learning theory) does allow for the effect of individuals' perceptions of the rewards/ punishments obtained by others as a contributor to motivation.

## 2.5 Factors that motivates employees

Motivating employees for better performance encompasses several critical factors: employee engagement, organizational vision and values, management acknowledgment and appreciation of work well done, overall authenticity of leadership, financial reward, and career advancement among others. Employees are expected to come to the workplace with the intrinsic motivation and desire to be successful, be value-added and contribute to the obtainment of an employer's vision. Conversely, it is incumbent upon the employer to provide resources, opportunities, recognition and a cohesive work environment for employees to be successful" (SHRM, 2010).

Engagement influences motivation and it is reflected in the extent to which employees commit, how hard they work and how long they stay. People join organizations for different reasons, motivated by intrinsic and extrinsic rewards. Intrinsic rewards are reflected in actions believed to be important. Examples include an employee who wants to help people by providing excellent customer service or a senior manager who gains a sense of accomplishment from overseeing a large corporation. Intrinsic outcomes include responsibility, autonomy, feelings of accomplishment and the pleasure of doing interesting work. Extrinsic motivated behaviour includes actions performed with the goal to have material or social rewards, with outcomes such as job security, benefits, vacation time and public recognition. It is the responsibility of managers to motivate employees, with the goal for employees to contribute to the organization. Managers can best motivate employees by offering rewards that are meaningful to them (Daniel & Metcalf, 2005 cited in SHRM, 2010). Perry (2006) did emphasis that employees who participate in their organization's decision-making processes and who feel that they have a voice in the company have a higher job satisfaction.

Employees are often motivated differently and to develop a work environment that promotes motivation, organizations need to know what is important to their employees and then to emphasize these factors. In fact, some companies and researchers are beginning to look at "work spirituality" - not in a religious sense, but in a sense that what an employee does aligns with his or her greater sense of life and purpose. Aside from monetary gain, work provides people with fulfilment on various levels, from earning a living and "doing good work" to aspiring to a vision and ultimately having an impact on the quality of life. Good organizations are always trying to structure the work so as to match the nature of the work with the nature of the employee and to make the work as interesting and enjoyable as possible (Brian, 2013).

How employees are treated is a strong determinant of employee motivation and performance. Lawler (2003) emphasizes that "treating people right is fundamental to creating organizational effectiveness and success. It is also easier said than done." According to Lawler (2003), this includes "a highly complex set of actions on the part of both organizations and employees. Organizations must develop ways to treat their employees so that they are motivated and satisfied; employees must behave in ways to help their organizations become effective and high-performing." This winning combination for performance requires a partnership between the organization and the employees. Lawler (2003) states: "One can't succeed without the other. To provide people with meaningful work and rewards, organizations need to be successful. And to be successful, organizations need high-performing individuals. The challenge is to design organizations that perform at high levels and treat people in ways that are rewarding and satisfying." To describe this mutually beneficial relationship, he uses the term virtuous spiral, a relationship that occurs when the organization values its employees, and in return, workers are committed to high performance.

Performance is carefully noted at all levels of the organization. No matter an individual's title, everyone has the opportunity to lead in some capacity and have a positive impact on performance. Understanding the value that can be achieved through different roles is one way of providing motivation, performance and thus leadership skills. Workers have better results when they can identify with those they serve. Specifically, face-to-face interactions and task significance are key drivers for motivation and performance. Making human connections is critical for motivation, leadership and high job performance. Motivation and performance increase simply by an employee's awareness of the impact of his or her job on others.

Every organisation is characterised by a particular type of reward structure, often differing from person to person and from department to department. LeBoeuf (1985) stated that "what gets rewarded gets done." If you want more of something in an organisation, simply increase greater reward for that behaviour. If you want less of an activity in an organisation, simply reduce the rewards or increase the punishment or disapproval for that behaviour. People respond to incentives. Money is often the first factor to come to mind, but successful managers will see that as just one part of a larger picture of incentives that drives employees to excel at their jobs. Some workers will dedicate greater time and effort for the opportunity to increase their pay through raises, bonuses or promotions. Others may be happy to accept a less competitive pay package in exchange for doing work that they enjoy. Maintaining these rewards system motivates many employees to stay with a business and do well in the organization.

Perhaps the most important factor on this list is the ability to advance. Employees are extremely motivated to achieve if this means that advancement awaits them. This requires employees to be mindful of opportunities that lie around, beneath and beyond what they seek. As leaders, you will sustain high levels of motivation from your employees if you can open doors of opportunity and accelerate their chances for advancement. Remember, just because your employees may be relevant, it doesn't guarantee advancement so make it a point to help them get there. Llopis (2012) stated that everyone wants to be noticed and recognized for their work, therefore employees are motivated to achieve to remain relevant and as such, employees are in search of new ways to learn, improve their skills and invest in themselves.

## 2.6 Performance

According to Aguinis (2009), performance is about behaviour or what employees do, and not what employees produce or the outcomes of their work. Performance is an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. Campbell (1990) also defines performance as behaviour. It is something done by the employee. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences.

There are several variables that determine performance. These variables could be classified as general determinants of performance. For instance, one's qualification can go a long way to enhance his performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal. Also, experience is a great asset that can improve an employees' performance. The longer the number of years‟ experience, the higher the level of performance all other

things being equal. Again, quality and style of supervision is a key factor. The use of democratic and autocratic styles of supervision will have varying degree of results given different behaviours of employees; the working environment is another determinant that could pose serious threat to performance. For example, if the working environment is hazardous, it could endanger the lives of employees. The use of protective gadgets and clean working environment could reduce the hazards employees are exposed to at the workplace; the single most important determinant of performance is compensation package. In the absence of compensation, performance levels would be very low compensation could be financial or non-financial may have different levels of motivation and consequently its influence on performance; factors such as tools and equipment can enhance one's performance. Imagine the use of computers, combine harvesters, irrigation system and teaching aids in the production system. Technology has made it possible to have certain tools and equipment that enhance productive activities; and other determinants of performance include support from other colleagues, production materials, health condition of employees, job security, and retirement and other benefits, age, loyalty or commitment (Aguinis, 2009).

Campbell (1990) and Aguinis (2009) have provided their version of performance determinants to complement the general determinants. They suggested that individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge refers to knowledge about facts, principles, and objects among others. It represents the knowledge of a given task's requirements. Procedural Knowledge is having certain skills in knowing what to do and how to do it. That is, the employee requires certain technical skills to be able to accomplish a task. Procedural knowledge also relates to one's intelligence level and physical ability. The third predictor of performance is motivation, the driving force behind every human activity.

Motivation, which refers to "a combined effect from three choice behaviours - choice to expend effort, choice of level of effort to expend, and choice to persist in the expenditure of that level of effort" (Campbell, 1990). All three determinants of performance must be present for performance to reach high levels. If any of the determinants has a value of zero (0), then performance also has a value of zero (0). Thus, Performance = Declarative knowledge x Procedural knowledge x Motivation.

## 2.7 The effects of motivation on employees' performance

The motivation theorists such as Maslow (1946), Herzberg (1968), Alderfer (1972) and McClelland (1988) have suggested specific things that managers can do to help their subordinates become self-actualized, because such employees are likely to work at their maximum creative potential when their needs are met. They agree that by promoting a healthy workforce, providing financial security, providing opportunities to socialize and recognizing employees" accomplishments help to satisfy the employees" physiological needs which in turn also increase their performance. These authors (Koch, 1990; Stuart, 1992) all stated that recognition of a job well done or full appreciation for work done is often among the top motivators of employee performance and involves feedback. Positive feedback follows the principles advocated in Reinforcement Theory, which states that behaviour is contingent on reinforcement. Examples of positive reinforcement in this context may include workplace visits by top executives to high-performance employees, personal handwritten notes of thanks accompanying paychecks, and telephone calls by top executives to employees at home (Knippen and Green, 1990).

Theories such as equity has some important implications for ways of motivating people by not underpay, overpay and presenting information about outcomes in a thorough and socially

sensitive manner. It states that, companies that attempt to save money by reducing employees" salaries may find that employees respond in many different ways to even the score; those that overpay some employees as a useful motivational technique to increase performance may later realize that when you overpay one employee, you are underpaying all the others. When the majority of the employees feel underpaid, they will lower their performance, resulting in a net decrease in productivity and widespread dissatisfaction. Hence, the conclusion is that managers should strive to treat all employees equitably; and This suggestion follows from research showing that people's assessments of fairness on the job go beyond merely what their outcomes and inputs are to their knowledge of how these were determined, that is, to their sense of procedural justice (perceptions of the fairness of the procedures used to determine outcomes). Osei (2011), also agrees with the equity theory that, one of the fundamental issues that is sensitive and critical which can make or unmake any organization is wage or salary determination. Justice, fairness and equity in salary determination, to a large extent, put to rest all the traumas any individual or any organization may experience, and that is highly motivational enough to assess the optimal usage of time and energy.

Also, theory such expectancy has several important implications for ways of motivating employees by clarifying people's expectancies that their effort will lead to performance, that is by training employees to do their jobs more efficiently and so achieve higher levels of performance from their efforts and linking valued rewards and performance by specifying exactly what job behaviours will lead to what rewards. It is possible for employees to be paid in ways directly linked to their performance such as through piece-rate incentive systems, sales commission plans or bonuses.

Locke (1968), goal setting theory believes that you can achieve effective performance goals by assigning specific goals; difficult but acceptable performance goals; and providing feedback concerning goal attainment. He further indicated that giving praises, Management by Objectives (MBO), and job-design increases employees' performance. Praise is a motivator (not hygiene) because it meets employees' needs for esteem, self-actualization, growth and achievement. It is most powerful, less expensive, and simplest, yet the most underused motivational technique. To motivate people to high-levels of performance, objectives should be difficult but achievable, observable and measurable, specific, with a target date, participatively set when possible and accepted by employees. Employee who meet their objectives should be rewarded through recognition, praise, pay raises, promotions etc. Many organizations now link pay to meeting goals (Lussier, 2005) and the way the first step in organization design is job design - the process by which managers decide how to divide tasks into specific jobs, for example, McDonaldisation (Jones et al, 2000).
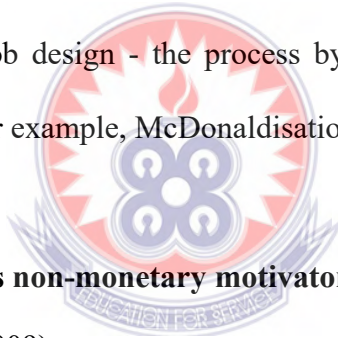
## 2.8 Monetary motivators versus non-monetary motivators

According to Ballentine et al. (2009), managers are constantly searching for ways to create a motivational environment where employees to work at their optimal levels to accomplish company objectives. Workplace motivators include both monetary and non-monetary incentives and the purpose of monetary incentives is to reward employees for excellent job performance through money. Monetary incentives include profit sharing, project bonuses, stock options and warrants, scheduled bonuses (e.g., Christmas and performance-linked), and additional paid vacation time. Traditionally, these have helped maintain a positive motivational environment for employees (Kepner, 2001).

The purpose of non-monetary incentives is to reward employees for excellent job performance through opportunities and non-monetary incentives include flexible work hours, training, pleasant work environment, and sabbaticals. Industrial and Commercial Training (1975) also in their review of money as a motivator wrote that hard cash as a motivational influence in the work situation took a nasty knock from the behavioural scientists in the 1960s. It was Herzberg (1968), who advanced the doctrine that money is not a motivational factor: increased wages could produce more commitment to production but their effect was declared to be short-lived but commitment and involvement were to come from other factors - the motivational factors, such as the opportunity for personal growth, challenge in the job and, more recently, opportunities to join in the decision-making process.

