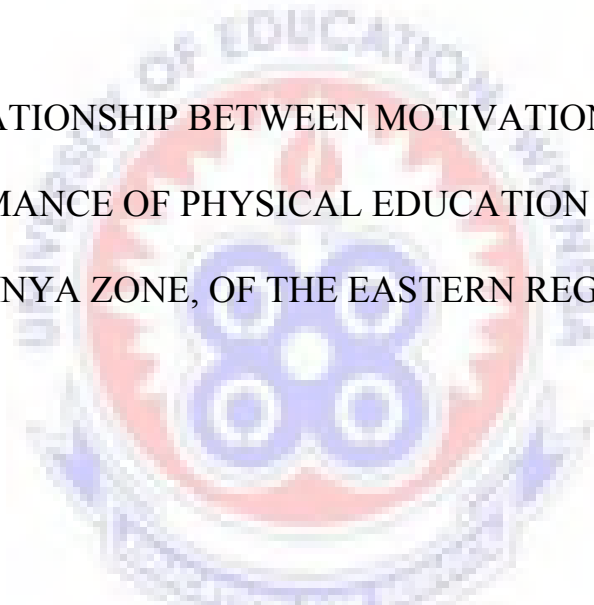


UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF HEALTH PHYSICAL EDUCATION RECREATION AND SPORTS

THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND
PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN THE
SOMANYA ZONE, OF THE EASTERN REGION OF GHANA



MERCY DARKOAH AMO

2013

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF HEALTH PHYSICAL EDUCATION RECREATION AND SPORTS

THE RELATIONSHIP BETWEEN MOTIVATIONAL FACTORS AND
PERFORMANCE OF PHYSICAL EDUCATION TEACHERS IN THE
SOMANYA ZONE, OF THE EASTERN REGION OF GHANA

MERCY DARKOAH AMO

(8110090007)

A THESIS PRESENTED TO THE UNIVERSITY OF EDUCATION,
WINNEBA IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE AWARD OF MASTER OF PHILOSOPHY IN THE DEPARTMENT OF
HEALTH PHYSICAL EDUCATION RECREATION AND SPORTS

OCTOBER, 2013

DECLARATION

Student's Declaration

I, Mercy Darkoah Amo hereby declare that except for the references and quotations from other published sources or other peoples work which have been duly cited, this research work is the result of my own work that has never been published in part here in Ghana or elsewhere.

Signature Date:.....

Name of Supervisor: Dr. W.W. Agbeko

Signature Date:.....

DEDICATION

This work is dedicated to my late father, Mr. S.K. Amo Okyere who gave me formal education. My beloved mother Beatrice Nsieme, whose love, unending care, spiritual support, encouragement and courage enabled me to fulfill this dream, not forgetting all my late siblings.



ACKNOWLEDGEMENT

Without the knowledge and inspirations accorded to me by the Almighty God, this book could not have been written. I owe special gratitude to my supervisor Dr. W.W. Agbeko for accepting to supervise, the patience and commitment he displayed during the process of writing this work.

I would like to thank all my lecturers especially Dr J. A. Baba, and Prof. J. O. Ammah, for their encouragement, wonderful counsel and helpful lectures that helped me to realize my dream. I am also grateful to the Physical Education Teachers, Headmasters/Mistresses and their Assistances for their support and audience accorded me in their various schools. I wish to acknowledge all the authors from whose books and research findings I made references to make my study worthwhile.

I would also want to thank my husband Mr. Ferdinand Achaah, my caring and loving brother, Eric Kwasi Opoku, my children Portia, Emmanuel, Deborah, Kelvin, Jennifer, and Precious for devoting their precious time for me. I thank all my colleagues especially Mr. G. Gomado and Mr. Armah Blay for their wonderful contributions towards the completion of this study.

I thank my Headmistress, Mrs. Anastasia Owusu Tuffuor for accepting me to go for further studies. May the Almighty God reward all the acknowledged persons abundantly.

ABSTRACT

This study was conducted to determine the relationship between motivational factors and performance of physical education teachers that is the extent to which motivational factors such as opportunities for promotion, provision of incentives, and professional growth would influence the performance of physical education teachers in the Somanya Zone. A quantitative research approach was used for the study. The research techniques used were the descriptive method and the Pearson Product Moment Correlation Coefficient (PPMCC). Two research questions were raised and two hypotheses were tested. The instrument used was structured questionnaire. A sample of 100 trained male and female physical education teachers from the Senior High Schools was drawn by purposive sampling method. Data were gathered through the administration of questionnaire to the sample selected for the study. In all, 100 self administered questionnaires were distributed among the physical education teachers and they returned all completed useable questionnaires for response rate of 100%. The participation in investigation was voluntary and confidentiality of responses was ensured. Data was analysed using descriptive statistics and Pearson Product Moment Correlation Coefficient (PPMCC).

The statistical analysis showed that different magnitudes of motivational factors are significantly correlated to high level of performance of physical education teachers that brings about productivity. Frequencies and percentages were used to present data. The findings of the study revealed that opportunities for professional growth, provision of incentives, free accommodation, transportation allowance, regular refresher courses, training workshops, recognition, were significant motivational factors that enhance performance of respondents. The conclusions drawn from this study were that if physical education teachers

are well motivated, they would perform well. Some recommendations like workshops and regular in-service training should be organized for physical education teachers in order to upgrade these teachers' skills and improve their performance. There is also the need to make sure that physical education teachers are motivated effectively in Ghana.



TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES.....	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.2 Statement of the Problem	9
1.3 Research Questions	10
1.4 Hypotheses	11
1.5 Significance of Study	11
1.7 Limitation of the Study	13
CHAPTER TWO	16
LITERATURE REVIEW	16
2.1 The Concept of Motivation	18
2.2 Classification of Motivation	20
2.4 Mars Model of Individual Behaviour	24
2.5 Theories of Motivation	25

2.6	Theories of Motivational Process	27
2.7	Content Theories of Motivation	40
2.8	Conceptual Framework.....	52
2.9	Work Motivation.....	56
2.11	Relationship between Work Motivation and Job Satisfaction	60
2.12	Motivation and Efficiency	62
2.13	Job Evaluation	62
2.14	Job Satisfaction	63
2.15	Motivation of Physical Education Teachers and Performance	67
2.16	Types of Motivation	70
2.17	Performance	73
2.18	Physical Education Teaching Profession	83
2.21	Challenges of Physical Education Teaching Profession.....	87
2.22	Lack of Appreciation	89
2.23	Appraisal of Related Literature	90
CHAPTER THREE		91
RESEARCH METHODOLOGY		91
3.1	Research Design.....	91
3.2	Conceptual Phase.....	92
3.3	Descriptive Research.....	92

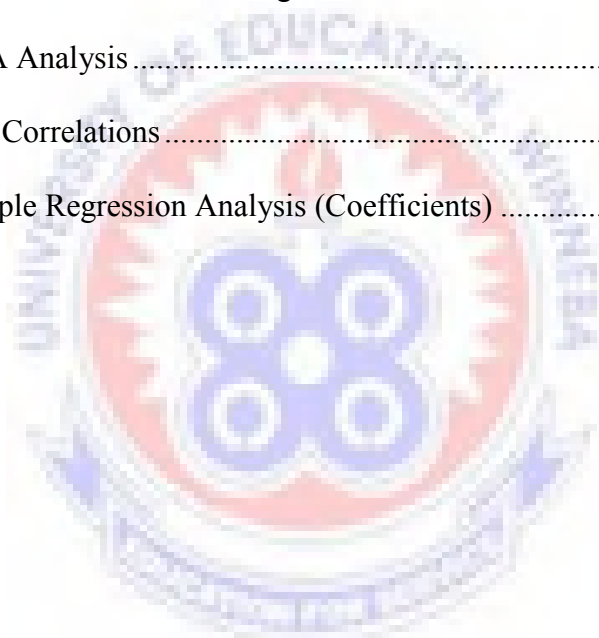
3.5	Context.....	93
3.7	Target Population	94
3.8	Sample and Sampling Technique	94
3.9	Instrumentation	95
3.9.1	Questionnaire.....	96
3.9.2	Key Informant Questionnaire Guide.....	96
3.10	Validity of Instruments.....	96
3.10.1	Reliability of Instruments.....	97
3.10.2	Data Collection	97
3.11	Data Analysis	98
3.12	Ethical Issues	99
CHAPTER FOUR		100
4.0	RESULTS, DATA ANALYSIS AND FINDINGS	100
4.1	Background Characteristics of Respondents	100
4.2	Motivational Factors and Working Environment Productivity	106
4.3	Maintenance Factors and Motivational Factors	109
4.4	Testing of Hypothesis.....	110
4.5	Discussion of Research Questions Findings	113
CHAPTER FIVE		121
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS		121
5.0	Summary and Conclusion	121

5.1	Summary	121
5.3	Implications.....	124
5.4	Recommendations	125
5.5	Suggestion(s) for Further Research.....	125
	REFERENCES.....	127
	APPENDIX 1.....	142
	Appendix 2	147



LIST OF TABLES

Table 1 Gender Distribution	101
Table 2 Age Group of Respondents.....	103
Table 4 Highest Educational Qualification.....	104
Table 5 Other Responsibilities apart from Physical Education Teaching.....	105
Table 6 Nature of Motivational Packages and Working Environment Productivity in the School	106
Table 7 Nature of Motivational Packages in the School.....	109
Table 8 ANOVA Analysis.....	111
Table 9 Pearson Correlations.....	112
Table 10 Multiple Regression Analysis (Coefficients)	113



LIST OF FIGURES

Figure 1 Mars Model of Individual Behaviour	25
Figure 2 A Motivational Process	28
Figure 3 Maslow's Hierarchy of Human Needs Theory.....	42
Figure 4 Simplified Model of Expectancy Theory (Porter Lawler, 1968)	44
Figure 5 Correction/Outcome Matrix (Susskind, 2002)	48
Figure 6 Two Factors Theory	50
Figure 7 Classification of the Herzberg's Two Needs Factors.....	51
Figure 8 Summary of the Relationship between the Independent Variable, which is Motivation, and the Dependent Variable that is, Teachers' Job Performance.....	54
Figure 9 Relationship between Work Motivation and Job Satisfaction	61
Figure 10 Motivation and Performance Model.....	82
Figure 11 Gender Distribution.....	102
Figure 12 Age Group of Respondents	103

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

According to Hackman, J.R., and Oldham, G.R. (1976), Physical Education aims at providing children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life, morally, intellectually and socially within an educational context where pupils are valued and cared for. Physical Education in the senior high schools forms part of the core curriculum and offers a range of physical activities within, and beyond. The curriculum to engage children and young people in purposeful, worthwhile, enjoyable and enriching learning experiences as well as addressing a broad range of educational objectives through well planned and developmentally appropriate physical education programmes. One of the major issues in education in the world today is the influence of motivation on physical education teachers' performance at work. (Bucher, 1979).

According to Mertler, (1992), in a number of countries where research on teachers' motivation have been done; such as America, United kingdom, Asia, Israel, Africa with emphasis in Malawi, Ghana, Zambia and Kenya teachers' motivation has been neglected even though it is clear that without teachers' motivation not much could be achieved in their performance as de-motivated teachers do not take long time with learners but take other job alongside teaching as a fulfillment of their frustration.

The physical education teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom.

Classroom and field climate is important in physical education teacher motivation due to the nature of the profession. If the teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school (Heyward 1991).

According to Jordan (1986) the physical education teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He/she makes diagnosis of student's feelings and attitudes inferred by their behaviour and response in the classroom environment. Likewise, Behar-Horenstein, L. S., & Seabert, D. M., (2002), affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance. Physical education teachers play a very important role in the learning process of students who idealize teachers and try to copy them.

According to Ring J. (2003), physical education is an integral component of total education and it creates an environment that stimulates selected movement experiences resulting in desirable responses that contribute to the optimal development of the individual's potentialities in life in general and in sport in particular through the medium of human movement. Bucher (1983), states that the basic objectives of physical education are to develop physical skill, physical fitness, participation, knowledge, attitudes, social values and emotional stability. In Ghana, the physical education curriculum seeks to achieve the same objectives as those propounded by Bucher.

To highlight the importance of physical education, the United Nations International Charter of Physical Education and Sport declared physical education as a basic human right in 1964. The sport and recreation policy of Ghana as reviewed in 2000 was developed in line with this declaration in addition to the Ministry of Education, Youth and Sports' Policy Circular No 2 of 1994. The motivation of physical education teacher is, therefore, very important as it directly affects the students knowledge and skills because it provides opportunities for enjoyment, for learning new motor skills and for co-operating with others where knowledge regarding a healthy life style can also be provided (Hackman and Oldham 1976). According to Sherman (1983) physical education in the Senior High Schools forms part of the core curriculum and offers a range of physical activities within, and beyond, the curriculum to engage children and young people in purposeful, worthwhile, enjoyable and enriching learning experiences as well as addresses a broad range of educational objectives through well planned and developmentally appropriate physical education programmes.

Heyward, (1991) buttressed that; every student from the kindergarten through to tertiary institution should have the opportunity to participate in physical education activities. According to Westerman (1991), studies related to benefits of physical education on human body indicated that it helps the development of flexibility, cardiovascular, muscle strength, endurance, speed, co-ordination, agility, balance and the brain. Furthermore, regular performance can substantially reduce the risk of developing heart diseases, blood diseases, cancer and physical injuries. This was buttressed by the Center for Disease Control and Prevention (CDCP, 1977) in Ghana. Therefore, the unique learning opportunities in practical physical education lessons will help to gain the knowledge,

skills and attitudes that will enhance their quality of life through active living of physical activity as an essential component.

Motivation on worker performance has been the common talk shows almost in everywhere, be it in public or private employment. Mankoe (2002) observed that we speak of a person as being motivated when the person works “hard” “keeps at” his or her work, and directs his or her behaviour towards appropriate goals. Mescon M.H, Albert, M & Khedouri, F. (1988), point out that motivation was thought to be a simple matter of offering suitable monetary rewards in exchange for efforts but motivation is the key of a successful organization to maintain the continuity of the work in a powerful manner and help organizations to survive. Charles de Gaulle buttressed that "In order to become good in anything, the only talent you need is motivation". These perceptions result in differing desires, based on variations in physical education teachers’ need structure, attitude, curiosity level, task interest, satisfaction with teaching and learning, and sense of well-being. According to the cognitive perspective, students’ thoughts guide their motivation and actions. Students are internally and externally motivated to achieve and to control their environment as Analoui, 2000 confirmed and said that motivation guide people,s actions and behaviours toward achievement of some goals. They may also be motivated by their perceptions about the causes of success or failure especially the perception that effort is an important factor in achievement. The cognitive perspective also stresses the importance of motivating physical education teachers’ to take responsibility through personal goal-setting, planning, and monitoring their progress towards meeting their goals (Schunk & Ertmer, 2000; Zimmerman & Schunk, 2001).

According to Mertler, (1992), physical education teacher motivation is very crucial to academic performance of students and growth of any educational system as well as development of a nation in the long run. This is because physical education teachers are also influential personalities who trains and shapes the lives and future professional and leaders of the nation. In the early colonial days, school education was not as interesting, competitive, and popular as today. Running, marching, rhythmic exercises, football, athletics, small games, jerks and volleyball were the physical education programmes in the schools (Hellison, 1985). However, studies both in the UK, concerning physical education and sports participation, (Van Wersch, Trew, & Turner, 1992) and Greece (Papaioannou, 1997), have reported that interest and participation in physical education gradually declines with age. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Mertler, 1992).

Baron (1983) defines motivation as a set of processes concerned with the force that energizes behaviour and directs it towards attaining some goal. Motivational factors are such factors that exert a driving force on physical education teachers' actions and work. According to Baron (1983), motivational factors are accumulation of different processes which influence and direct our behaviour to achieve some specific goal. It is such a dynamic in today's environment that explicitly creates and encompasses a positive impact on jobs. Within an organization, the best performance is feasible with most committed employees that can only be achieved through employee motivation. Kreitner and Kinicki (1992) assume that motivation contains those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. If it is the role of management to successfully guide employees toward accomplishing

organizational objectives, it is imperative that they understand these psychological processes.

Ukeje (1991), defined motivation as all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity. It is therefore an inner state that stimulates and triggers behaviour and said, motivation could make a mule dance.

According to La Motta (1995), motivation is simply the reason individuals have for doing the things they do. In day-to-day society many different things motivate people, and that which motivates one person may not necessarily motivate another. Things such as a love for life, a desire to succeed, fear of failure, the need for self-fulfillment or self-esteem, are all factors that influence motivation.

Schermerhorn, Hunt and Osborn (1991) conceptualize motivation as based on content and process approaches. The content theories of motivation emphasize the reasons for motivated behaviour and/or what causes it. These theories specify the correlates of motivated behaviour that is states, feelings or attitudes associated with motivated behaviour, and help to represent physiological or psychological deficiencies that an individual feels some compulsion to eliminate. Content theories on the contrary provide insight into people's needs, thereby assist in understanding what it is that energizes and sustains employee behaviour, and what they will and will not value as work rewards. In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Herzberg (1989) claims that motivation is a personality trait that directs intensity and initiates behaviour; it cannot be observed, only inferred. Though motivation is an illusive trait, the lack of it by workers or

the inability of managers to develop motivation in their employees often makes or break the successful organization. Based on this administrators must understand motivation to assist in increasing performances or productivities of physical education teachers. Secondly, administrators must be able to motivate physical education teachers to achieve greater work levels. According to Kanfer, (1990), motivation is contagious, if students take notice of enthusiastic and highly motivated physical education teachers and management; they too, get excited about their participation or involvement with the subject.

Motivating physical education teachers closely linked to goal - direct behaviour. Initially, there is an unsatisfied need or goal one wants to achieve. Secondly, there are two extreme behaviours often observed in the motivation process. If the goal is satisfied, the highly motivated individual will continue pursuit of another goal, never really quite satisfied with his/her performance. Often, these individuals remain in a state of continual unsatisfied need which can eventually lead to job burnout (Steers & Porter, 1982).

Intrinsic motivation, deriving from within the person or from the activity itself, positively affects behaviour, performance, and well being (Ryan & Deci, 2000). Indicators of intrinsic motivation assessed by the study included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life whereas extrinsic motivation, results from the attainment of externally administered rewards, including, free accommodation, free meals, night and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others (Bennell 2004).

Through the identification and change of environmental contingencies, including extrinsic reinforcements, motivation increases have been realized in work behaviours including attendance, punctuality, stock work, selling, cost reduction, work quality, productivity, sales calls, and customer service (Komaki, 1982). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforces. The concept of intrinsic motivation was an important challenge to behaviourism, and has roots in White's (1959) competence or effectance motivation. Maslow (1943) and Alderfer (1969) addressed similar needs. In this study of effectance motivation; intrinsic motivation of teachers was measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and control over others. Extrinsic motivation of physical education teachers on the other hand, was measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

According to Armstrong, (1996), there are many studies which explored the existing trend on job satisfaction and work motivation around the globe but there was scarcity of this work in the local environment. Copious researchers agreed on their finding that job satisfaction was dependent on work motivation. In the past, researchers have defined each variable in relation of work motivation with job satisfaction. The key aspects of physical education teaching involve the use of instructional materials, facilities and equipment, teaching methods, regular assessment of students, making lesson plans, assessment of

students' social and moral behaviours, conduct of fieldworks, teachers' participation in sporting competitions, attending school assembly, give guidance and counseling. Therefore, physical education teachers job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Physical education teachers like all other subjects teachers, have access to provision of incentives, salaries, wages levels, opportunities for promotion, provision of facilities, provision of equipment, and professional growth as a motivational factors to enhance their job performance.

1.2 Statement of the Problem

Motivation has been identified as a major factor contributing to workers effective performance in organizational goals achievement. The relevance of motivational factors aids improved performance in any establishment. Hence, motivated individual turn to make conscious decisions, considerable effort in achieving something valued that influence performance. Most motivation literature has focus on sports participation. However, reviews of motivation literature suggest motivational factors traditionally used to explain sports participation could be applied to performance. (Bowey, 1997).

In 2005, it was reported in the Asuogyaman and Manya Division of the Ghana Education Service, by the District Officers in Supervision, that physical education teachers have low motivational drive hence devoted lesser time to extra-curricular activities such as school church programmes, club, social gathering activities, teaching preparation, and marking to other activities that benefit the physical education teachers.

These therefore deteriorate the standards of professional conducts including serious misbehavior both on the part of the physical education teachers and students and also poor professional performances have been observed in some Senior High schools.

The need for physical education teachers to be motivated enough in order to perform in achieving the organizational goal and also to be proactive but also indispensable to the professional calling. Motivational factors such as enough equipment and facilities, professional growth, payments of night allowances during camping and competitions, better accommodation both in the schools and outside, inservice training, refresher courses attendance, winning bonuses, given the subject its independent department as well as respect from both colleague teachers and administrators; that could determine how employees could be motivated to increase their productivity and stay long with the organization. Therefore, this study examines the relationship between the motivational factors and performance of physical education teachers in the Somanya Zone, of the Eastern Region of Ghana.