SHRM also share the idea that different types of reward and incentive programs are effective at motivating employees. To them motivation may be promoted through monetary and non-monetary rewards. A recent SHRM survey report found that 58% of HR professionals overall indicated that their organizations offered some form of incentive bonus plans: 50% offered a bonus plan to executive employees and 45% to non-executive employees. Incentive bonus plans can promote high performance because the bonus is usually tied directly to company and/or individual performance. In addition, some benefits programs include employee recognition. Seventy percent of HR professionals indicated that their organizations recognized milestones such as birthdays and service anniversaries. More than half of HR professionals said their organizations offered some type of non-cash, companywide performance awards such as gift certificates or an extra day off (Alexandria, 2009). Another research suggests that desired monetary incentives differ for employees based on career stage and generation. Surveys by the American Association of Retired Persons (AARP) have

shown that most workers will work past retirement age if offered flexible schedules, part-time hours, and temporary employment (Nelson, 1999).

Kohn (1993) argues that monetary incentives encourage compliance rather than risk-taking because most rewards are based only on performance. As a result, employees are discouraged from being creative in the workplace. Another argument Kohn (1993) presents is that monetary incentives may be used to circumvent problems in the workplace. For example, incentives to boost sales can be used to compensate for poor management. Employers also may use monetary incentives as an extrinsic rather than an intrinsic motivator. In other words, employees are driven to do things just for the monetary reward versus doing something because it is the right thing to do. This can disrupt or terminate good relationships between employees because they are transformed from co-workers to competitors, which can quickly disrupt the workplace environment (Kohn, 1993).
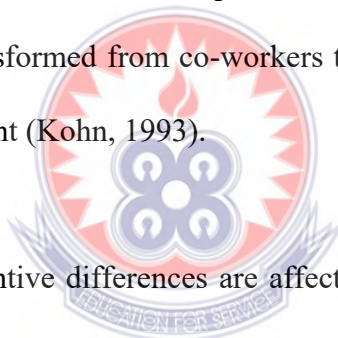
Generational non-monetary incentive differences are affected by career stage and proximity to retirement. The older the employees, the more the focus are placed on retirement or supplementing retirement income with part-time or temporary jobs. The younger the employees, the more the focus are placed on job satisfaction and the work environment. The bottom line is that incentives must be tailored to the needs of the workers rather than using the "one-size-fits-all" approach, which is impersonal and sometimes ineffective.

Monetary and non-monetary incentives vary in their roles, effectiveness, and appropriateness, depending on the type of incentive. Kohn argues that incentives actually hamper employees and companies by decreasing employees" motivation, interest, and job satisfaction. A balance between monetary and non- monetary incentives should be used to satisfy the diverse needs

and interests of employees. Therefore, performance variables such as employees"
qualification, experience, job security, working environment, age, health conditions among
others will be used to draw conclusion on the study.

## 2.9 Conceptual framework

For the phenomenon of motivation and its effects on performance to be studied empirically,
there is the need for a conceptual framework that pulls together the concepts of motivation
and organisational performance. The conceptual framework, as illustrated in figure 2.2
describes the underlying relationship. Motivation either intrinsic or extrinsic leads to
performance and is influence by factors such as salaries, fringe benefits, responsibility,
promotion in the organisation nature of work, recognition of work done, opportunity for
advancement, working conditions, and relationships with superior and peers. The conceptual
framework provides a foundation for focusing specific variables for the study. These
variables are based on the literature reviewed on motivation and its effect on employee
performance. The conceptual framework of the study is:
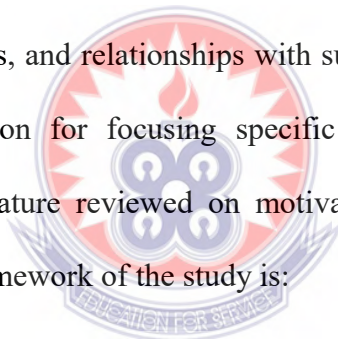
**Figure 2.4 Conceptual framework explaining the relationship between motivation and performance**
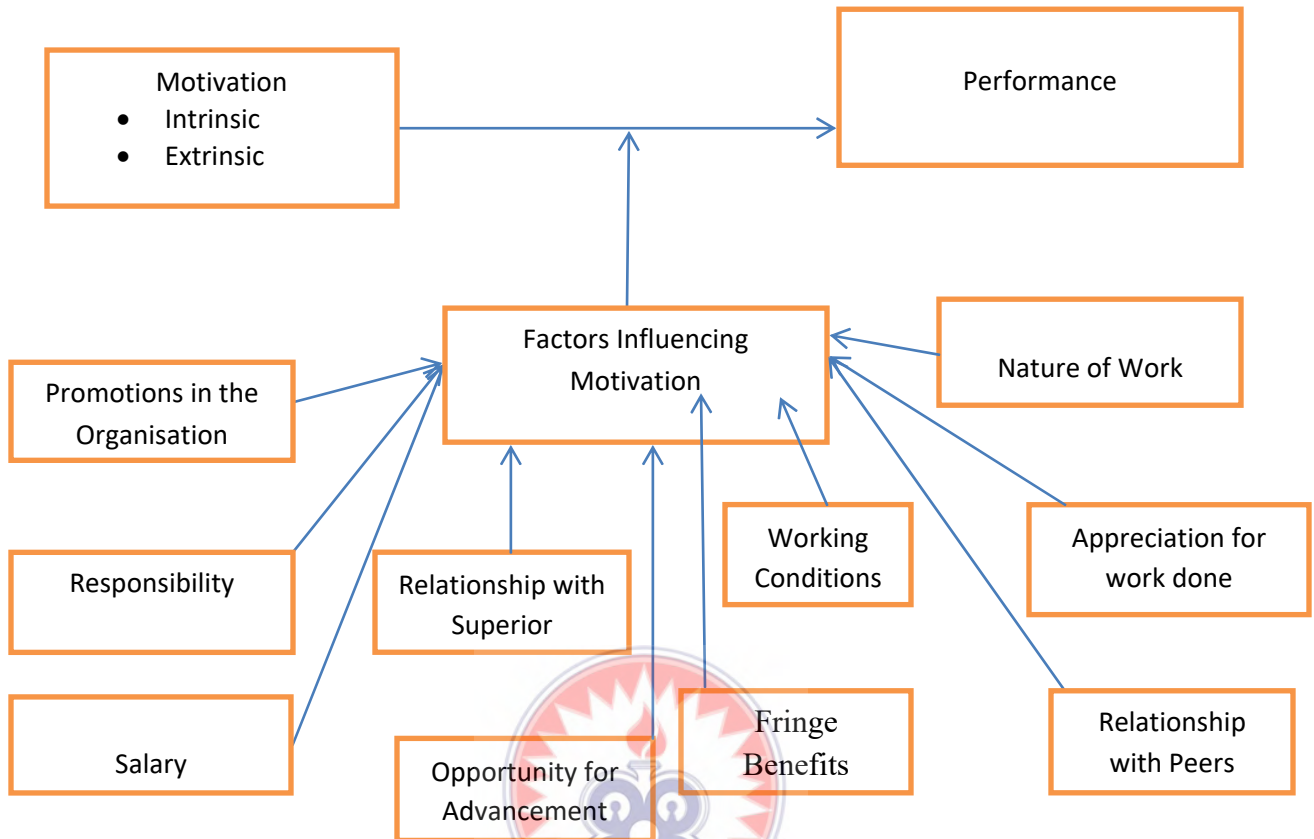


**Source: Researchers' construct, 2021**

From the above discussion, motivation the drive behind effort to satisfy needs can come from within or from external force (intrinsic and extrinsic) respectively. The need theorists" focuses on the question of what arouses, sustains and regulates goal directed behaviour that is what particular things motivate people and the process theorists" also emphasize on the process of motivation and importance of rewards. Performance and determinants of performance were discussed. Factors such as salaries, fringe benefits, responsibility, promotion in the organisation nature of work, recognition of work done; opportunity for advancement, working conditions, and relationships with superior and peers motivates employees, and concluded with a conceptual framework of the study.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

It was shown in the preceeding chapter that, there are grounds for proposing that motivation does have an impact on employee performance. This chapter is in two sections, the first section of the chapter deals with the methodology adopted in conducting the study. The chapter is organised as follows; research methodology, research design, research strategy, sources of data, population and sampling, research instrument, data collection procedure, analyses of data and the second section is profile of research area.

## 3.1 Research methodology

The process used to gather data and information for the purpose of making decision on the study.

### 3.1.1 Research design

Mixed method was chosen considering the purpose of the study, the research questions and the magnitude of the target population. This design uses both qualitative and quantitative data analysis. The mixed method used here has an advantage of producing good amount of responses from a wide range of people, and it can also be used with greater confidence with regards to particular questions of special interest or values to a researcher. However, the method has some weaknesses such as time consuming to ensure that sample is representative, designing and piloting data collection instrument and trying to ensure a good response rate. Also, there is a limit to the number of questions that any questionnaire can contain for respondents. In spite of these weaknesses, the mixed method was considered the most appropriate for the study.

## 3.1.2 Research strategy

The research strategy is the way in which the research objectives are questioned (Saunders et al., 2007). The three known strategies; quantitative, qualitative research and mixed methodology. According to Bryman and Bell (2011), quantitative research is a research strategy that emphasizes quantification in the collection and analysis of data. It also involves a deductive approach to the relationship between theory and research, in which the highlight is set on the testing of theories; has incorporated the practices and norms of the natural scientific model and positivism in particular; and embodies a view of social reality as an external, objective reality.

Qualitative research on the other hand is a research strategy that usually emphasizes words rather than quantification in the collection analysis of data (Bryman and Bell, 2011). It predominantly emphasizes an inductive approach to the relationship between theory and research, in which the emphasis is placed on the generation of theories; has refused the practices and norms of the natural scientific model and positivism in particular in preference for an emphasis on the ways in which individuals interpret their social world; and embodies a view of social reality as a constantly shifting emergent property of individuals" creation.

Mixed methods research is the type of research strategy in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration (Burke et al., 2007).

To this end the mixed method research was chosen to get information on the effect of motivation on employees" performance: empirical evidence from the Old Tafo Municipal Education Directorate for the following reasons: triangulation, complementarity, and expansion. Triangulation involves reviewing and analysing evidence from multiple sources such that a study's findings are based on the convergence of that information (Erlandson et al., 1993; Yin, 1994). Complementarity means that "overlapping and different facets of a phenomenon may emerge and expansion adds scope and breadth to a study" (Cresswell, 1994).

## 3.2 Sources of Data

Both primary and secondary data were used in conducting the research.

### 3.2.1 Primary Sources

According to Blaxter (2001), primary data is defined as consisting of materials that one has gathered by himself through systematic observation, information archives, the results of questionnaires and interviews and case study which one has compiled. Data are primary if they have been gathered according to one's rational and interpreted by one to make a point which is important to one's own argument. To ensure that reliable and valid information are collected, the researcher contacted staff of the Old Tafo Municipal Education office, teaching and non-teaching staff of both Basic and 2nd Cycle (Senior High School) in the Old Tafo Municipal Education Directorate. Primary data were collected using questionnaires and interviews. A content analysis technique was employed to analyse and interpret the qualitative data (interviews).

### 3.2.2 Secondary Sources

Saunders et al., (2007) defined secondary data as data used for a project that were originally collected for some other purpose. The secondary sources of information that the researcher used in the study included books, internet search, articles, and journals among others. These secondary sources did help the researcher to find out how others have defined and measured key concepts, and how this research project is related to the work of others.