1.3 Research Questions

To facilitate effective realization of the aforementioned research purpose, the following research questions were sought;

1. Will motivational factors and working environment bring about productivity?
2. Will maintenance factors and motivational factors affect physical education teachers' performance?

1.4 Hypotheses

The following hypotheses of the study were tested:

1. There is no significant relationship between motivational factors and working environment productivity.
2. There is no significant relationship between motivational factors and performance of physical education teachers.

1.5 Significance of Study

Motivation has been identified as a major factor contributing to workers effective performance of job leading to the achievement of organizational goals. The relevance of motivational factors as a process for improved performance of physical education teachers cannot be underestimated. Motivated people are those who have made a conscious decision to devote considerable effort to achieving something that they value. What they value will differ greatly from one individual to another. Therefore;

- ❖ The study seeks to explore possible strategies from school management and administration as to how motivated their physical education teachers are.
- ❖ The study is of importance to the policy makers and Senior High School administrators as it will identify major strategies to modify the behaviour of physical education teaching staff towards their job performance.
- ❖ It will particularly identify strategies that will help to improve teacher morale and working conditions, at the same time counteract the factors that lower the physical education teachers' motivation.

- ❖ The findings from this study will help to highlight those motivational factors where there are problems among physical education teachers and thus will be of great benefit to the management of the organization and the policy makers.
- ❖ The results of this study would hopefully be significant in the sense that it would enable both the management and the labour union to better understand how the various motivational factors could be harnessed to inspire physical education teachers, to increase, improved and sustain performances.
- ❖ Furthermore, this study will be of immense benefit to policy makers in the human resources functions of the organizations in designing welfare incentives for the physical education teachers.
- ❖ Finally, the study will be undertaken with the explicit objective of enabling the researcher obtain a Masters Degree in HPERS Department of University of Education Winneba.

1.6 Delimitation

This research focused exclusively on the trained physical education teachers in the four main Districts of the Somanya Zone of the Eastern Region of Ghana, namely:

1. Asuogyaman District.
2. Yilo Krobo District.
3. Upper Manya Krobo District
4. Lower Manya Krobo District.

Independent variables are the motivational factors of the following;

- ❖ Enough equipment and facilities
- ❖ Professional growth
- ❖ Payments of night allowances during camping and competitions
- ❖ Better accommodation both in the schools and outside
- ❖ Inservice training and refresher courses attendance
- ❖ Winning bonuses when they excel
- ❖ Respect from both colleague teachers and administrators

The Dependent Variable

- ❖ Improved performances

1.7 Limitation of the Study

A study of this nature should have covered the whole nation but the wideness of the nation, has compelled the researcher to narrow the study to only the Senior High Schools in the Somanya Zone. The schools were selected for study because of the decline in teacher performance as reported by District Education Inspection Report (October, 2007).

The relationship between the organization and its members is governed by what motivates them to work and the fulfilments they derive from it. The manager needs to understand how to elicit the cooperation of staff and direct their performance to achieving the goals and objectives of the organization.

1.9 Definition of Terms

- **Achievement:** to acquire a heart desired results

- **Belongingness, social, and love:** the need for friendship, affiliation, interaction, and love
- **Esteem:** the need for self esteem or value and for respect from others.
- **Extrinsic Motivation:** Results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others.
- **Intrinsic motivation :** Is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being
- **Maintenance Factors:** these are the prerequisite job factors which are essential for existence. They are extrinsic. e.g. Salaries, policies, physical working conditions, inter personal relationship and job security
- **Motivation:** A feeling that arouse physical education teacher's interest in performing his duties as well as approach to work happily without any sort of force to work.
- **Motivational Factors:** these are other factors that yield positive satisfaction. They are intrinsically rewarding; e.g. sense of achievement, recognition, growth and promotional opportunities, responsibility, and meaningfulness of the work
- **Physiological:** the need for food, drink, shelter, and relief from pain.
- **Prerequisite:** structures that exist to facilitate, promote and improve job performance

- **Safety and security:** the need for freedom from threat; that is, the security from threatening events or surroundings.
- **Self-actualization:** the need to fulfill oneself by maximizing the use of abilities, skills, and potential.



CHAPTER TWO

LITERATURE REVIEW

The study area is the Somanya Zone of the Eastern Region. Somanya Zone formally known as the (Kaoga District) has twenty Senior High Schools, in the Asuogyaman, Upper, and Lower Manya and Yilo Krobo Districts (data obtained from the District Education Offices). The four Districts are closely located to each other where Asuogyaman which is the end, is located at the south-eastern end of the Eastern Region. It shares Borders with North Tongu and South Dayi Districts of the Volta Region. At the Western end of the District are the Lower and Upper Manya and Yilo Krobo Districts. The Yilo Krobo District which is the end of the zone, shares Borders with the Akuapim –North District of the Eastern Region. The inhabitants of these Districts are predominately peasant farmers, small scale fishermen, petty traders and some government employees. Akosombo Hydro Electricity Dam, the Adomi Bridge, Weevi (one mouth thousand) and Abodoo and Akosombo Textile Limited are found in the Asuogyaman District. Lower Manya District has Weevi (one mouth thousand) and Abodoo, Tilapia, Akuse Hydro Electricity Dam, and Beads. Upper Manya District also can boast of the Assesewa market which is the oldest and the biggest in the Region. Yilo Krobo District which is the fourth District of the Zone, can also boast of Ghanaian beads. There are twenty second cycle institutions of fourteen public schools and six private schools in the Zone. The Zone has only one Girls’ school. The study area was considered appropriate because of the recent low performance of most physical education teachers and their teams’ performances during competitions despite the various monetary and non-

monetary motivators given to them. Besides, the area has a high concentration of senior high schools.

Literature review implies a secondary analysis of available information related to given research problem. In any form of research the researcher needs to read around the main subject. Agbeke and Denkyira (1999) observed that literature review grants the researcher knowledge on what has already been done or known about his area of interest. In support of this, Bell (1992) mentions that, a review of literature may give the researcher an idea about the appropriate approach and methods which had not already occurred to him.

In this chapter, we will explore the theories of motivation and job satisfaction (or dissatisfaction. These theories attempt to explain motivation and job satisfaction (or dissatisfaction) in the workplace. The basic question is what makes people tick in the work place and engage themselves in the activities that ultimately bring a sense of fulfillment and sometimes disappointment in their working lives. This will be in two parts, part one will investigate the theories of motivation; and the second part will delve into theories that enlighten us about job satisfaction (dissatisfaction) and the relevant literature thereof. As a result, a review of related literature was done covering:

- ❖ The Concept of Motivation
- ❖ Classification of Motivation
- ❖ Theories of Motivation
- ❖ Work Motivation
- ❖ Bonuses, Incentives, and Compensations
- ❖ Relation between Work Motivation and Job Satisfaction
- ❖ Motivation and Efficiency

- ❖ The Physical Education Profession
- ❖ Motivation, Physical Education Teaching and Performance
- ❖ Types of Motivation
- ❖ Challenges of the Physical Education Profession
- ❖ Appraisal of Related Literature

2.1 The Concept of Motivation

There have been various attempts at defining motivation. According to Callahan, Fleenor and Knudson (1986:81) the term motivation is derived from the Latin word "movere" which means to move. In other words motivation involves setting into motion human action. Mwamwenda (1996) concludes that motivation is a concept used as an explanation or rationale for the way a person or organism behaves. Thus Armstrong (2001:255) succinctly describes motivation as "goal-directed behaviour". Along the same line, Everard and Morris (1996:20) look at motivation as "getting results through people". In their attempt to define motivation, Huczynski and Buchanan (1991) elaborate that motivation is a decision making process through which the individual chooses desired outcomes and sets into motion the behaviors appropriate to acquiring them. Thus Owens (2001) describes motivation as a process which explains why people do the things they do. Why, for example, do some educators go to work and do only what is required of them whereas others are vibrant, enthusiastic and willing to accomplish more than just the minimum at school?

From the various definitions provided in this section it is evident that although authors have differing views on this concept they all seem to refer to motivation as influence on

human action or behaviour. This study is thus largely influenced by Matlawe's (1989) definition of motivation which is described as a complex internal state that activates and moves an individual. Some definitions include that by Vroom, 1964 “a process governing choices made by persons or lower organisms among alternative forms of voluntary activity” and Atkinson, 1964 “the contemporary (immediate) influence on the direction, vigor, and persistence of action “and Campbell and Pritchard, 1976 “motivation has to do with a set of independent and dependent variable relationships that explains the direction, amplitude and persistence of an individual’s behaviour, holding constant the effects of aptitude, skill, and understanding of the task, and the constraints operating in the environment”.

Perhaps we can distinguish common factors to all these definitions, namely: - What energizes human behaviour; what directs or channels such behaviour; and how such behaviour is maintained or sustained. And it is also possible perhaps to say that these are the three components of motivation and each would appear a very essential part or factor in understanding human behaviour at work. From these three components we can characterize motivation as:

1. An energizing force within an individual that „drives“ him to behave in some ways, and environment forces that often triggers these drives;
2. Goal oriented on the part of his individual- behaviour is directed toward something.
3. Systems oriented – a process of feedback from the environment to the individual, which either reinforces the intensity of their drive and the direction of the energy or dissuades them from their course of action and redirects their efforts.

The researcher has selected this definition as it captures the similarity in the various interpretations of motivation and is thus a synthesis of the various definitions put forth by the authors in the preceding paragraphs. Motivation is defined by Mankoe (2002) as a causative factor, an incentive or drives for job performance. He further mentions that motivation is process of moving oneself and others work towards the attainment of individual and organizational objectives. Owens (1988:92; cited in Mankoe (2002) notes that motivation is made up of “all the inner striving conditions described as wishes, desires; it is the inner state that activate or moves individuals”. Mankoe (2002) state that motivation available to employees can be of two major types: Intrinsic and Extrinsic motivation

Intrinsic motivation: this is derived from within the person. It refers to the direct relationship between a worker and the task, and is usually self applied. Examples are achievement, accomplishment, challenges and competence, which are derived from performing one’s job well.

Extrinsic motivation: this is derived from the work environment external to the person and his work. A different person usually applies it. Good salary, fringe benefits, enabling policies and various forms of supervision are examples.

2.2 Classification of Motivation

According to Mullins (2005), motivation to work can be put into a three broad categories. These are Economic Rewards, Intrinsic satisfaction and Social Relationships.

2.2.1 Economic Rewards

These rewards motivate employees to work hard to meet the goals of the organization, and include pay, material goods, pension rights, fringe benefit and security.