### 3.3 Population, Sample size and Sampling technique

Population according to Bryman and Bell (2011) is the universe of units from which a sample is to be chosen. In other words, all elements, individuals, or units that meets the selection criteria for a group to be studied, and from which representative sample is taken for detailed examination. Sampling is the process of selecting units (e.g. people, organisations) from a population of interest so that by studying the sample, a fairly generalise results is trace back to the population from which they were chosen (Trochim, 2006). The population was all the teaching and non-teaching personnel of basic and $2^{nd}$ cycle (Senior High School) level respectively in the Old Tafo Municipal Education Directorate of the Ashanti Region. The target population was 1200 comprising 28 Officers at the Municipal Education Office, 1168 teaching and non-teaching personnel of basic and $2^{nd}$ cycle schools.

In order to obtain a representative sample size of teaching and non-teaching personnel of basic and $2^{nd}$ cycle for the study, the number of teaching and non-teaching personnel of basic and $2^{nd}$ cycle was obtained from the Old Tafo Municipal Education Office. Then, a systematic sampling technique was used in getting 117 out of the 1168 teaching and non-teaching personnel of basic and $2^{nd}$ cycle schools i.e. every tenth number on the target group.

The sample frame according to Bryman and Bell (2007) is the listing of all units in the population from which a sample is selected. The final sample size for each of the category or group was determined with DeVaus (2002) formula below:

$$n = \frac{N}{1 + N(a)^2}$$

Where:

n = sample size,

N= population universe and

a= the confidence level

The formula adopted a confidence level of 90% and the margin of error is therefore 10% which is acceptable in social science research. The break down for each of the group is calculated as follows:

Municipal Education Office Staff:

N = 28

$$n = \frac{28}{1 + 28(0.1)^2} \Rightarrow n = \frac{28}{1 + 0.28} \Rightarrow n = \frac{28}{1.28} \therefore n = 21$$
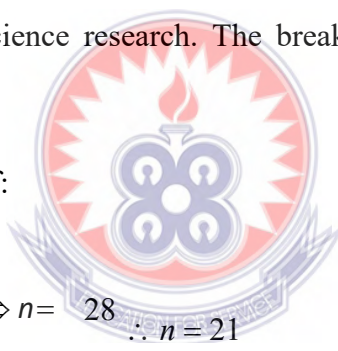
Teaching and non-teaching personnel of basic and 2$^{nd}$ cycle:

$$N = 117$$

$$n = \frac{117}{1 + 117(0.1)^2} \Rightarrow n = \frac{117}{1 + 0.117} \Rightarrow n = \frac{117}{1.117} \therefore n = 104$$

This sample size of 132 comprising 125 questionnaires and 7 interviews represents 10% of the total population of the target group that is, 28 Municipal Education Office Staff, 80 teaching and non-teaching personnel of basic schools, and 24 teaching and non-teaching personnel of 2$^{nd}$ cycle (Senior High School) level.

38

**Table 3.1: Distribution of respondents of questionnaires/interview**

| Respondents | Sampled Respondents |
|---|---|
| Municipal Education Office Staff | 21 |
| Teaching And Non-Teaching Staff | 104 |
| Respondents of interview guide | 7 |
| **Total** | **132** |

## 3.4 Research Instrument

The researcher used two major research instruments and these are questionnaire (close-ended questions) and semi-structured interview guide.

## 3.4.1 Questionnaire development

A questionnaire is a sort of survey method that utilizes a uniform set or list of questions given to individuals or groups, the results of which can be consistently compared and contrasted (Trochim, 2006). It can be used to reach sizable number of respondents, lower costs than interviewing, reduced interviewer bias and among others are advantages related to questionnaire. Its drawbacks are low response rates, clarity issues, possible language and literacy issues, et cetera. The questionnaire was in five section, the first section requested general personal information about the respondents. The second section requested for respondent's opinion on factors that motivates employees in the education sector. The questions address the key dimensions of factors of motivation identified in the literature. The third section requested respondents to point factors that cause job satisfaction or dissatisfaction in the education sector. The fourth section requested details about factors that determine employees" performance and therefore the last section requested for respondent's opinion on the consequences of motivation on the employee performance. The various sections and the

questions within the questionnaire reproduced in Appendix 1 were therefore all relevant for the statistical analyses.

### 3.4.2 Interview guide

Kahn and Cannell (1957) defined interview as a purposeful discussion between two or more people. The kinds of interview are structured, semi-structured and unstructured interviews. Advantages of interview according to Saunders et al., (2007) are allowing interviewer to concentrate on questioning and listening, accurate and unbiased record provided, and allows direct quotes to be used. Its disadvantages are expensive and time consuming, interviewer and interviewee bias. The interview guide was in five section, the first section requested general personal information about the respondents. The second section requested for respondent's opinion on factors that motivates employees in the education sector. The questions address the key dimensions of things of motivation identified within the literature. The third section requested respondents to indicate factors that lead to job satisfaction or dissatisfaction in the education sector. The fourth section requested details about factors that determine employees" performance and the last section requested for respondent's opinion on the effects of motivation on the employee performance. The various sections and the questions in the interview guide reproduced in Appendix 2 were however not fixed and thus allowed initial questions to be asked and subsequent inquiries to be added.

### 3.5 Data collection procedure

Before embarking on the collection of data, the researcher made preliminary contacts with the other stakeholders to explain the rationale for the exercise. The circuit supervisors who were the research assistants also did an equivalent with all the respondents. The respondents were told that, the exercise was for academic purposes and that confidentially was assured and nobody would fall a victim due to any adverse findings in reference to their professional

duties. This was done in order to motivate them to offer their responses without reservation. To get maximum response rate, the researcher fixed a time for the gathering of all completed questionnaires and interview guide and on some occasions, interviews and questionnaires are filled by the researcher. One month was devoted to the exercise.

 The questionnaire given to the respondents were serially coded for easy identification. The questionnaire for Municipal Education Office personnel were personally delivered to them by the researcher and that of the teachers were to return the completed questionnaire to the Circuit Supervisor. The prepared semi-structured interview guide was administered to elicit the views and opinions of some selected Municipal Education Office Staff, teaching and some of the non-teaching personnel by the researcher.

## 3.6 Analysis of data

Getting to the end of the data collection process, plausible checks were conducted and inconsistent data was cleared appropriately. Quantitative and qualitative methods were employed in the analysis of the data. Quantitative analysis is the use of tables or diagrams that show the frequency of occurrence and using statistics such as indices to enable comparisons, through establishing statistical relationships between variables to complex statistical modelling (Saunders et al, 2007). The results were then analysed and converted into tables and percentages. Data for the various research questions were analysed using percentages obtained to show the distribution of opinions and perceptions of respondents.

Content analysis was used to analyse the interview guide in accordance with Hsieh and Shannon (2005) who defined qualitative content analysis as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns. Content analysis is additionally an approach to analysis of documents and texts that seek to quantify content in terms of predetermined categories and in a systematic and replicable manner (Bryman and Bell, 2011). Qualitative content analysis goes beyond merely counting words to examining language intensely for the purpose of classifying large amounts of text into an efficient number of categories that represent similar meanings (Weber, 1990). The goal of content analysis is "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992). Miles and Huberman (1994) stated that the process of analysis is composed of three concurrent sub processes: data reduction; data display and drawing and verifying conclusions.
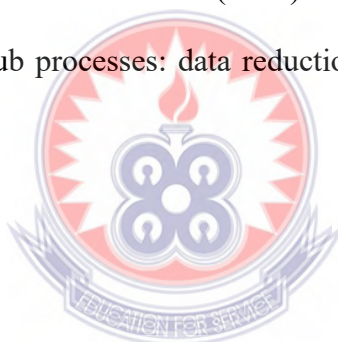
# CHAPTER FOUR

# PRESENTATION OF DATA, ANALYSIS AND DISCUSSION OF FINDINGS

## 4.0 Introduction

This chapter presents the information on data collected from the respondents on the effect of motivation on employee's performance in Ghana. The chapter is in two sections: quantitative analysis and qualitative analysis. The chapter begins with the quantitative data analysis and findings. The second section also seeks to qualitatively establish the factors that motivate employees in the Old Tafo Municipal Education Directorate. This is followed by an examination of factors that serve as satisfaction or dissatisfaction among employees. The chapter ends with a discussion on the conclusions drawn from both the quantitative and qualitative analysis.

## 4.1 Quantitative analysis

The quantitative analysis involves the use of different statistical procedures including basic descriptive statistics (e.g. tables and percentages). The survey was conducted on a total of one hundred and thirty-two (132) teaching and non-teaching personnel.

## 4.2 Background information of respondents

This section shows the gender of the respondents, age bracket, and highest professional qualification attained, the duration spent in Ghana Education Service and their current ranks.

### 4.2.1 Gender of respondents

Respondents were asked to state their gender and the following data was obtained.

**Table 4.1: Gender of respondents**

| | Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Male | 90 | 68 | 68 | 68 |
| | Female | 42 | 32 | 32 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

From Table 4.1 above it can be noted that the male employees form the majority by 68% while female are represented by 32%. This implies that Ghana Education Service is not biased in its employment but rather male dominating over their female counterparts.

**4.2.2 Age bracket of respondents**

From table 4.2, 40.2% of the respondents are within the age group of 18-30 years followed by those in the age group of 31-40 years at 31.2% follow by 41-50 years 18.2% and those of 51-60 years at only 9.8%. This means that the GES is having young and energetic people in the service and are ready to serve for long time provided they are motivated enough to stay. The needs of people in this age bracket are to satisfy the lower-level needs (psychological, safety and social) first predominant before the higher-level needs as proposed in the Maslow's (1946) hierarchy of needs.

**Table 4.2: Age of respondents**

| | Age | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18-30 years | 53 | 40.2 | 40.2 | 40.2 |
| | 31-40 years | 42 | 31.2 | 31.2 | 71.4 |
| | 41-50 years | 24 | 18.2 | 18.2 | 89.6 |
| | 51-60years | 13 | 9.8 | 9.8 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.2.3 Highest professional qualification**

Respondents were asked to indicate their educational levels and below are the responses.

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**Table 4.3: Highest professional qualification**

| | Qualification | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | cert A | 23 | 17.4 | 17.4 | 17.4 |
| | Diploma | 34 | 25.8 | 25.8 | 43.2 |
| | H.N.D | 8 | 6.1 | 6.1 | 49.3 |
| | 1st Degree | 56 | 42.4 | 42.4 | 91.7 |
| | Others | 11 | 8.3 | 8.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

On the highest professional qualification, the table 4.3 revealed that 42.4% are university graduates, followed by those of diploma with 25.8%, 17.4% of certificate „A", others represent 8.3% and HND having the least of 6.1%. The research shows that greater percentage of workers in education sector is well educated to perform which is good for teaching and learning.

**4.2.4 The number of years served in the teaching service**

The research revealed that 37.9% had work with the service between 7-9 years, 25% had worked 10 years and above, 21.2% between 0-3 years and 15.9% been the least between 4-6 years as indicated by the table 4.4 below. It further indicates that higher proportion of GES workers had spent much time with the service and had acquired enough experience to deliver quality teaching and learning. This is in agreement with Aguinis (2009) that the longer the number of years" experience, the higher the level of performance all other things being equal.

**Table 4.4: Number of years served in the teaching service**

| | Years served | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0-3 years | 28 | 21.2 | 21.2 | 21.2 |
| | 4-6 years | 21 | 15.9 | 15.9 | 37.1 |
| | 7-9 years | 50 | 37.9 | 37.9 | 75 |
| | 10+ | 33 | 25 | 25 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.2.5 Current rank of respondents**

**Table 4.5: Current rank**

| | Current ranks | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Superintendent II | 10 | 7.6 | 7.6 | 7.6 |
| | Superintendent I | 6 | 4.5 | 4.5 | 12.1 |
| | Senior Superintendent II | 11 | 8.3 | 8.3 | 20.4 |
| | Senior Superintendent I | 13 | 9.8 | 9.8 | 30.2 |
| | Principal Superintendent | 50 | 37.9 | 37.9 | 68.1 |
| | Assistant Director II | 23 | 17.4 | 17.4 | 85.5 |
| | Deputy Director | 3 | 2.3 | 2.3 | 87.8 |
| | Others | 16 | 12 | 12 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

From the field survey above, greatest number of workers has attained higher ranks such as Deputy Director, Assistant Director I & II and Principal Superintendent accounted for 70% whilst the rest of the ranks were only 30%. It seems to suggest that greater number of GES workers is occupying the highest ranks in the service which indicates that greater proportion of workers had stay with the service for sometime to reach those higher ranks.

**4.3 Factors that Motivate Employees**

The respondents were asked to indicate their level of agreement or disagreement to the motivational factors and indicate how each motivates employees in the education sector.

**4.3.1 Nature of work**

Table 4.6 below shows that 18.9% of the respondents strongly agree that nature of work motivates them, 34.8% also agree, 7.6% are uncertain whilst 26.5% disagree and 12% strongly disagree that it doesn"t motivate them. From the analysis, it is clear that the majority respondents agree with the statement and thus seems to suggest that educational workers

enjoy the work they do which is in conformity with Brian (2013) that good organizations are always trying to structure the work so as to match the nature of the work with the nature of the employee and to make the work as interesting and enjoyable as possible. When employees love the work they do, it motivates them to perform better.

**Table 4.6: Nature of work**

| Response | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 25 | 18.9 | 18.9 | 18.9 |
| | Agree | 46 | 34.8 | 34.8 | 53.7 |
| | Uncertain | 10 | 7.6 | 7.6 | 61.3 |
| | Disagree | 35 | 26.5 | 26.5 | 88 |
| | Strongly Disagree | 16 | 12 | 12 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.3.2 Promotion in the organization**

The table 4.7 reveals that 35.6% of the respondents strongly agree that promotion in GES motivates them, 43.2% also agree, 3.8% are uncertain whilst 2.3% disagree and 15.2% strongly disagree that it doesn't motivate them. From the analysis, the majority of 75% agrees with the statement. This therefore means that, if GES want to motivates it employees, they must use promotions as a major tool because teachers are of the view that promotion is a strong factor that motivates them and should be promoted when they are due to help fulfil Vroom (1969) expectancy theory, that an employee will be motivated to exert a high level of effort when he/she believes that effort will lead to a good performance appraisal, followed by organization rewards such as promotion which later satisfy personal goals.

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**Table 4.7: Promotion in the organization**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 47 | 35.6 | 35.6 | 35.6 |
| | Agree | 57 | 43.2 | 43.2 | 78.8 |
| | Uncertain | 5 | 3.8 | 3.8 | 82.6 |
| | Disagree | 3 | 2.3 | 2.3 | 84.8 |
| | Strongly Disagree | 20 | 15.2 | 15.2 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.3.3 Opportunity for Advancement

**Table 4.8: Opportunity for Advancement**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 47 | 35.6 | 35.6 | 35.6 |
| | Agree | 59 | 44.7 | 44.7 | 80.3 |
| | Uncertain | 9 | 6.8 | 6.8 | 87.1 |
| | Disagree | 14 | 10.6 | 10.6 | 97.7 |
| | Strongly Disagree | 3 | 2.3 | 2.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

Llopis (2012) stated that everyone wants to be noticed and recognized for their work, therefore employees are motivated to achieve to remain relevant and as such, employees are in search of new ways to learn, improve their skills and invest in themselves. From table 4.8 above, it reveals that 44.7% of the respondents agree that the service provide opportunity for advancement such as study leave with or without pay to study which motivates them, 35.6% also strongly agree,6. 8% are uncertain whilst 10.6% disagree and only 2.3% strongly disagree that it doesn't motivate them. The fact that greater number of education workers cherishes opportunity for advancement means that they want to fulfill their higher-level needs in the

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Maslow''s (1946) hierarchy of needs and Locke (1968) goal setting theory which believes that the intentions to work towards a goal are major sources of work motivation.

### 4.3.4 Responsibility

Perry (2006) did emphasis that employees who participate in their organization's decision-making processes and who feel that they have a voice in the company have a higher job satisfaction. Table 4.9 below shows that 60.6% of the respondents in GES agree that they are motivated when given a sense of responsibility at the work place. Only 17% disagree with the statement with 3.8% uncertain who doesn't see responsibility to be anything that will motivate them at the workplace. This is in agreement with Frederick Herzberg (1968) motivator- hygiene theory which postulates that responsibility at work motivates employees.

**Table 4.9: Responsibility**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 22 | 16.6 | 16.6 | 16.6 |
| | Agree | 80 | 60.6 | 60.6 | 77.2 |
| | Uncertain | 5 | 3.8 | 3.8 | 81 |
| | Disagree | 10 | 7.6 | 7.6 | 88.6 |
| | Strongly Disagree | 15 | 11.4 | 11.4 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.3.5 Appreciation for work done

Again, when the respondents were asked to evaluate the extent to which appreciation for work done motivates them. Table 4.10 shows that the majority of respondents representing 66% are motivated when their work is appreciated whilst 25% disagree that they are not motivated merely by appreciating their work with 8.5% unsure of what motivates them. This suggest recognizes non-monetary incentives like appreciation of work and authorities must

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continue to use this motivational factor which agrees with Llopis (2012) statement that everyone wants to be noticed and recognized for their work, therefore employees are motivated to achieve to remain relevant and as such, employees are in search of new ways to learn, improve their skills and invest in themselves.

**Table 4.10: Appreciation for work done**

|  | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 66 | 50 | 50 | 50 |
|  | Agree | 22 | 16.7 | 16.7 | 66.7 |
|  | Uncertain | 11 | 8.3 | 8.3 | 75 |
|  | Disagree | 18 | 13.4 | 13.4 | 88.4 |
|  | Strongly Disagree | 15 | 11.4 | 11.4 | 100.0 |
|  | Total | 132 | 100.0 | 100.0 |  |

**Source: Field Survey, 2021**

**4.3.6 Salary**

Respondents were asked whether salary motivates them. From the table 4.11, 47% of the respondents are in agreement that salary motivates them and majority of respondents representing 44% disagree that the salary doesn't motivate them whilst 3.8% are uncertain. This reinforces Frederick Herzberg (1968) doctrine that money is not a motivational factor: increased wages could produce more commitment to production but their effect was declared to be short-lived but commitment and involvement were to come from other factors - the motivational factors, such as the opportunity for personal growth, challenge in the job and, more recently, opportunities to join in the decision-making process. This implies that other non-monetary incentives schemes should be given to workers to have the necessary effects.

**Table 4.11: Salary**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 62 | 47 | 47 | 47 |
| | Agree | 7 | 5.3 | 5.3 | 52.3 |
| | Uncertain | 5 | 3.8 | 3.8 | 56.1 |
| | Disagree | 33 | 25 | 25 | 81.1 |
| | Strongly Disagree | 25 | 18.9 | 18.9 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

## 4.3.7 Working Condition

Respondents were asked whether working condition i.e. health and safety, working time training, work-life balance among others motivates them. From the table 4.12, as much as 61% of the respondents were in agreement that working condition motivates them, another 34% of the respondents disagree which call for management to take a look at working conditions of its workers to ensure that there is improvement whilst 3.8% are uncertain. The kind of working conditions that employees'works affect their performance.

**Table 4.12: Working Conditions**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 50 8 | 37.9 | 37.9 | 37.9 |
| | Agree | 32 | 24.2 | 24.2 | 62.1 |
| | Uncertain | 5 | 3.8 | 3.8 | 65.9 |
| | Disagree | 24 | 18.2 | 18.2 | 84.1 |
| | Strongly Disagree | 21 | 15.9 | 15.9 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

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**4.3.8 Relationship with Superior**

How employees are treated is a strong determinant of employee motivation and performance. Lawler (2003) emphasizes that treating people right is fundamental to creating organizational effectiveness and success. The study reveals in table 4.13 that 39% of the respondents agrees that they relate well with their superiors which serves as motivation but 42% disagree with the statement that their superiors don't treat them well which affect the delivery of quality teaching and learning. This means that the service should find solution to this problem by reducing the power distance between the superiors and their subordinates.

**Table 4.13: Relationship with Superior**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 8 | 6.1 | 6.1 | 6.1 |
| | Agree | 44 | 33.3 | 33.3 | 39.4 |
| | Uncertain | 24 | 18.2 | 18.2 | 57.6 |
| | Disagree | 50 | 37.9 | 37.9 | 95.5 |
| | Strongly Disagree | 6 | 4.5 | 4.5 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.3.9 Relationship with peers**

**Table 4.14: Relationship with Peers**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 35 | 26.5 | 26.5 | 26.5 |
| | Agree | 72 | 54.5 | 54.5 | 81 |
| | Uncertain | 3 | 2.3 | 2.3 | 83.3 |
| | Disagree | 20 | 15.2 | 15.2 | 98.5 |
| | Strongly Disagree | 2 | 1.5 | 1.5 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

The field survey shows that 80% of the respondents agrees that they relate well with their peers which serves as motivation but only 17% of the respondents disagree with the statement that they don't relate well with their peers to motivate them with2.3% been neutral as shown in table 4.14. This is very encouraging and should be maintain for the good of the service as it satisfies the social needs of the individual as proposed by the content theorist like Maslow, Herzberg, Alderfer and others.

**4.4 Factors that serves as satisfaction or dissatisfaction among Employees**

The respondents were asked to indicate their level of agreement or disagreement to factors that leads to their job satisfaction or dissatisfaction in the education sector.

**4.4.1 Recognition at workplace**

**Table 4.15: Recognition at workplace**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 81 | 61.4 | 61.4 | 61.4 |
| | Agree | 15 | 11.4 | 11.4 | 72.8 |
| | Uncertain | 3 | 2.3 | 2.3 | 75.1 |
| | Disagree | 21 | 16 | 16 | 91.1 |
| | Strongly Disagree | 12 | 9.1 | 9.1 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

Table 4.15 shows that 72% of the respondents agree that they become satisfy when they are recognize at workplace but 25% disagree with the statement that recognition at workplace alone doesn't satisfy them with 2.3% uncertain. This confirms Victor Vroom (1969) expectancy theory that explain valence as the importance that an individual places on the potential outcome or reward that can be achieved on the job. This considers the goals and needs of the individual, for example, people will always perceive that recognition and reward offered by bosses are more valuable and better.

**4.4.2 Authority to make necessary decisions in order to complete assigned tasks**

From table 4.16, shows that 64% of the respondents agrees that they become satisfy when they are given authority to make necessary decisions in order to complete assigned tasks but 31% disagree with the statement that by giving them given authority to make necessary decisions in order to complete assigned tasks alone doesn't satisfy them with 3.8% are uncertain. The results clearly show that employees of are allow to take decision on their own to help perform effectively.