2.2.2 Intrinsic Satisfaction

This is derived from the job itself, an interest that one has in the job and also personal growth and development.

2.2.3 Social Relationship

This is a relational orientation to work. It involves friendships at the work place, group work and the long for affiliation in addition to status and dependency.

A worker may be motivated or derive job satisfaction from one or a combination of these categories of motivation. This however, depends on the expectation of the worker and how the expectation is met. For instance, as some workers may forgo intrinsic satisfaction and social relationships for high economic rewards, other workers may forgo high economic rewards for intrinsic satisfaction and social relationships.

In a school, social relationships can be an important feature where interactions with students and teachers may be a motivator. Intrinsic satisfaction is more of a personal attitude and therefore varies from person to person and from job to job.

Dostal (2006) also classified motivation under five headings, namely: Achievement, socialization, Incentive, Fear motivation and Chang motivation.

2.2.4 Achievement

According to Dostal (2006), achievement is the motivation of a person to attain goals. The desire for achievement is inherent in every man, but not all persons look to achievement as their motivation. Workers are motivated by a goal and in order to attain that goal they are willing to go as far as possible. The complexity of the goal is determined by a person's perception. What one person thinks is easy goal to accomplish may seem to be impossible to another person. Nevertheless, if your motivation is achievement, you will find that your goals will grow increasingly complex with time.

2.2.5 Socialization

Some people consider socialization to be their main motivation for actions. This is especially conspicuous in the situation of peer pressure. Some employees are willing to do anything to be treated as an equal with a group structure. The idea of being accepted among a group of people is their motivation for doing certain things.

2.3 Incentive Motivation

The incentive motivation involves rewards. Workers who believe that they will receive rewards for doing something are motivated to do everything they can to reach a certain goal. Although achievement as a motivation is focused on the goal itself, incentive motivation is driven by the fact that the goal will give employees benefits. Incentive motivation is used in profit making organizations through bonuses and other types of compensation for additional work. As incentives are offered companies hope raise productivity and motivate their employees to work harder.

2.3.1 Fear Motivation

Dostal (2006) asserted that, when incentives fail to motivate employees, people often turn to fear and punishments as the next tools. Fear motivation means pointing out various negative effects if a worker does not follow a set of prescribed behaviour. This is often seen in companies as working hand-in-hand with incentive motivation. Workers are often faced with a reward and punishment system, as they are given incentives if they accomplish a certain goal, but they are given punishments when they disobey certain policies (directives).

2.3.2 Change Motivation

Sometimes people do things just to bring about changes with their immediate environment. Change motivation is usually the cause of true progress. Employees are just fed-up of how things are, and as a result, think of ways to improve it.

2.3.3 Giving Praise

Lussier (2005), mentions that giving praise develops a positive self-concept in employees and leads to improved performance. Giving praise also creates a win-win situation for management and employees, and it is motivating in that it meets the employees' need for esteem, growth and achievement.

Safety needs: such as protection, security and stable environment.

Esteem needs: these include needs for self-respect, status, fame, recognition, freedom and reputation.

2.4 Mars Model of Individual Behaviour

The success of any organization depends on the ability of managers to provide a motivating environment for its employees. The challenge for managers today is to keep the staff motivated and performing well in the workplace. The manager has to know the behavior of each employee and what might motivate each one individually. By understanding employees' needs, managers can understand what rewards to use to motivate them.

The goal of most companies is to benefit from positive employee behavior in the workplace by promote a win–win situation for both the company and workers.

The MARS model of Individual Behavior is an excellent medium for creating the win-win relationship between the employer and employees to understand motivation we have to know MARS Model of Individual Behavior. MARS model is a model that explains individual behavior as a result of internal and external factors or influences acting together. The name of the model is an acronym of the four major factors that have an affect on employee performance Motivation, Abilities, Role perception and Situational Factors. Individual values, personality, perceptions, attitudes, and stress form a basis on which the factors interact.

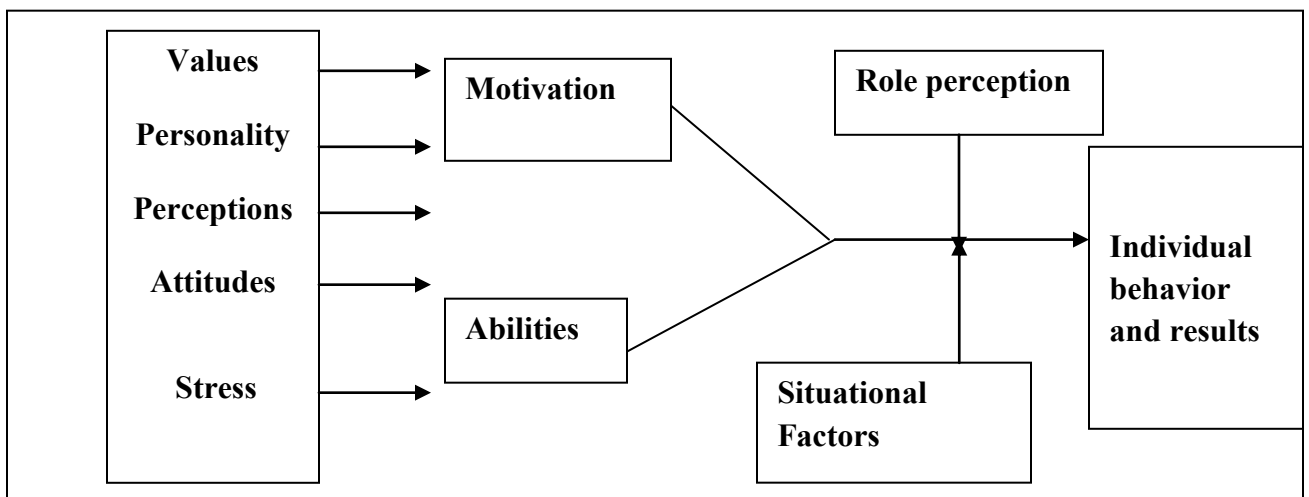


Figure 1 Mars Model of Individual Behaviour

These factors are highly interrelated in organizations. Unless all of the elements of the MARS model are satisfied, employee behavior and performance will be affected and negatively impacted. For example, enthusiastic and employee with high motivation level who is skilled in running the work (ability), and understands the job duties (roles perception) well, will not be able to perform their job well if there is a lack of the adequate and sufficient resources that is Situational factor environmental conditions that constrain or facilitate behaviour which are Time, People, Budget and Work facility.

2.5 Theories of Motivation

Ever notice that once we've been doing things for a while, our curiosity fades? Some people lose the joy in their work. Some continue in their roles in order to maintain their comfortable salaries and secure benefits long after they have mentally quit. Others presume a job change is the only way to get back that long-lost enthusiasm (Harrington, 2004:13).

The above scenario captures the essence of the problem facing many organizations today. Motivation! While other employees might be motivated to come to work, others are not. It then becomes management's challenge to deal with employee inertia. Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration (Pinder, 1998:11). Motivating employees was an important topic as far back as 1789. Samuel Slater, a pioneer who introduced textile manufacturing to America, was concerned about creating a work setting where it was comfortable for workers to do their jobs. Other efforts to create a positive work motivational work climate ranged from

George M. Pullman's company town to Henry Ford's profit sharing plan. The Edison Electric Illuminating Company of Boston provided tennis courts and bowling alleys. Other firms planted gardens for workers or constructed libraries and athletic facilities. One reason for corporate generosity was fear of trade union movement, but there were other motivators. One was greed, the desire to get employees to work harder for less money. Another was humanitarianism, the willingness to treat employees well. And some corporate leaders believed it was simply good business to satisfy worker's needs for good working conditions, a fair day's pay, and social interaction (Gibson, Ivancevich & Donnelly, 2000).

Several research studies on motivation have been undertaken by industrial psychologists and behavioral scientists. As a result, some theories about motivation and human behavior have been developed by researchers. Theories of motivation explore the sources of pleasure that people experience when they maintain equilibrium and preserve homeostasis by avoiding pain and over stimulation. The dynamic process of change in and of itself has important implications for employees in modern organizations. In particular, it affects their basic need to know who they are as a secure anchor amid incessant change. Frequent changes in organizations and in technology influence the power structure, the skills needed to excel on the job, an organization's values, and its managerial philosophy. Work motivation research began, as did the psychology of motivation in general, as a branch of individual psychology. However, more than theories of personality and human abilities, theories of work motivation traditionally have encompassed both individual and situational characteristics.

Theories of motivation fall into two categories: content theories and process theories. Content theories focus on the factors within the individual or person that energize, direct, sustain, and stop behaviour. They attempt to determine the specific needs that motivate people. Process theories on the other hand, describe and analyze how behavior is energized, directed, sustained, and stopped by factors primarily external to the person. Both categories have important implications for managers, who by the nature of their jobs are involved with the motivational process (Gibson, James, L., Ivancevich, John, M. and Donnelly, Jr. James, H. 2000). Kini and Hobson (2002:605) agree with the distinction above, between content and process theories by suggesting that content theories are concerned with the identification of important internal elements and the explanation of how these elements may be prioritized within the individual; while process theories on the other hand, focus on certain psychological processes underlying action and place heavy emphasis on describing the functioning of the individual's decision system as it relates to behavior.

2.6 Theories of Motivational Process

Process theories attempt to identify the relationships among the dynamic variables, which make up motivation. They provide a further contribution to our understanding of the complex nature of work motivation. Many of the process theories cannot be linked to a single writer, but major approaches and leading writers under this heading include: Expectancy-based model – Vroom, and Porter and Lawler, Equity theory – Adams, Goal theory – Locke, Attribution theory – Heider, and Kelley. Motivational processes from the above views, assume that there are four basic building blocks in the **motivational**

process namely: - Needs or expectation; behaviour; goals; and feedback. Table 2.4 A is a representation of these blocks and their relationships.

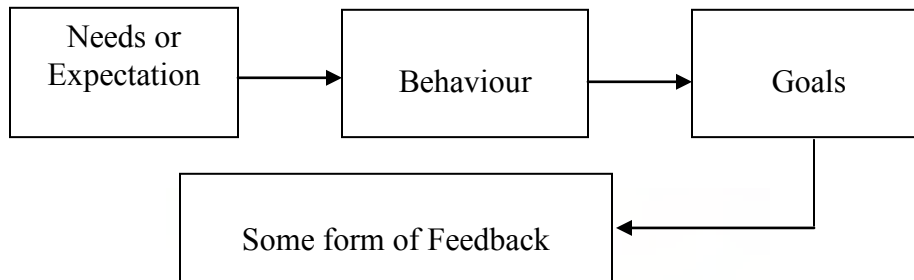


Figure 2 A Motivational Process

The process motivation theories, attempt to explain and describe some of the factors, typically outside the individual, that energize, direct, sustain, and stop behavior. The major process theories of motivation to be discussed here under include: Social learning, Operant conditioning, Expectancy, Equity, Goal setting; and Job Design Theories.