**Table 4.16: Authority to make necessary decisions in order to complete assigned tasks**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 12 | 9.1 | 9.1 | 9.1 |
| | Agree | 73 | 55.3 | 55.3 | 64.4 |
| | Uncertain | 5 | 3.8 | 3.8 | 68.2 |
| | Disagree | 15 | 11.4 | 11.4 | 79.6 |
| | Strongly Disagree | 27 | 20.5 | 20.5 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**
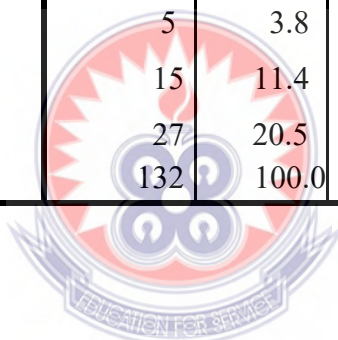
**4.4.3 Growth opportunity**

**Table 4.17: Growth opportunity**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 20 | 15.2 | 15.2 | 15.2 |
| | Agree | 59 | 44.7 | 44.7 | 59.9 |
| | Uncertain | 4 | 2.3 | 2.3 | 62.2 |
| | Disagree | 37 | 28 | 28 | 90.1 |
| | Strongly Disagree | 12 | 9 | 9 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, June 2021**

When the respondents were asked if they organization provide them with growth opportunity to aspire to wherever they want, the field survey above shows that 60% of the respondents

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agrees that the service plans to help individual reach their personal aspirations and only 37% of the respondents disagree with the statement that providing growth opportunity to reach their personal aspirations alone is not the solution whilst 2.3% been neutral as shown in table 4.17. This implies that when growth opportunity exist in the organization, employees become satisfy and will work towards that goal which is in agreement Locke's goal setting theory that the intentions to work towards a goal are major sources of work motivation.

### 4.4.4 Management style

The respondents were asked to indicate their level of agreement or disagreement about the management style of their superiors.

**Table 4.18: Management style**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 32 | 24.2 | 24.2 | 24.2 |
| | Agree | 46 | 35 | 35 | 59.2 |
| | Uncertain | 28 | 21.2 | 21.2 | 80.4 |
| | Disagree | 18 | 13.6 | 13.6 | 94 |
| | Strongly Disagree | 8 | 6 | 6 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

Table 4.18 shows that 59% of the respondents are in favor of the management style of their superiors which serves as satisfaction but 19% disagree with the statement that they are dissatisfied with management style of their superiors and 21% been neutral. This implies that there is good atmosphere in the workplace to ensure that quality teaching and learning. If leadership treat their subordinates right, it leads to high performance. How employees are treated is a strong determinant of employee motivation and performance. Lawler (2003) emphasizes that "treating people right is fundamental to creating organizational effectiveness and success.

### 4.4.5 Regular on the job training

Respondents were asked whether regular on the job training serves as satisfaction or dissatisfaction. From the field survey in table 4.19, 46% of the respondents are in agreement that regular on the job training serves as satisfaction and 45% of the respondents don't agree because there is no such thing as regular on the job training whilst 8.3% are uncertain. This implies that there is no regular on the job training of workers of GES and if it exists, is not satisfying the employees judging by the results and management should find a way of improving it to meet the satisfaction of their employees.

**Table 4.19: Regular on the job training**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 10 | 7.6 | 7.6 | 7.6 |
| | Agree | 51 | 38.6 | 38.6 | 46.2 |
| | Uncertain | 11 | 8.3 | 8.3 | 54.5 |
| | Disagree | 37 | 28.0 | 28.0 | 82.6 |
| | Strongly Disagree | 23 | 17.4 | 17.4 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.4.6 Monetary incentives adequate

When respondents were asked about whether monetary incentives are adequate to serve as satisfaction or dissatisfaction, these are their responses. Table 4.20 shows that 42% of the respondents agree that current monetary incentives are adequate enough to satisfy them. Meanwhile, majority of respondents representing 56% disagree that the current monetary incentives are inadequate compared to other sector workers whilst 2.3% are uncertain. This implies that management should consider upward adjustment of monetary incentives to motivate new and existing ones for better performance.

**Table 4.20: Monetary incentives adequate**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 40 | 30.3 | 30.3 | 30.3 |
| | Agree | 15 | 11.4 | 11.4 | 41.7 |
| | Uncertain | 3 | 2.3 | 2.3 | 44 |
| | Disagree | 50 | 37.9 | 37.9 | 81.8 |
| | Strongly Disagree | 24 | 18.2 | 18.2 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

## 4.5 Determinants of employee performance

The respondents were asked to indicate their level of agreement or disagreement to determine the employees' performance in Old Tafo Municipal Education Directorate.

### 4.5.1 Qualification of employees

On the qualification of employees, it became clear from table 4.21 that the majority of the respondents representing 76% agree that their qualification determines their performance compare to the earlier data on highest qualification of employees which shows 77% having higher qualifications. Another 15% of respondents don't see any link between performance and one's qualification with 8% is uncertain. The responses show that one's qualification can go a long way to enhance his/her performance. When one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal. This in conformity with Campbell (1990) and Aguinis (2009) who suggested that individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. All three determinants of performance must be present for performance to reach high levels. If any of the determinants has a value of zero (0), then performance also has a value of zero (0). Thus, Performance = Declarative knowledge x Procedural knowledge x Motivation.

**Table 4.21: Qualification of employees**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 50 | 37.8 | 37.8 | 37.8 |
| | Agree | 52 | 39.4 | 39.4 | 77.2 |
| | Uncertain | 10 | 7.6 | 7.6 | 84.8 |
| | Disagree | 12 | 9.1 | 9.1 | 93.9 |
| | Strongly Disagree | 8 | 6.1 | 6.1 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

## 4.5.2 Experience of employees

When respondents were asked about how long they have been teaching, they answered that once they have acquired enough experience, it will help them to perform better at workplace as shown in table 4.22 with 79%. However, 19% of respondents disagree acquired on accounting for their performance but rather than other factors whilst as little as 1.5% are undecided. The responses show that experience is a great asset that can improve an employee's performance. The longer the number of years' experience, the higher the level of performance all other things being equal.

**Table 4.22: Experience of employees**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 80 | 60.6 | 60.6 | 60.6 |
| | Agree | 25 | 18.9 | 18.9 | 79.5 |
| | Uncertain | 2 | 1.5 | 1.5 | 81 |
| | Disagree | 22 | 16.7 | 16.7 | 97.7 |
| | Strongly Disagree | 3 | 2.3 | 2.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.5.3 Working Environment

The respondents were asked to indicate whether their working environment determines their performance.

**Table 4.23: Working Environment**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 57 | 43.2 | 43.2 | 43.2 |
| | Agree | 40 | 30.3 | 30.3 | 73.5 |
| | Uncertain | 11 | 8.3 | 8.3 | 81.8 |
| | Disagree | 15 | 11.4 | 11.4 | 93.2 |
| | Strongly Disagree | 9 | 6.8 | 6.8 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

The working environment is another determinant that could pose serious threat to performance. For example, if the working environment is hazardous, it could endanger the lives of employees. From table 4.23, the responses show that majority of the respondents representing 73% believes that their working environment determines their performance and 18% disagree with the statement that their performance are not determines by their working environment whilst 8.3% are uncertain. This agrees with the SHRM (2010) statement that, it is incumbent upon the employer to provide resources, opportunities, recognition and a cohesive work environment for employees to be successful. The responses confirm Aguinis (2009) work that if the working environment is hazardous, it could endanger the lives of employees. The use of protective gadgets and clean working environment could reduce the hazards employees are exposed to at the workplace.

### 4.5.4 Compensation package (financial and non-financial)

The respondents were asked to indicate whether the compensation package (financial and non-financial) determines their performance.

**Table 4.24: Compensation package (financial and non-financial)**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 55 | 41.7 | 41.7 | 41.7 |
| | Agree | 28 | 21.2 | 21.2 | 62.9 |
| | Uncertain | 12 | 9.1 | 9.1 | 72 |
| | Disagree | 30 | 22.7 | 22.7 | 94.7 |
| | Strongly Disagree | 7 | 5.3 | 5.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

From the field survey, the result shows that 63% of the respondents believe that the kind of compensation package (financial and non-financial) determines their performance. SHRM also share the idea that different types of reward and incentive programs are effective at motivating employees. To them motivation may be promoted through monetary and non-monetary rewards and collaborate with recent SHRM survey that 58% of HR professionals organizations offered some form of incentive bonus plans: 50% offered a bonus plan to executive employees and 45% to non-executive employees. But like every human institution, 28% of the respondents don't see it that way and 9% neither agree nor disagree as shown in table 4.24. It seems to suggest that education workers performances are enhanced by the kind of compensation package they receive and if inadequate, might contributed to frequent industrial strike for better and adequate salary.

### 4.5.5 Job security

The respondents were asked to indicate whether job security determines their performance.

**Table 4.25: Job Security**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 45 | 34.1 | 34.1 | 34.1 |
| | Agree | 32 | 24.2 | 24.2 | 58.3 |
| | Uncertain | 8 | 6.1 | 6.1 | 64.4 |
| | Disagree | 32 | 24.2 | 24.2 | 88.6 |
| | Strongly Disagree | 15 | 11.4 | 11.4 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

On job security, one can see from table 4.25 that the majority of the respondents agree with safety needs of Maslow's work, 58% believes that their job security determines their performance because as long as there is no threat to their work and 35% don't perform to job security whilst 6% are uncertain. This shows that many employees perform well when they are aware that there is no threat against their job so that they can have free mind to concentrate on assigned tasks, but Herzberg (1968) state that when job security is absent could cause dissatisfaction at work (hygiene factors).

**4.5.6 Support for other colleagues**

When respondents were asked to indicate whether the support received from other colleagues determines their performance. From the field survey, the results show that 57% of the respondents believe that the support receive from other colleagues determines their performance and 37% of the respondents also indicates that the support receive from other colleagues has nothing to do with their performance and 6.1% been neutral as shown in table 4.26. The result reveals that people need each other's help as proposed by Abraham Maslow's (1946) hierarchy of needs i.e. a person's needs for affection, belongingness, acceptance, and friendship. When there is cordial relation among workers, it enhances their performance and an individual feel comfortable to interact, and seek help when needed.

**Table 4.26: Support for other colleagues**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 55 | 41.7 | 41.7 | 41.7 |
| | Agree | 20 | 15.2 | 15.2 | 56.9 |
| | Uncertain | 8 | 6.1 | 6.1 | 63 |
| | Disagree | 45 | 34.1 | 34.1 | 97 |
| | Strongly Disagree | 4 | 3.0 | 3.0 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.5.7 Age and health condition of employee**

The respondents were asked to indicate whether their age and health condition is factor to determine their performance. The age and health conditions of employee affect his/her performance. From table 4.27, 48% of the respondents believe that their age and health condition determine their performance followed by those who disagree of 35% and 17% sitting on the fence. This compare to data on the age bracket which reveals that the GES is having vast majority of 94% between the age group of 18-50 who are young and energetic is a plus and they will be in a better frame of mind to deliver quality teaching and learning all other thing being equal.

**Table 4.27: Age and health condition of employee**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 45 | 34.1 | 34.1 | 34.1 |
| | Agree | 18 | 13.6 | 13.6 | 47.7 |
| | Uncertain | 22 | 16.7 | 16.7 | 64.4 |
| | Disagree | 40 | 30.3 | 30.3 | 94.7 |
| | Strongly Disagree | 7 | 5.3 | 5.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.5.8 Retirement and other benefits**

**Table 4.28: Retirement and other benefits**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Strongly Agree | 20 | 15.2 | 15.2 | 15.2 |
| | Agree | 85 | 64.4 | 64.4 | 79.6 |
| | Uncertain | 12 | 9.1 | 9.1 | 88.7 |
| | Disagree | 8 | 6.1 | 6.1 | 94.7 |
| | Strongly Disagree | 7 | 5.3 | 5.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

Abraham Maslow's (1943) stated that, a person's needs for security and protection from physical and emotional harm, as well as assurance that physical needs will continue to be met what he termed as safety needs. When respondents were asked to indicate whether their expectation of retirement and other benefits is factor to determine their performance, from the field survey, the results show that a whopping 79% of the respondents believes that their expectation of retirement and other benefits determines their performance and 11% of the respondents also thinking otherwise whilst 9% been neutral as shown in table 4.28. This confirms surveys by the American Association of Retired Persons (AARP) which showed that most workers will work past retirement age if offered flexible schedules, part-time hours, and temporary employment (Nelson, 1999).

**4.6 Effects of motivation on the Employee Performance**

The respondents were asked to indicate how these motivational factors influence their level of performance in the education sector.

**4.6.1 Nature of work**

The respondents were asked to indicate how nature of work influences their level of performance in the education sector. The results from field shows that 72% of the respondents believes that nature of work highly influences their level of performance and 14% of the respondents also indicates that nature of work lowly influences their level of performance whilst 14% been neutral as shown in table 4.29. This seems to suggest that when workers enjoy the kind of work they do, it has effect on their performance.

**Table 4.29: Nature of work**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 55 | 41.7 | 41.7 | 41.7 |
| | High | 41 | 31.1 | 31.1 | 72.8 |
| | Uncertain | 18 | 13.6 | 13.6 | 86.4 |
| | Low | 10 | 7.6 | 7.6 | 93.9 |
| | Very low | 8 | 6.1 | 6.1 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**4.6.2 Promotion in the organisation**

The respondents were asked to indicate how promotion in the organisation influences their level of performance in the education sector.

**Table 4.30: Promotion in the organization**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very high | 50 | 37.9 | 37.9 | 37.9 |
| | High | 32 | 24.2 | 24.2 | 62.1 |
| | Uncertain | 16 | 12.1 | 12.1 | 74.2 |
| | Low | 22 | 16.7 | 16.7 | 90.9 |
| | Very low | 12 | 9.1 | 9.1 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

From the field survey, the results show that 62% majority of the respondents believes that promotion in the organisation highly influences their level of performance and 26% of the respondents doesn't believes that promotion in the organisation lowly influences their level of performance but 12% neither agree nor disagree as shown in table 4.30. This implies that the management must ensure that promotions in the organisation are done fairly to encourage employees who have consistently performed.

### 4.6.3 Opportunity for advancement

The respondents were asked to indicate how opportunity for advancement influences their level of performance in the education sector. The field survey above shows that 68% of the respondents believes that opportunity for advancement highly influences their level of performance and only 31% of the respondents don't consider the opportunity for advancement such as study leave with or without pay to study to reach their personal aspirations has any influences on their performance whilst 8% been neutral as shown in table 4.31. This conforms to Llopis (2012) statement that, everyone wants to be noticed and recognized for their work, therefore employees are motivated to achieve to remain relevant and as such, employees are in search of new ways to learn, improves their skills and invests in themselves.

**Table 4.31: Opportunity for advancement**

|  | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very High | 51 | 38.6 | 38.6 | 38.6 |
|  | High | 40 | 30.3 | 30.3 | 68.9 |
|  | Uncertain | 10 | 7.6 | 7.6 | 76.5 |
|  | Low | 25 | 18.9 | 18.9 | 95.1 |
|  | Very low | 6 | 4.5 | 4.5 | 100.0 |
|  | Total | 132 | 100.0 | 100.0 |  |

**Source: Field Survey, 2021**

### 4.6.4 Responsibility

The respondents were asked to indicate how responsibility influences their level of performance in the education sector. Table 4.32 shows that 63% of the respondents believe that when they are given responsibility, influences their level of performance. Only 17% disagree and 19% decided to be neutral. This is in agreement with Fredrick Herzberg (1968) hygiene theory which postulates that responsibility at work motivates employees.

**Table 4.32: Responsibility**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | very high | 10 | 7.6 | 7.6 | 7.6 |
| | High | 74 | 56.1 | 56.1 | 63.7 |
| | Uncertain | 25 | 18.9 | 18.9 | 82.6 |
| | Low | 15 | 11.4 | 11.4 | 93.9 |
| | Very low | 8 | 6.1 | 6.1 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.6.5 Appreciation for work done

**Table 4.33: Appreciation for work Done**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | very high | 53 | 40.2 | 40.2 | 40.2 |
| | High | 27 | 20.5 | 20.5 | 60.7 |
| | Uncertain | 15 | 11.4 | 11.4 | 72.1 |
| | Low | 20 | 15.2 | 15.2 | 87.1 |
| | very low | 17 | 12.9 | 12.9 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

The respondents were asked to indicate how appreciation for work done influences their level of performance in the education sector. Koch, 1990 and Stuart, 1992 stated that recognition of a job well done or full appreciation for work done is often among the top motivators of

employee performance and involves feedback. From the field survey, the results shows that 61% majority of the respondents believes that when they are appreciated for work done, it highly influences their level of performance and 28% of the respondents doesn't believe that appreciating work done alone influences their level of performance. 11% of the respondents are unsure of their stand as shown in table 4.33.

## 4.6.6 Salary

The respondents were asked to indicate how salary influences their level of performance in the education sector.

**Table 4.34: Salary**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very High | 56 | 42.4 | 42.4 | 42.4 |
| | High | 32 | 24.2 | 24.2 | 66.6 |
| | Uncertain | 5 | 3.8 | 3.8 | 70.4 |
| | Low | 21 | 15.9 | 15.9 | 86.4 |
| | Very Low | 18 | 13.6 | 13.6 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

The results from field shows that 66% vast majority of the respondents believes that salary highly influences their level of performance and 29% of the respondents also indicates that salary cannot influences their level of performance whilst 4% been neutral as shown in table 4.34. Salary as monetary incentive is the highest motivational factor and plays an important role in teachers' performance as evidence on number of strike actions when Government failed to honor agreement entered between teachers on salary issues.

### 4.6.7 Working Conditions

The respondents were asked to indicate how salary influences their level of performance in the education sector. From table 4.35, it can be noted that 64% of the respondents believes that working conditions can greatly influence the performance of the individuals while only 29% of the respondents doesn't think so and 8% are not sure. Going with the majority, it can be concluded that the employees believe that better working conditions can help them to improve on the level of their performance. Management should endeavor to improve on the working conditions of employees for better performance.

**Table 4.35: Working Conditions**

|       | Response   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Very High  | 49        | 37.1    | 37.1          | 37.1               |
|       | High       | 35        | 26.5    | 26.5          | 63.6               |
|       | Uncertain  | 10        | 7.6     | 7.6           | 71.2               |
|       | Low        | 20        | 15.2    | 15.2          | 86.4               |
|       | Very High  | 18        | 13.6    | 13.6          | 100.0              |
|       | Total      | 132       | 100.0   | 100.0         |                    |

**Source: Field Survey, 2021**

### 4.6.8 Relationships with superior

The respondents were asked to indicate how their relationships with superior influence their level of performance in the education sector.

**Table 4.36: Relationships with Superior**

|       | Response   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------|-----------|---------|---------------|--------------------|
| Valid | Very High  | 45        | 34.1    | 34.1          | 34.1               |
|       | High       | 39        | 30      | 30            | 64.1               |
|       | Uncertain  | 15        | 11.4    | 11.4          | 75.5               |
|       | Low        | 21        | 16      | 16            | 94                 |
|       | Very Low   | 8         | 6       | 6             | 100.0              |
|       | Total      | 132       | 100.0   | 100.0         |                    |

**Source: Field Survey, 2021**

Lawler (2003) uses the term virtuous spiral to explain a relationship that occurs when the organization (management) values its employees, and in return, workers are committed to high performance. Table 4.36 shows that 64% of the respondents believes that relationships with superior can greatly influence the performance of the individuals while only 22% of the respondents doesn't think so and 11% are not sure.

### 4.6.9 Relationships with peers

The respondents were asked to indicate how their relationships with their superior influence their level of performance in the education sector. From the field survey, the results show that 79% majority of the respondents believes that relationships with peers highly influences their level of performance and 16% of the respondents doesn't believes that relationships with peers alone influences their level of performance whilst 4% of the respondents are unsure of their stand as shown in table 4.37. The result shows that employees need each other to fulfill one level of the Abraham Maslow's hierarchy of needs i.e. needs for affection, belongingness, acceptance, and friendship.

**Table 4.37: Relationships with peers**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Very High | 20 | 15.2 | 15.2 | 15.2 |
| | High | 91 | 68.9 | 68.9 | 84 |
| | Uncertain | 4 | 3 | 3 | 87 |
| | Low | 10 | 7.6 | 7.6 | 94.6 |
| | Very Low | 7 | 5.3 | 5.3 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

### 4.7 Does motivation have effect on your performance

The respondents were asked whether motivation has effect on their performance in the education sector. From table 4.38, it can be noted that overwhelming majority of 91% of the

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respondents believe that motivation has effect on their performance and only 9% of the respondents doesn't think so. This implies that management should reconsider the way they use the above motivational factors by improving them to bring the best out of their employees.

**Table 4.38: Does motivation has effect on your performance**

| | Response | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | Yes | 120 | 91 | 91 | 91 |
| | No | 12 | 9.1 | 9 | 100.0 |
| | Total | 132 | 100.0 | 100.0 | |

**Source: Field Survey, 2021**

**0. 4.8 Qualitative Analysis**

The qualitative analysis involves the use of non-numerical data or explanation of text data to ensure data reduction; data display and drawing and verifying conclusions. The interview was conducted on a total of seven (7) teaching and non-teaching personnel.

**4.8.1 Factors that Motivate Employee**

The interviewees were asked to mention some of the factors that motivate them as employees in the education sector. The following were the responses given as factors that motivate them:

> *Better wages and salaries, fringe benefits, bonus, retirement benefits, responsibility, promotion, recognition, job-satisfaction, achievement, team work, respect, nature of work, opportunity for advancement, job security, good working conditions, management style, cordial relationships with superior and peers, and good working environment (Field Survey, 2021).*

Respondents were asked to indicate which of the motivational factors among the one mention above which motivates them greatly and most of the respondents rated salary as the highest motivator, followed by fringe benefits, opportunity for advancement, promotions, good working conditions, and cordial relationships with peers, and Good working environment. The rating of salary as the highest motivator contrary to the Herzberg (1968) doctrine that

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money is not a motivational factor: increased wages could produce more commitment to production but their effect was declared to be short-lived but commitment and involvement were to come from other factors - the motivational factors, such as the opportunity for personal growth, challenge in the job and, more recently, opportunities to join in the decision-making process. Kohn (1993) presented another argument that monetary incentives may be used to circumvent problems in the workplace. For example, incentives to boost sales can be used to compensate for poor management.

When asked why our part of the world we consider monetary incentive as the highest motivational factor but that is not the best motivator in line with Herzberg (1968) doctrine. This is what one of the employees had to say:

*The cost of living in the country have risen due to high inflation rates, arbitrary increases in utility tariffs and everything, without better salary it will be difficult for him to survive through the month thereby causing him to be absenting himself from work to do other jobs to support his family (Field Survey, 2021).*

To Herzberg, monetary incentives is not the best motivator but our part of the world, this deviates from theory to the reality on the ground, employees need money to pay for high utilities, transport, food and other bills to survive which is the major source of conflict between employees and their employers.

### 4.8.2 Factor that serves as a satisfaction or dissatisfaction among employee

The interviews sought find out from the interviewees the factors that serves as satisfaction or dissatisfaction among employee in the education sector. They were asked to group the satisfiers and dissatisfiers. The employees' responses on factors that lead to satisfaction are:

*Recognition, responsibility, promotion, achievement, team work, respect, nature of work, opportunity for advancement, and status (Field Survey, 2021).*

The above responses reaffirms Herzberg (1968) well-known approach which is known as motivator-hygiene which states that, there were certain factors associated with job

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satisfaction (motivation factors) which are those factors that are related to the content of one's job and are necessary to maintain a reasonable level of motivation among employees, such as the nature of the work itself, the possibility for growth, responsibility, advancement, recognition and status. Employees are not necessary interested in things that will give them satisfaction but also have set of goals to achieve which is in line with the Locke's goal setting theory principle that the intentions to work towards a goal are major sources of work motivation.