2.6.1 Social Learning Theory

Learning is one of the fundamental processes underlying behavior and, in turn, motivation. Most behaviour within organizations is learnt behavior. Perceptions, attitudes, goals, and emotional reactions are learned. Skills for example, programming a computer or counseling a troubled employee can be learned. The meanings and uses of language are learned. Learning is therefore a process by which relatively enduring change in behavior occurs as a result of practice (Gibson, James, L., Ivancevich, John, M. and Donnelly, Jr. James, H. 2000). Albert Bandura of Stanford University illustrated how people acquire new behavior by imitating role models (learning vicariously). Social

learning refers to the fact that we acquire much of our behavior (e.g. hitting a golf ball, giving a speech, using a computer program) by observation and imitation of others in a social context. The Bandura-inspired view of behavior is that it is a function of both personal characteristics and environmental conditions. According to Bandura, (1986), social learning theory explains behavior in terms of a continuous interaction between cognitive, behavioral, and environmental determinants. Social learning theory introduces vicarious learning (modeling), symbolism, and self control. Parents, friends, heroes, and respected leaders are imitated because we identify with them. Each of us uses symbolism as guides for our behaviour. For example, we know how not to speed because we have mental pictures of fatal or crippling accidents; we set personal goals to motivate ourselves; we use mental reminders to remember a customer's name. People also attempt to exercise self-control by not smoking, nor drinking excessively and not physically attacking a person who makes a personally disparaging remark about our family, or ethnic background.

A central part of social learning theory is the concept of self-efficacy, defined as the belief that one can perform adequately in a particular situation. Self-efficacy judgments influence our choices of tasks, situations, and companions, how much effort we'll expend, and how long we'll try. Another concept that has potential effect on self-efficacy is the Pygmalion effect, which refers to enhanced learning or performance that results from others having positive expectations of us. That is, the fact that others believe us capable of high levels of performance may lead us to perform at that level. A leader's expectations about job performance might be viewed as an important input to the employees' perceptions of their own levels of efficacy. The strength of the persuasion

would be influenced by the leader's credibility, previous relationship with the employees, influence in the organization, and so on. It may also be related to gender of the leader, as the Pygmalion effect has been found to have more impact among male than among female leaders. However defined and whatever their impact, expectations play a major role in influencing behavior (Gibson, James, L., Ivancevich, John, M. and Donnelly, Jr. James, H., 2000).

Operant conditioning; in another perspective, learning often occurs as a consequence of behaviour. This type of learning is called operant conditioning. The person most closely associated with operant conditioning is the late world-famous behaviorist B.F. Skinner. Several principles of operant conditioning can aid managers attempting to influence behavior. Reinforcement is an extremely important principle of learning. In a general sense, motivation is an internal cause of behavior, while reinforcement is an external cause. Positive reinforcement occurs when a positively valued consequence follows a response to a stimulus. Thus, positive reinforcement is anything that both increases the strength of response and induces repetitions of the behavior that preceded the reinforcement. These positive reinforcers could include items such as raises, bonuses, or promotions or less tangible things such as praise or encouragement. Without reinforcement, no measurable modification of behavior is likely to take place. Timing and other competing reinforcement contingencies play a key role in the administering of reinforcers. Negative reinforcement refers to an increase in the frequency of behavior following the removal of something that is displeasing (e.g. an undesirable situation) immediately after the response. An event is a negative re-inforcer only if its removal after a response increases the performance of that response. For example, turning on the air

conditioner (the behavior) usually minimizes or terminates an aversive condition, namely being hot (negative re-inforcer). This increases the probability of turning on the air conditioner when the car is hot.

Punishment is an undesirable consequence of a particular behavior. A professor who takes off 10 points for each day a paper is late is using punishment. Punishment, when applied, is sending the message to not do something. Some people believe that punishment is the opposite of reward and is just as effective in changing behavior. Others consider punishment a poor approach to learning because:

The results of punishment aren't as predictable as those of reward;

The effects of punishment are less permanent than those of reward; and

Punishment is frequently accompanied by negative attitudes toward the administrator of the punishment, as well as toward the activity that led to the punishment.

Extinction refers to decline in the response rate because of non-reinforcement. For example, if a team member has a habit of telling demeaning jokes about other racial groups and people laugh (positive reinforcement); and if people stop laughing (nonreinforcement), over time the habit of telling demeaning racial jokes might diminish (Gibson et al, 2000:151 – 152).

Critics of learning theories have a concern with the use of re-inforcers in that they believe there is no real change in behavior. The person is just being bribed to perform. In reinforcement, however, outcomes are typically delivered for behaviors designed to benefit the person and the organization. Thus, this criticism, although logical, really doesn't apply to the re-inforcers usually used in organizations.

The view that reinforcement automatically modifies behavior, without the person's beliefs, values and mental processes playing a role, is simply wrong. People can learn by seeing others get reinforcement and by imitating those who aren't reinforced (social learning).

There is also self-reinforcement, which operant conditioning theorists ignore.

Another criticism focuses on the point that individuals can become too dependent on extrinsic re-inforcers (e.g., pay). Thus, behavior may become dependent on the reinforcer and never performed without the promise of the reinforcer.

The use of positive reinforcement may be more perceived than actual. In other words, while managers may claim more use of positive reinforcement (praises, recognition and rewards), employees may report very little or no use of these re-inforcers (Gibson et al, 2000:157).

2.6.2 Expectancy Theory

A quite popular explanation of motivation, developed by Victor Vroom, is expectancy theory, rated as one of the most prominent motivation and leadership theories. The majority of the early studies (about 50) tested the accuracy of expectancy theory in predicting employee behavior.

Vroom defines motivation as a process governing choices among the alternatives forms of voluntary activity. In his view, most behaviors are under the voluntary control of the person and are consequently motivated. The expectancy theory is explained in terms of four concepts:

1. First and second level outcomes – the first level outcomes resulting from behavior are associated with doing the job itself. These outcomes include productivity, absenteeism, turnover, and quality of productivity. Second level outcomes are those events (rewards or punishments) that the first level outcomes are likely to produce, such as merit pay increase, group acceptance or rejection, and promotion.
2. Instrumentality refers to the individual's perception that first level outcomes are associated with second level outcomes.
3. Valence is the preference for outcomes as seen by the individual. For example, a person may prefer a 9% increase in pay over a transfer to another department. An outcome is positively valent when it's preferred and negatively valent when it's not preferred or avoided. An outcome has a zero valence when people are indifferent to it.
4. Expectancy refers to the individual's belief concerning the likelihood or subjective probability that a particular behavior will be followed by a particular outcome such as level of performance (Gibson et al, 2000:160 – 161). In (Gibson et al, 2000: 164), several studies have been quoted for and against expectancy theorists, for example, Humphreys and Einstein (2004:58) expectancy theory focuses on individual perceptions of the work environment and the interactions of that context with one's personal expectations (Fudge & Schlacter, 1999). Since we believe a comprehensive model must include aspects of individual personality, an expectancy paradigm is a logical starting point (Gerhart, Minkoff, & Olsen,

1995). In addition, empirical support for the concepts of expectancy, instrumentality, and valences has been rather broad (Zerbe, Isaac & Pitt, 2001).

Based upon this generic framework of expectancy theory, we agree that a comprehensive model of work motivation must include the concepts and elements of effort, individual abilities and perceptions, goal directed behavior, intrinsic and extrinsic rewards, satisfaction, and perceived equity. As a result, these authors feel strongly that the additional variables are present in the expectancy theory of motivation such:

- Follower self-concept – A contribution of Shamir, House, and Arthur (1993), proposed the motivational importance of the self-concept of followers within the leader/follower dyad. They theorized the transformational effects of charismatic leaders were the result of increased follower motivation by assisting those followers in the maintenance and enhancement of the self concept.
- Follower motivational development - The work of Bray, M. (2000) has given rise to a concept of motivational development. The idea being that individuals might move through stages of motivational development whereby initial behaviors may be motivated by simple enjoyment but maturity and experience may lead that individual to elicit certain behaviors for things like status or personal fulfillment.
- . Follower self-efficacy - The idea of self efficacy has an impressive psychological heritage (Wood & Bandura, 1989). In addition, there is evidence supporting the relationship between self-efficacy, effort, and performance (Harrison & Rainer, 1997; Saks, 1995).
- Task complexity - Task complexity must be a part of a meta-theory of work motivation as tasks represent the foundation of the leader/follower relationship

(Griffin, 1987).). Latham, G.P. & Ernst, C.T. (2006) suggest altering the elements of task complexity can alter one's work identity. This could lead to a diminished motivational state, as employees are motivated to create positive self-images of themselves in work settings. In addition, task complexity has been shown to be a potential moderating variable (Jehn, Northcraft, & Neale, 1999; Wood, Mento, & Locke, 1987). Moreover, the conceptual relationship between task complexity and self-efficacy is such that including either construct necessitates the inclusion of the other (Winters & Latham, 1996).

- Leader responsibilities - An inclusive process of work motivation simply cannot be represented without including leadership behaviors and responsibilities. Johnson et al. (2010), while addressing the interrelated concepts of motivation and leadership, assert "... any analysis is incomplete unless both factors are considered."
- Congruency - In the current management literature, Wofford et al. (2001: 203) state that leaders "must be aware of the motive patterns of followers and adapt behaviors to match those patterns." Further, Shamir et al. (1993) suggested there must be a "congruency" between a leader's communication and a follower's values (Ehrhart & Klein, 2001: 155).
- Temperament - We realize the term temperament is somewhat broad. We believe strongly, though, that a comprehensive work motivation model cannot exist without taking into account the personalities of leader and follower and the communication match and/or mismatch of those personalities.

Psychological type theorists suggest, "Different personality temperaments prefer to receive and process information differently" (Ziegert, 2000: 307). There is both intuitive appeal and significant research supporting this idea (Myers & McCaulley, 1985). Further, temperament congruency has been examined in various relationships and contexts. Charkins, O'Toole, and Wetzel (1985) found that temperament incongruence had a negative influence on student performance and satisfaction. Boreham and Watts (1998) concluded learning was influenced by the degree of match between teacher and student preferred styles. Temperament congruence has even been offered as a means to match advertising imagery (Labarbera, 1998) and sales pitches to individual personality types cited in (Johnson et al 2010).