The same way, Herzberg (1968) also stated that a completely different set of factors are associated with dissatisfaction which are referred to as hygiene or maintenance factors. For instance, inadequate monthly salary to employees could cause dissatisfaction at work when hygiene factors are absent, for example, when good relations with supervisors and peers, good pay and working conditions, job security and among others are absent. The employees' responses on factors that lead to dissatisfaction are:

> *Inadequate wages and salaries, fringe benefits, bonus, retirement benefits, poor working conditions, poor management style, lack of in interest, poor relationships with superior and peers, job security, and poor working environment (Field Survey, 2021).*

On the hygiene factors, employees will seek to satisfy them because they are part of the lower-level needs but will not cause any dissatisfaction, neither did they motivate workers. However, when they were not right, they led to dissatisfaction and exerted negative impact. Employees sometimes don't always focus their attention on motivators or hygiene, but rather direct the rewards that will come from their actions i.e. expectancy theory by Locke (1968). The figure below depicts the factors that serve as satisfaction and dissatisfaction among employees in education sector.

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**Figure 4.2 Factors that serves as satisfaction or dissatisfaction among employee**
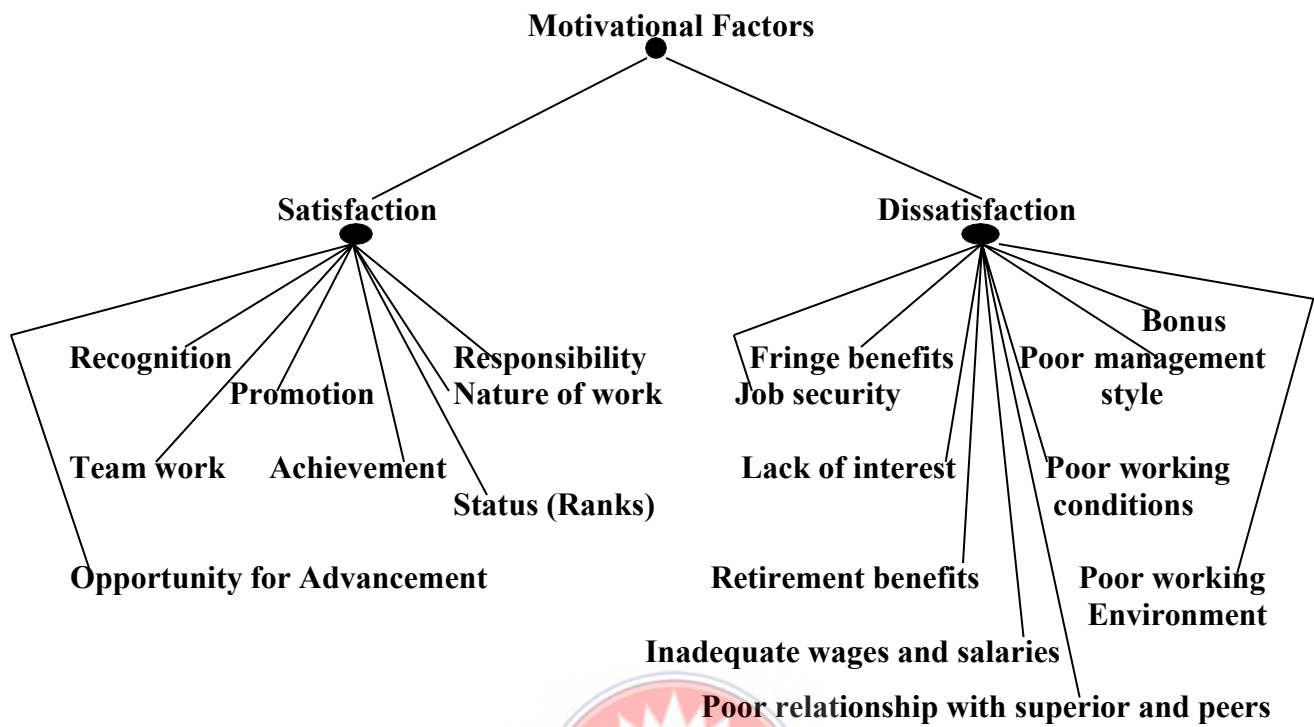


**Source: Field Survey, 2021**

### 4.8.3    Determinants of Employee Performance

The interviews sought to find out from the interviewees the factors that serve as determinants of employee performance among employee in the education sector. The employees who were

interviewed were asked to mention some the factors in their opinion help them to perform their work better. They gave several of them which are presented below:

> *Qualification, quality and style of supervision, working environment, compensation package, tools and equipment, support from other colleagues, production materials, health condition of employees, job security, and retirement and other benefits, age, loyalty or commitment etc. (Field Survey, 2021).*

One of the respondents said:

> *All that the government knows is to promise the people more school infrastructure in the hinterland without putting necessary measures in place to trained enough quality teachers and improve the conditions of teachers. He further said that, he has not received any training for the past two years due to lack of money syndrome in the country and for that matter, would not be abreast with the current trend (Field Survey, 2021).*

From the above statements, it confirms the assertion of Campbell (1990) and Aguinis (2007) that individual differences on performance are a function of three main determinants: declarative knowledge, procedural knowledge, and motivation. Declarative knowledge refers to knowledge about facts, principles, objects, and others. Procedural knowledge also relates to one's intelligence level and physical ability. The third predictor of performance is motivation, the driving force behind every human activity. All three determinants of performance must be present for performance to reach high levels. If any of the determinants has a value of zero (0), then performance also has a value of zero (0). Thus, Performance = Declarative knowledge x Procedural knowledge x Motivation. Determinants of performance can be illustrated in pictorial form as shown in Figure 4.3.

**Figure 4.3 Determinants of Employee Performance**
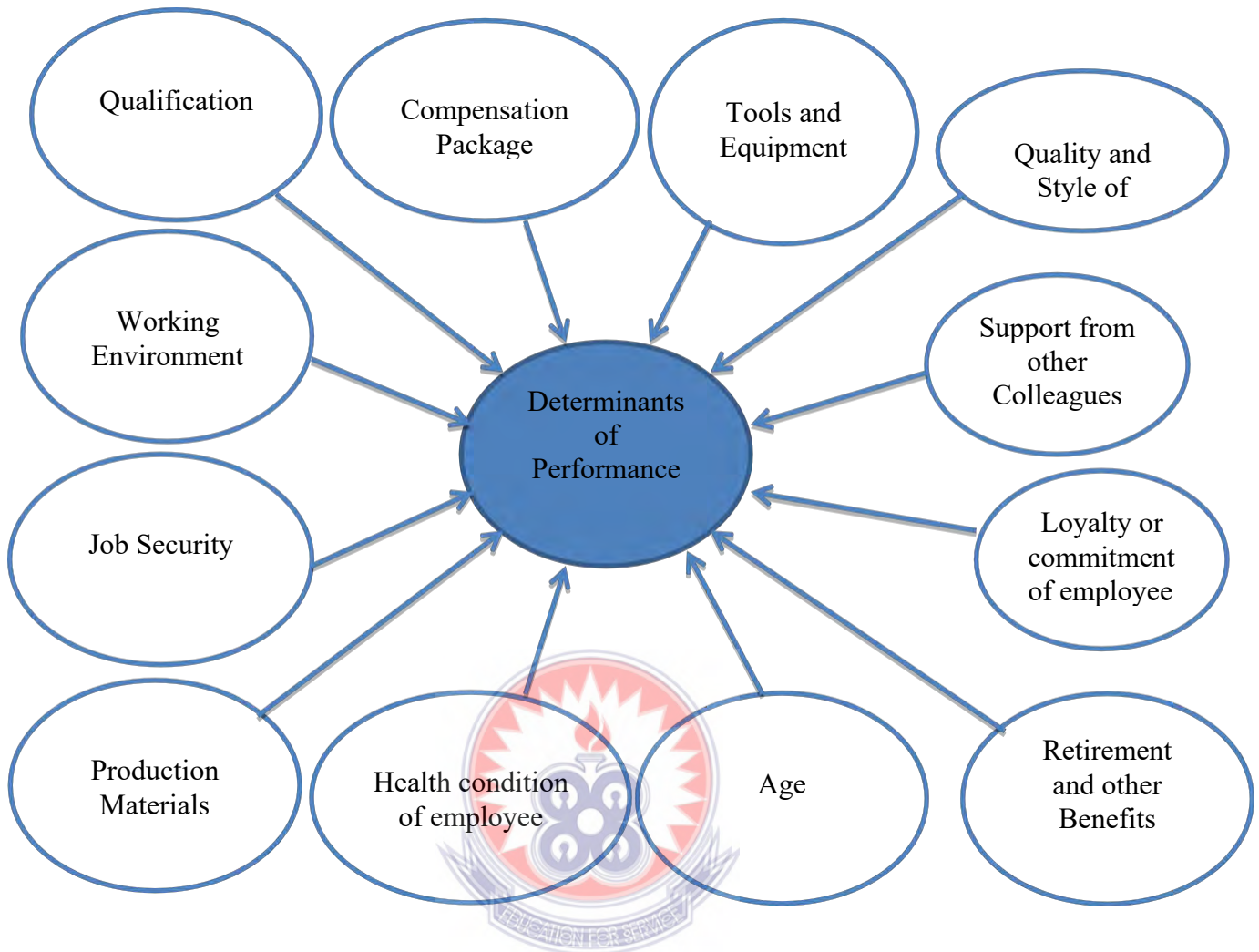


**Source: Field Survey, 2021**

### 4.8.4 Effects of motivation on the employee performance

The interviewees were asked whether motivation have effects on their performance employee performance among employee in the education sector. There was consensus agreement between the respondents that well motivation package have high effects on their performance which also agrees with Maslow (1946) that by promoting a healthy workforce, providing financial security, providing opportunities to socialize and recognizing employees" accomplishments help to satisfy the employees" physiological needs which in turn also increase their performance. Employees are social being with needs and they will always want

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to satisfy these needs, and only motivation will push them to achieve that aim in the face of obstacles. This reaffirms the definition of motivation by SHRM (2010), "the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles". This implies that for Ghana Education Service to get the best out from its employees, they should as matter of urgency improve motivation packages to help their performance.

From the discussion of the quantitative and qualitative analysis above, it can be concluded that, factors such as opportunity for advancement, appreciation for work done, promotions, and good relations with peers, and others motivate and leads to employees" satisfaction. Again, performance determinants such one's qualification, experience, working environment, compensation package, job security et cetera do influence employees" performance. Therefore, there is relationship between motivation and performance, and motivation does have effect on employees' performance.
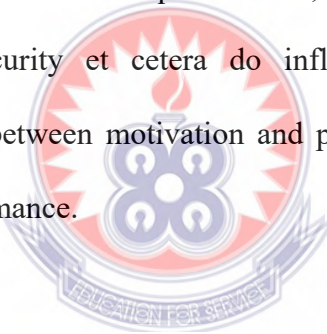
## CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.0 Introduction

This chapter presents the summary of the findings of the study, draws conclusions from the study and also makes recommendations for the study, and areas of further research suggested.

### 5.1 Summary of findings

The summary of findings is organised around the questionnaire which was based on the research objectives of the study.

### 5.1.1 Background information of respondents

From the study, it can be found that the male employees form the majority by 68% while female are represented by 32%. This implies that Ghana Education Service is not biased in its employment but only that the gap between males and females are huge that is more than 100%. The study also reveals that 40% of the respondents are within the age group of 18-30 years followed by those in the age group of 31-40 years at 31% follow by 41-50 years 12.2% and those of 51-60 years at only 9.8%. This means that the Ghana Education Service is having young and energetic people in the service with less people nearing the retiring age. On the highest professional qualification, the study revealed that 42.4% are university graduates, followed by those of diploma, certificate „A", others represent and Higher National Diploma (HND). This shows that greater percentage of workers in education sector is well educated which is good for teaching and learning. Again, the research revealed that respondents who have work with the service for more than seven (7) years is 63% and 37% spending below seven (7) years and most of them in the higher ranks. It further indicates that higher proportion of Ghana Education Service workers had spent much time with the service and had acquired enough experience.

### 5.1.2 Factors that motivate employees

On the factors that motivate employees, majority of the respondents agrees that nature of work that they do motivates them and at the same time promotion in the organization is a major source of motivation. This therefore means that promotion in Ghana Education Service should be done fairly to continue to motivate its employees. Another finding is that, greater majority of 76% were in favour of opportunity for advancement as motivator and sense of responsibility at work place factor that motivates them. Also, appreciation for work done and salary were another source of motivation for them. Most of the respondents were in agreement that working condition motivates them and greater majority indicating that relationship with their colleagues motivates them but their relationship with superiors are demotivation.

### 5.1.3 Factors that serves as satisfaction or dissatisfaction among employees

The study reveals that employees become satisfy when they are recognize at workplace and when they are given authority to make necessary decisions in order to complete assigned tasks. Another finding was that employees are satisfied when organisation provides growth opportunity to aspire to wherever they want to reach their personal aspirations and are satisfy with management style of their superiors. Again, employees are not satisfied with the way training conducted in the service and the kind of monetary incentives they receive which is a source of dissatisfaction to them.

### 5.1.4 Determinants of employee performance

The study reveals under the determinants of employee performance that their qualification determines their performance, implying that when one goes through education, development and training to acquire a certain level of qualification, it will enhance his working ability all other things being equal. Also, the study shows that experience is a great asset that can

improve an employees' performance and the longer the number of years' experience, the higher the level of performance. The working environment is another determinant of performance and the kind of compensation package (financial and non-financial) given to employee determines their performance according to the study findings. Job security determines performance when employees are aware that there is no threat against their job; support receive from other colleagues; age and health condition; and expectation of retirement and other benefits all determines performance.

### 5.1.5 Effects of motivation on the employee performance

The study reveals that employees believes that nature of work and promotion in the organisation highly influences their level of performance This implies that the management must ensure that promotions in the organisation are done fairly to encourage employees who have consistently performed. A further finding reveals that opportunity for advancement and sense of responsibility has effect on performance. Appreciated for work done, salary, working conditions, how well superiors relate with subordinates and relationships with peers has greater effects on employees'performance.

### 5.2 Conclusions

From the study findings and base on the objectives of the study, it can be concluded that opportunity for advancement, appreciation for work done, salary, promotions and other factor were the main source of motivation for them. This is due to the service having greater percentage of well-educated young and energetic people in the service with less people nearing the retiring age who seek ways to improve their lot. On employees 'satisfactions, it can also be concluded that, as much as opportunity for advancement, appreciation for work done, promotions, and good relations with peers etc. leads to their satisfaction, the kind of

salary they receive, relationship with their superiors, and working conditions, and others are a major dissatisfaction. Again, it can be concluded that, performance determinants such one's qualification, experience, working environment, compensation package, job security among others combine with favourable motivational factors have effects on performance and vice versa. Therefore, there is relationship between motivation and performance, and motivation does have effect on employees' performance.

## 5.3 Recommendations

The following recommendations are made base on the research findings that:

1.  The study has revealed that promotion and opportunity for advancement are the major motivation factors. It is therefore recommended that Ghana Education Service come out with revised and improved guidelines on how promotions and study leave with/without pay are done than the one in place to encourage employees who have consistently performed or served in the service.

2.  The study has also revealed that motivation level is low in the area of wages and salaries. Ghana Education appears to be paying lowest wages and salaries in the industry. It is therefore recommended that Ghana Education Service (management) should consider as a matter of urgency, the need to make upward adjustment in wages and salaries which will go a long way to reduce the high incidence of labour turnover.

3.  It was found out from the study that the relationship between supervisors and their subordinates are not the best for quality teaching and learning delivery. It is therefore recommended that Management educate their heads of institutions on human relations to reducing the power distance between the superiors and their subordinates to ensure that good atmosphere for quality teaching and learning takes place.

4. It has emerged from the study that motivation in the area of allowances, accommodation, retirement benefits among others are very low compared to other sectors. It is therefore recommended that Ghana Education Service (management) should consider as a matter of urgency, the need to make upward adjustment in allowances, retirement benefits, and provide affordable housing for newly posted teachers to underserved communities to attract and retain new and existing ones for better performance.

5. Finally, the study has revealed that there is not enough in-service training for teachers on the current teaching and learning methodology. It is therefore recommended that there should be regular In-service training for new and existing employees to give them opportunity to improve and develop their practical and managerial skills.

## 5.4 Areas for further research

The researcher could not research satisfactorily on all areas of this topic and therefore recommends the following areas for future investigations.

(i) The impact of pre-job and on-the-job training on teacher performance.

(ii) Using performance management as a motivational tool for teacher performance.

(iii) Using compensation package for teachers' effective performance.

(iv) Employee motivation, the bane of poor teacher performance in Ghana Education Service.

(v) The importance of employee motivation in education delivery in Ghana

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**Appendix 1**

TOPIC: THE EFFECT OF MOTIVATION ON EMPLOYEES' PERFORMANCE:

EMPIRICAL EVIDENCE FROM THE OLD TAFO MUNICIPAL EDUCATION

DIRECTORATE

This questionnaire on *"The Effect of Motivation on Employees' Performance: Empirical Evidence from Old Tafo Municipal Education Directorate"* seeks to gather data for research purpose. It is an academic exercise hence your responses will be used for that purpose. You are assured of confidentiality of the responses/answers you will provide. Thank You.

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JULY, 2020

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**QUESTIONAIRE FOR TEACHING AND NON-TEACHING PERSONNEL**

**SECTION A**

**Personal Data**

Please complete this section by ticking the applicable box

1.      Gender:      Male [  ]                  Female[  ]

2.      Age: 18 – 30years [ ] 31 – 40years [ ] 41 - 50years [ ] 51 – 60years [ ]

3.      Indicate your highest professional qualification

        Cert „A'   [  ]   Diploma   [  ]   H.N.D   [  ]      1ST Degree [ ]

        Other (Please specify)…………………………………

4.       Number of years served in the teaching service

        0 – 3 years    [   ]   4 – 6 years   [   ] 7 – 9 years   [ ] 10 years and above [ ]

5.      Your current rank

        Superintendent II    [   ]      Superintendent I    [   ]    Senior Superintendent II    [ ]

        Senior Superintendent I  [   ]    Principal Superintendent [ ] Assistant Director II [ ]

        Assistant Director I   [   ]    Deputy Director   [   ]      Director II    [ ]
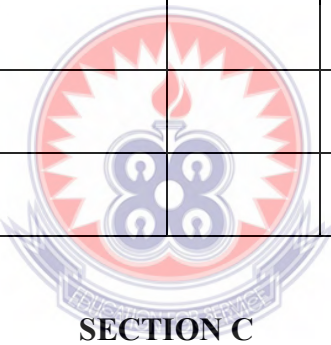
        Other (Please specify)……………………….
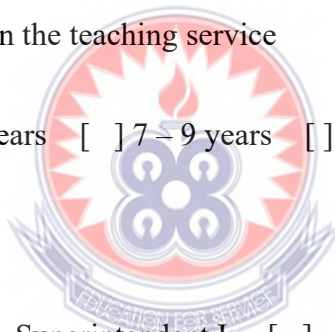
**SECTION B**

**Factors that Motivate Employee**

Choose from the suggested list below your level of agreement or disagreement to the following factors and

indicate how each motivates employees in the education sector.

91

| Factors that Motivate Employees | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Nature of Work | | | | | |
| Promotion in the Organization | | | | | |
| Opportunity for Advancement | | | | | |
| Responsibility (Authority to make necessary decisions in order to complete assigned tasks) | | | | | |
| Appreciation for Work Done | | | | | |
| Salary | | | | | |
| Working Conditions | | | | | |
| Relationships with Superior | | | | | |
| Relationships with Peers | | | | | |

## SECTION C

**Factors that serves as satisfaction or dissatisfaction among Employee**

Please indicate how the following factors leads to your job satisfaction or dissatisfaction

| Factors Leading to Satisfaction | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Recognition at work place | | | | | |
| Authority to make necessary decisions in order to complete assigned tasks | | | | | |
| Growth opportunity | | | | | |

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| | | | | | |
|---|---|---|---|---|---|
| Management style | | | | | |
| Regular on the job training | | | | | |
| Monetary incentives adequate | | | | | |

## SECTION D

### Determinants of Employee Performance

Choose from the suggested list below your level of agreement or disagreement to these

determinants of employee performance in the education sector

| Determinants of Employee Performance | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| Qualification of Employee | | | | | |
| Experience of Employee | | | | | |
| Working Environment | | | | | |
| Compensation Package (i.e. Financial and Non-Financial) | | | | | |
| Job Security | | | | | |
| Support from other colleagues | | | | | |
| Age and Health Condition of employee | | | | | |
| Retirement and Other Benefits | | | | | |

## SECTION E

### Effects of motivation on the Employee Performance

Choose from the suggested list below how these motivational factors influence your level of performance

in the education sector.

93

| Factors | Very High | High | Uncertain | Low | Very Low |
|---|---|---|---|---|---|
| Nature of Work | | | | | |
| Promotion in the Organization | | | | | |
| Opportunity for Advancement | | | | | |
| Responsibility (Authority to make necessary decisions in order to complete assigned tasks) | | | | | |
| Appreciation for Work Done | | | | | |
| Salary | | | | | |
| Working Conditions | | | | | |
| Relationships with Superior | | | | | |
| Relationships with Peers | | | | | |

Does motivation has effect on you performance?

Yes    [  ]       No    [  ]

**This is the end of the questionnaire. Thank you for your time**

**Appendix 2**

TOPIC: THE EFFECT OF MOTIVATION ON EMPLOYEES" PERFORMANCE: EMPIRICAL EVIDENCE FROM THE OLD MUNICIPAL EDUCATION DIRECTORATE. This interview guide on *"The Effect of Motivation on Employees' Performance: Empirical Evidence from the Old Tafo Municipal Education Directorate"* seeks to gather data for research purpose. It is an academic exercise hence your responses will be used for that purpose. You are assured of confidentiality of the responses/answers you will provide. Thank You.

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MAY, 2020

## INTERVIEW GUIDE FOR SOME OF TEACHING AND NON-TEACHING PERSONNEL

### SECTION A:

### Personal Data

1. Provide your demographic characteristics

### SECTION B:

### Factors that Motivate Employee

2. Do you agree that motivation serves as a factor to measure employee performance?

3. Mention some of the factors that motivate you in your work.

4. If you are to rank the factors, which one will come first, second, third et cetera?

### SECTION C:

### Factors that serves as satisfaction or dissatisfaction among Employee

5. Mention some the factors that satisfy you and those that serve as dissatisfaction to you as an employee.

6. Do you feel that you have personal growth in this organisation in terms of learning new skills and techniques related to your job profile?

7. Do you feel that you receive due recognition for the work you do?

8. Are you offered trainings and workshops so as to improve upon your skills?

9. Do you think you are well paid considering your role and job profile?

10. How would you rate your relationship with your head and colleagues?

### SECTION D

### Determinants of Employee Performance

11. Mention factors that you think can determine your work performance?

12. Do you feel you are technically qualified for the role you work currently?

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13. Are you equipped with practical experience in area of your interest, in addition to your technical knowledge?

## SECTION E

### Effects of motivation on the Employee Performance

14. Mention some of the things that have effect on your performance at workplace?

15. Does motivation has effect on you performance?

16. According to you, what changes can be made to help improve motivation in education sector for better performance?

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