Critics of expectancy theory further say theorists differ on how they define concepts (e.g., effort, motivation) and how they measure them. They also differ on research designs. No systematic approach is being used across investigations. Expectancy theory does not specify which outcomes are relevant to which individual in which situation. Expectancy theory creates an implicit assumption that all motivation is conscious. Individuals are assumed to consciously calculate the pleasure or pain they expect to attain or avoid; then a choice is made. Although, it is generally accepted that individuals aren't always conscious of their motives, expectancies, and perceptual processes, expectancy theory says nothing about subconscious motivation. Studies testing this model have relied on employees from a single organization who were doing the same or similar jobs. These studies seriously limit and restrict the range of expectancies and instrumentalities. These types of studies raise questions about generalizing the results of these studies to other situations.

2.6.3 Goal Setting Theory

In 1968, Edwin Locke proposed that goal setting was a cognitive process of some practical utility. His view was that an individual's conscious goals and intentions are the primary determinants of behavior. A goal is the object of action; it's what a person attempts to accomplish. Locke also carefully described the attributes of the mental (cognitive) processes of goal setting cited in Bredekamp, S. (1992). These are:

Goal specificity refers to the degree of quantitative precision (clarity) of the goal. For example, a goal that says „we will increase our market share next year“ is clear but not quantitatively precise. A goal that says „we will increase our market share next year by 5%“ is both clear and quantitatively precise.

Goal difficulty is the degree of proficiency or the level of performance sought. For example, increasing our market share next year by 5% is both realistic and attainable, but increasing our market share next year by 60%, may both be unrealistic and unattainable.

Goal commitment is the amount of effort used to achieve a goal.

Goal intensity pertains to the process of setting the goal or of determining how to reach it.

Goal setting process entails:

1. Diagnosis for goal-setting readiness (this involves looking at people, history of change in the organization, job and technology, and mission, plan and strategy of the company).
2. Preparation for goal-setting (which may involve participation via increased interaction, communication, formal training and development, establishment of action plans and the establishment of criteria for assessing effectiveness).
3. Implementation which may involve the following steps:
 - a) Goal setting attributes – specificity, difficulty, intensity, and commitment.

- b). Intermediate review – Frequency, exchange of ideas, and modifications.
- c) Final review - Discussion, analysis, development and recycling.
- d) Anticipated goal-setting results – Improved motivation to perform, plan, organize and control.

If goal-setting is to be an effective motivational technique, it must be carefully planned and implemented. A feedback loop is critical to monitor which goals are achieved and why, which goals are not being achieved and why (Gibson et al, 2000:167 – 169).

Gerhart and Rynes (2003:125 -126) highlight the predictive powers of the goal setting theory (GST). In particular, this theory predicts that:

- Higher effort and performance results when people commit to difficult and specific goals rather than to vague commitments.
- Monetary incentives will affect performance only to the extent that such incentives influence the choice of goals and the extent of goal commitment.
- Goal commitment will interact with goal difficulty to determine performance.

With easy goals, there typically is not much problem obtaining goal commitment, because there is little cost to doing so. However, when ambitious goals are set, (e.g., to double sales over a 12-month period), individuals may be reluctant to commit because of the extra effort involved and/or the increased probability of failure and its attendant consequences. Thus, for a difficult goal to have the intended effect of increasing performance, it is both more important (and more challenging) to gain goal commitment.

Some criticisms leveled at goal-setting theory include:

- Goal setting is rather complex and difficult to sustain.

- Goal setting works well for simple jobs (clerks, typists, loggers, and technicians), but not for complex jobs. Goal setting with jobs in which goals aren't easily measured (teaching, nursing, engineering, and accounting) has posed some problems.

- Goal setting encourages game playing. Setting low goals to look good later is one game played by subordinates who don't want to be caught short.

Managers play the game of setting an initial goal that's generally not achievable and then finding out how subordinates react.

- Goal setting is used as another check on employees. It's a control device to monitor performance.

- Goal accomplishment can become an obsession. In some situations, goal setters have become so obsessed with achieving their goals that they neglect other important areas of their jobs (Gibson et al, 2000: 172 – 173).

2.6.4 Job Design Theory

Task Characteristics theory (Job Design) (JD): Seek to identify task characteristics of jobs, how these characteristics combined to form different jobs, and their relationship to employee motivation, satisfaction, and performance (Kini and Hobson, 2002:605). The Hackman-Oldham job characteristics model, a derivative of this theory developed in Japan contends that providing employees with task variety, task identity, task significance, task autonomy, and feedback, will lead to three critical psychological states (experienced meaningfulness of the work, experienced responsibility for outcomes, and knowledge of the actual results) which, in turn, will lead to high internal motivation, high quality work performance, high work satisfaction, and low absenteeism and turnover (McAfee, Quarstein, and Ardalan, 1995:7 – 12).

The implications of this theory for management are that in order to keep employees motivated and satisfied in their jobs managers must:

- Provide their employees with a variety of skills in the workplace;
- Change the nature of employees' jobs from time to time to prevent boredom;
- Constantly point out that the tasks that employees do for the organization is important in achieving company objectives;
- Managers must give employees the freedom and independence to structure, schedule (within the constraints of the company) their tasks; and
- Most importantly, managers must provide constant feedback as to how employees are measuring to set goals.

2.7 Content Theories of Motivation

Employees bring to a work situation their feelings, beliefs and a repertoire of behaviors which determine their modus operandi on day-to-day basis. It is for this reason that managers constantly seek to understand, explain and if possible to predict the nature of their employees' behavior. Content theories of motivation attempt to explain and describe factors within the person that energize, direct, sustain and stop behavior. They provide a framework for managers to gain insights about their employees' internal state. The major content theories of motivation include:

2.7.1 Abraham Maslow's Hierarchy of Needs Theory

One of the most widely cited and discussed motivation theory is the need hierarchy model proposed by Abraham Maslow. The lowest level needs are the physiological needs, and the highest-level needs are for self-actualization. Maslow defined human

needs as: **Physiological, Safety and security, Belongingness, social, and love, Esteem and Self-actualization.**

Maslow's theory assumes that a person attempts to satisfy the more basic needs (physiological) before directing behavior toward satisfying upper level needs (self actualization).

Lower order needs must be satisfied before a higher order needs such as self-actualization begins to control a person's behavior. According to Maslow, a satisfied need ceases to motivate. When a person decides that she's earning enough pay for contributing to the organization, money loses its power to motivate. The hierarchy does explain aspects of human behaviour in society, but it's not accurate or thorough enough to explain individual level behavior, including the fact that:

- It is one directional in approach. It sees the satisfaction of lower order needs as a prerequisite for one to move to the next level of need. It does not say what happens when a higher order need such as self-actualization is frustrated or is no longer motivating. Does one uses lower order needs to motivate one?
- It does not take into consideration cultural variations of people. For example, needs, work styles, and work ethics may differ across cultures.
- The theory cannot be used to predict the behavior.

In support of this view, Afful- Broni (2004) asserted that more than one need may be motivating behaviour at the same time and that a lower motivating need may not necessarily satisfied before one can move out higher motivators. This need hierarchy theory of Maslow can be related to the circumstances of physical education teachers in senior high schools in Ghana as they require better condition of service in terms of

increased salaries, adequate incentive, high social recognition, opportunities for promotion, provision of better facilities and equipment, professional growth and better interpersonal relationships with working colleagues and leaders. By implication, this theory is relevant to the Ghanaian educational administrators who have the responsibility to ensure that physical education teachers needs in terms of better opportunities for promotion, and career progression, better recognition, adequate remuneration, and appreciable conditions of service are substantially satisfied if the physical education teachers must be motivated enough to perform his or her duties responsibly.

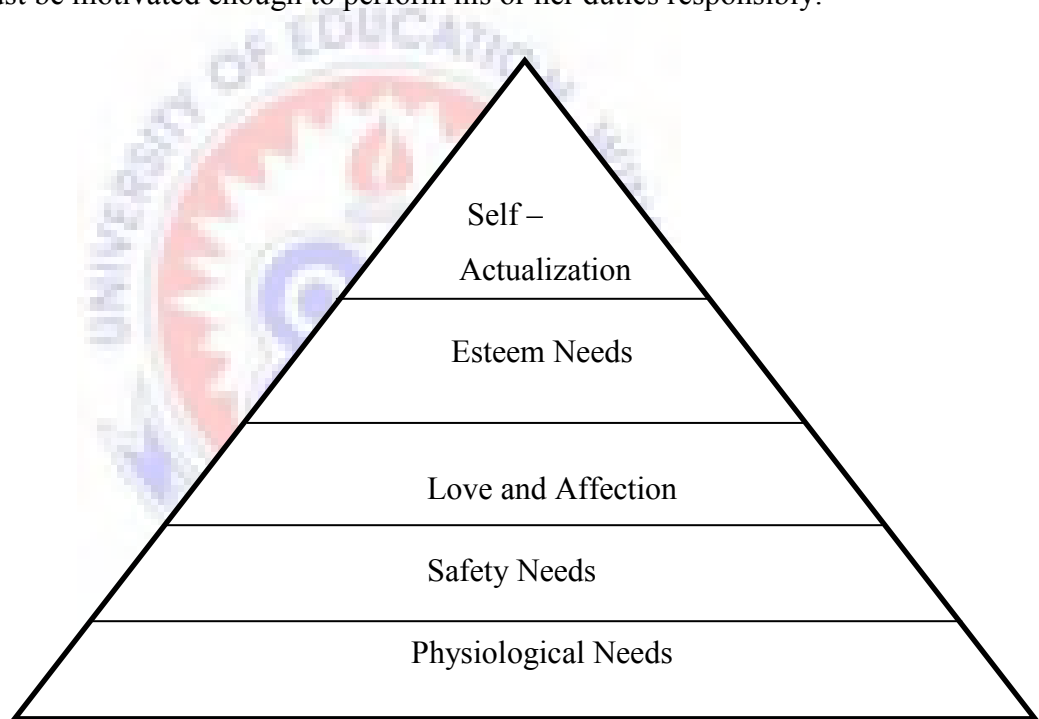


Figure 3 Maslow's Hierarchy of Human Needs Theory **Source:** Afful – Broni (2004:96)

2.7.2 Vroom's Expectancy Theory

Expectancy Theory is one of the motivational theories which seek to explain the basis of performance of the individual or group of individuals. The theory was originally contained in the Valiancy-Instrumentality-Expectancy (VIE) Theory which was propounded by Victor Vroom in 1964. He explain that „Valiancy“ stands for value,

„Instrumentality“ is the belief that, if one does one thing it will lead to another and „Expectancy“ is the probability that action or effort will result in desired rewards for the actor. That is the individual assesses his or her reward chances and then acts in accordance with maximum efforts so as to elicit desired outcome.

The Expectancy Theory was further developed by Porter and Lawler (1968) into a model which follows Vroom's ideas as they suggested that there are two factors which determine the efforts people put into their jobs:

- ❖ The value of the rewards to individual so far as it (reward) satisfies their needs.
- ❖ The probability that reward depends on efforts. That is the individual's expectations about the relationships between efforts and rewards.

Porter and Lawler (1968), as was reported by Armstrong (2006), identified and selected variables such as efforts, the value of rewards, the probability that rewards depend on efforts, performance, abilities and role perceptions as the constituents of the expectancy theory.

Vroom's Expectancy Theory, like many other theories of motivation have some weaknesses. For instance, Bassy (2002) mentioned that the complex nature of the theory makes it difficult to measure some parameters necessary to test it. The theory however, has some relevant implications to educational directors, administrators and institutions. An appreciation of how the theory works will motivate policy makers on educational delivery to reward physical education teachers to improve upon their performance.

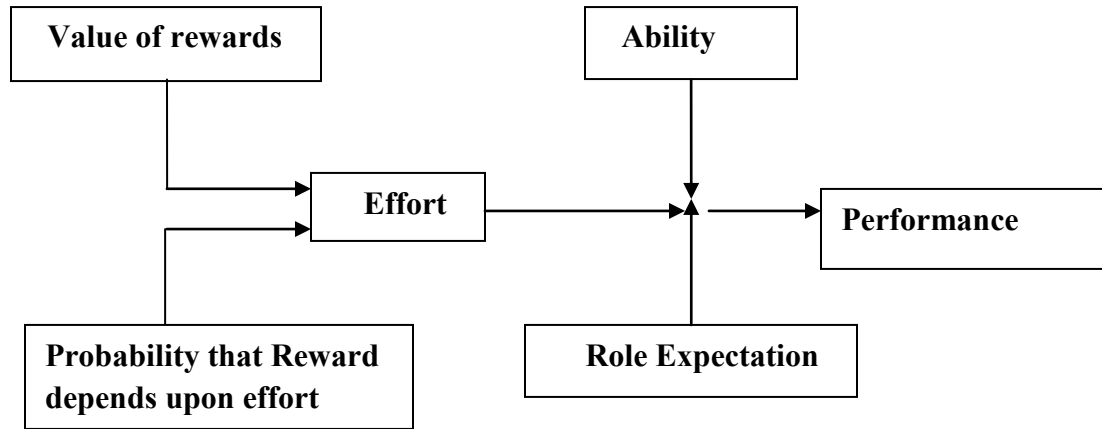


Figure 4 Simplified Model of Expectancy Theory (Porter Lawler, 1968)

Source: Armstrong (2006: 260)

2.7.3 Adams Equity Theory

The Equity Theory which also known as Social Comparison Theory was developed by John Stancey Adams in 1964. This theory suggests that people at work compare themselves with other doing similar work under similar circumstances and judge whether they are being fairly treated by comparison. According to Cole (2002), Adams and his associates found out that if employees realized that they were being treated equitable for equal work done, their work effort would be sustained and even improved. In support of this, Arthur (1994) mentioned that if employees believed that they were not being treated equitably in relation to other comparable employees, their work effort automatically declined.

Adams (1964) asserted that there were two forms of equity: distributive equity, which is concerned with the fairness with which people feel they are rewarded in accordance with their contribution and in comparison with others; and procedural equity, which is

concerned with the perceptions employees have about the fairness with which procedures in such areas as performance appraisal, promotion and discipline are being operated.

In support of this, Jacque (1961) developed „The felt-fair Principle“ for rewarding employees. He mentions that pay systems will be fair if they are felt to be fair. Four assumptions underpinning his theory are as follows:

- There is an unrecognized standard of fair payment of any level of work.
- Unconscious knowledge of the standard is shared among the population at work.
- To be equitable, pay must be felt to match the level of work and the capacity of the individual to do it; and
- People should not receive less pay than they deserve by comparison with their fellow workers and workers in other organizations doing similar jobs.

This felt-fair Principle has passed into the common language of those concerned with reward management. It is often used as the final arbiter of how a job should be graded, sometimes overriding the conclusions reached by an analytical job evaluation exercise. The Equity Theory serves as a guide to educational leader and administrator in explaining and predicting teachers' perceptions about existing reward systems for teachers of Ghana Education Service. The theory is relevant to this study because if teachers that are being rewarded equitably compared to their colleagues with the same qualifications and who are doing similar jobs elsewhere, they would have no option than to give out their best in the performance of their duties.

The essence of the equity theory of motivation is that employees compare their efforts and rewards with those of others in similar work situations. This theory of motivation is

based on the assumption that individuals, who work in exchange for rewards from the organization, are motivated by a desire to be equitable treated at work. A key management role is the maintenance of employee perceptions of equity in the workplace.

The theory also stressed on these four important terms:

- Person: the individual for equity or inequity is perceived;
- Comparison other: any individual(s) or group used by Person as referent regarding the ratio of inputs and outcomes.
- Inputs: the individual characteristics brought by Person to the job. These may be achieved (e.g. skills, experience and learning) or ascribed (e.g. age, sex, race).
- Outcomes: what Person received from the job (e.g. recognition, fringe benefits, pay).

Equity exists when employees perceive that the ratio of their inputs (efforts) to their outcomes (rewards) is equivalent to the ratios of other similar employees. Inequity exists when these ratios aren't equivalent: an individual's own ratio of inputs to outcomes could be greater or less than that of others (Gibson et al, 2000: 164 – 165).

In essence, this theory proposes that individuals are motivated to maintain fair or “equitable” relationships between themselves and to change those relationships that are unfair, “inequitable” (Kini and Hobson, 2002:605).

Critics of this theory, firstly, questioned the extent to which inequity that results from overpayment (rewards) leads to perceived inequity. Simply because employees are seldom told they're overpaid.

Secondly, equity research focuses on short term comparisons. What about long term comparisons?

Equity theory ignores reactions to experienced inequity. It's not likely that two people will react somewhat differently to the same magnitude of inequity if they believe different things caused the inequity (Gibson et al, 2000:166 – 167)?

In practical terms, what the theory says is that if employees judge their inputs (efforts) in the organization to be rewarded fairly and justly in comparison to others doing the same job, employees will be motivated to work even harder to earn those rewards. If however, employees perceives that their inputs (efforts) are not rewarded fairly and justly in comparison to others doing the same job, employees will be less motivated and therefore exert less efforts in their jobs. In this context the role of managers is critical in ensuring that employees:

- Don't feel short-changed by the organization;
- Inputs (efforts) are recognized and remunerated fairly; and
- Outcomes as in pay and benefits are fairly and justly distributed amongst all shareholders.

This will in turn ensure that tensions and negative attitudes are not allowed to take root, which may assist in keeping workers happy and productive. Motivated!

Experience

Degree of	Positive Outcome High Correction	Negative Outcome High Correction
Correlation	Positive Outcome Low Correction	Negative Outcome Low Correction

Figure 5 Correction/Outcome Matrix (Susskind, 2002)

Employee Motivation Expectancy Theories

2.7 .4 Herzberg's Two- Factor Theory

To Herzberg, there are two groups of needs. One group consists of company policy and administration, working condition, supervision, interpersonal relations, status, salary, job security and personal life. According to Herzberg, all these factors must be present in any work situation because their absence reproduce“ dissatisfaction resulting in action that could be detrimental to the organization such as decreased productivity, laxity or even strikes. Their presence however would yield productivity at the normal level but not necessarily above the normal or average. The implication is that their existence does not motivate in any special ways in a sense of yielding satisfaction. Herzberg referred to this group as “**dissatisfiers**”

The second group of needs he termed “**satisfiers**’ and they include achievement, advancement, recognition, a challenging job and growth in the job. All these relate to job content. Their existence will yield satisfaction.

Tietjen and Myers (1998:226) say Herzberg’s Two-Factor Theory developed as a result of his inquiry about the attitudes of employees. Herzberg developed two distinct lists of factors. One set of factors caused happy feelings or a good attitude within the worker, and these factors, on the whole, were task related. This intrinsic set of factors is called motivators and these include recognition, achievement, growth (possibility of growth), advancement, responsibility, and work itself. The other grouping is primarily present when feelings of unhappiness or bad attitude are evident, and these factors are not

directly related to the job itself, but to the conditions that surround doing that job. This second group of factors, Herzberg called hygiene factors (extra-job factors). These include salary, interpersonal relations – supervisor, interpersonal relations – subordinates, interpersonal relations – peers, supervision – technical, company policy and administration, working conditions, factors in personal life, status, and job security.

Motivators refer to factors intrinsic within the work itself like the recognition of a task completed. Conversely, hygiene factors tend to include extrinsic entities such as relations with co-workers, which do not pertain to the worker's actual job. Gibson et al (2000:134) say motivators pertain to the job content. Their absence doesn't prove highly dissatisfying. But when present, they build strong levels of motivation that result in good job performance. Therefore, they're called the satisfiers or motivators. On the other hand, hygiene factors pertain to the job context. The presence of these conditions to the satisfaction of the employee doesn't necessarily motivate him, but their absence results in dissatisfaction. Because they are needed to maintain at least a level of "no dissatisfaction," the extrinsic conditions are called the dissatisfies, or hygiene factors. Although the hygiene factors do not directly motivate, they are a necessary base to prevent dissatisfaction, while serving as starting point for motivation (Vaughn, 2003:12). However, improving hygiene factors does not create motivation Huling (2003:24). Herzberg, himself found out that all external stimulation, whether negative or positive, wears off and therefore does not change long-term performance or results. For example, managers who come down hard on an employee may get immediate results, but long-term behavior is unlikely to change or may deteriorate even further (Huling (2003:24).

Prior to Herzberg's views, people studying motivation saw job satisfaction as a unidirectional concept. That is, they placed job satisfaction at one end of the continuum and job dissatisfaction at the other end of the same continuum. This a traditional view which can be depicted as follows:

High job dissatisfaction _____ High job satisfaction

The interpretation given to this view was that if a job condition caused job satisfaction, removing it would cause dissatisfaction; similarly, if a job condition cause job dissatisfaction, removing it would cause job satisfaction. Herzberg, however, differs from this view. He assumes that job satisfaction is not a unidirectional concept. After researching this phenomenon, Herzberg concluded that two continua are needed to interpret job satisfaction correctly. This view can be illustrated as follows:



Figure 6 Two Factors Theory

Hygienic or Maintenance Factor (Job Environment)	Motivation Factors (Job Content)
Extrinsic Factor	Intrinsic Factors
Company policy and administration	Work itself
Supervision	Achievement
Interpersonal relations	Responsibility
Working condition	Growth and advancement

Figure 7 Classification of the Herzberg's Two Needs Factors

1. Low job satisfaction _____ High job satisfaction

2. Low job dissatisfaction _____ High job dissatisfaction

In Herzberg's views, motivators or satisfiers determine whether a person has low job satisfaction or high job satisfaction; similarly, dissatisfiers or hygiene factors determine whether a person has low job dissatisfaction or high job dissatisfaction. Criticism leveled at Herzberg's motivation-hygiene factor theory revolves around:

- The small sample of accountants and engineers he used as subjects. The issue is whether results from such a small sample could be generalized to other occupational groups and to other countries.
- Other researchers believe that Herzberg oversimplifies the nature of job satisfaction, leading to the assumption that a manager can easily change hygiene factors or satisfiers and thus produce job satisfaction. This, of course, isn't an accurate view of how complex and difficult motivation and job satisfaction are in terms of workplace manipulation.
- The other criticism is a time factor. Herzberg's methodology requires people to remember critical incidences in their past that made them happy or unhappy. Memory,

primacy, recency and telling ability become crucial points in this context. They also believed that Herzberg's analysis ignores subconscious factors.

- Herzberg offered no explanation as to why the various extrinsic and intrinsic job factors should affect performance.

The two continua of Herzberg's theory, presents a problem in terms of interpreting job satisfaction. For example, when one has low job satisfaction, does one simultaneously experience high job dissatisfaction? When one has low job dissatisfaction, does one simultaneously experience high job satisfaction (Gibson et al, 2000:134 – 135)?

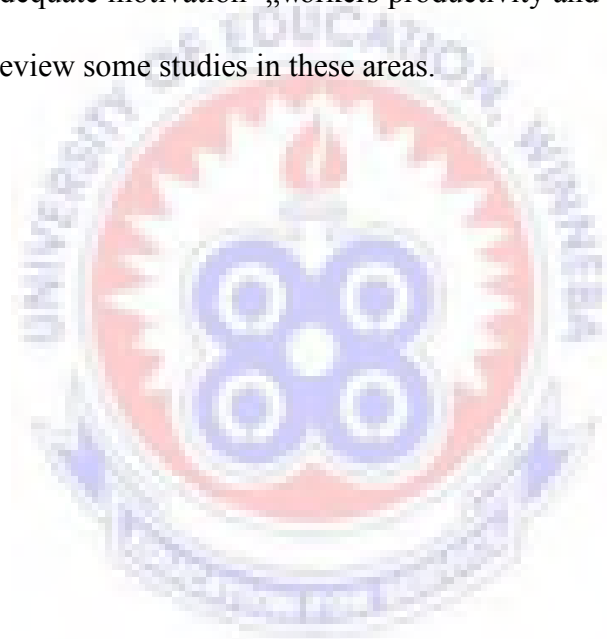
In his original works Herzberg described the extensive research he conducted with the M-H Theory (Herzberg, 1976:49; and Herzberg, 1971:90). The two- factor theory is relevant to the study since education directors and administrators need to know what actually serves as motivation and or dissatisfaction to physical education teachers in Ghana.

2.8 Conceptual Framework

Two incompatible conceptions of human nature appear in philosophical literature. One holds that man is essentially rational, a choosing willing being who knows the sources of his conduct or who is aware of the reasons for his conduct and hence is responsible for that conduct. The other viewpoint sometimes holds that man, by nature, is irrational and that his impulses and desires must be held in check by the force of society's sanctions. Another way of saying this is that man is pushed and pulled by the forces of his constitution and the stresses of his environment and that he is largely unaware of the sources of his actions and may therefore not have personal responsibility for his actions. Adequate motivational factors have little or no place in a rationalistic account of conduct, because man's reason is the overriding factor in the determination of what he does. His

will is free to choose whatever course of action his reason dictates. If his choices are unwise, unethical, or immoral, he is responsible for them because his reason and his will have freely selected them. On the other hand, motivational factors would explain the behaviour of man in particular circumstances if it were accepted that he is irrational.

Since the study is aimed at examining the motivational factors as prerequisite for improved performances in physical education teachers on, it will be necessary to critically examine the study by seeking to define what is meant by the concepts „implication of adequate motivation“ „workers productivity and „organization“ It will also be necessary to review some studies in these areas.



Conceptual framework

Independent variable

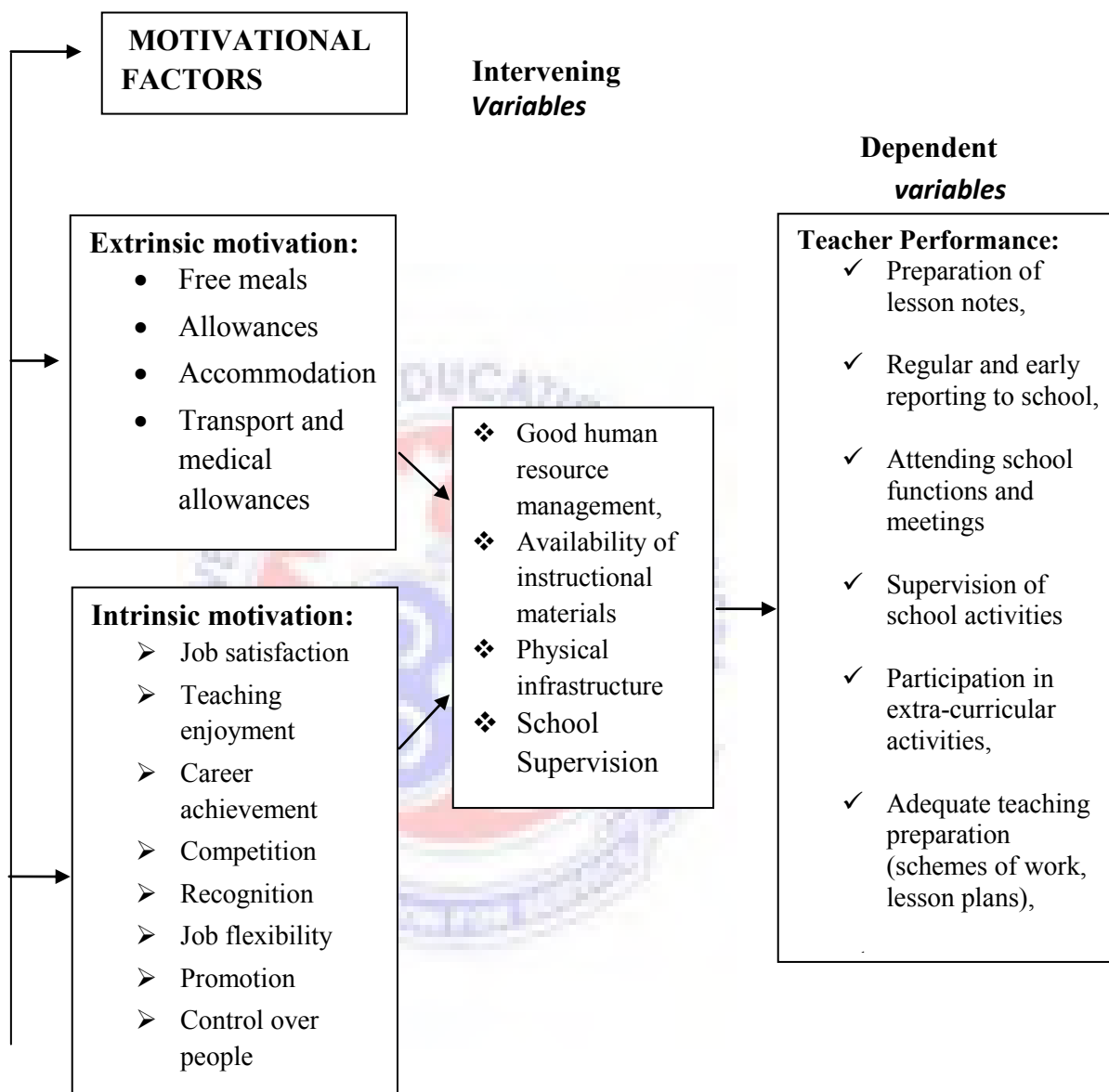


Figure 8 summarizes the relationship between the independent variable, which is motivation, and the dependent variable that is, teachers' job performance.

Source: Based on Herzberg's (1966) two factor theory

Figure, describes motivation as being intrinsic or extrinsic in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the

challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

2.8 .1Theoretical Framework

This study was informed by Vroom,s (1964) Valency Instrumental Expectancy theory. Vroom,,s (1964) Valency Instrumental Expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs.

Valency Instrumental Expectancy theory indicates that people constantly predicts the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions). His theory argues that, the strength to act

in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory was therefore adopted to guide an assessment of the effects of motivation on the performance of secondary school teachers in Kyabakuza division.

2.9 Work Motivation

Working motivation is based on a force that pushes people to make a particular job choice, remain at the job, and put in effort (Simons & Enz, 1995). According to Ramlall (2004), Motivational need theorists derive that a need can evolve from physiological or psychological deficiencies that arouse behavior. According to Ramlall (2004) employee motivation need theories are defined by as “internal factors that energize behavior.” Another definition of employee motivation is defined by Robbins (1993) as cited in Ramlall (2004), as: “the willingness to exert high levels of effort toward organizational goals, conditioned by the effort’s ability to satisfy some individual need.” Therefore to engage in the practice of motivating employees, employers must understand the unsatisfied needs of the employee groups. Unsatisfied needs can be defined as “tension that stimulates drives within the individual,” Ramlall (2004). In this context this type of

tension presents a goal for the worker because the worker carries out „search“ behavior to satisfy the deficient need, thereby reducing the perceived tension (Ramlall, 2004). Luthans (1998) asserts that motivation is the process that arouses, energizes, directs, and sustains behavior and performance. Motivation encourage people internally towards the actions which helps them to achieve a preferred task employ effectiveness is a way which can inspire people to their work and can bring more work motivation to their commitment of their jobs. Intrinsic motivation, however, can be defined as the motivation to perform an activity for it, in order to experience the pleasure and satisfaction inherent in the activity (Deci, Connell, & Ryan, 1989). According to cognitive evaluation theory and self-determination theory (Gagne' & Deci, 2005), rewards that are interpreted as information about one's competence and satisfy individuals' need for autonomy, will enhance intrinsic motivation. Simon (1997, p.276) has clearly define in his research work, why motivation is mandatory? the essential confront for all companies nowadays, are to motivates their staff towards work for the organizational goals, but Pfeffer (1998) has also given his findings in his research that, the companies who had learn the tactics of how to utilize and manage their employees would be victorious in long term. And also know how to build importance of work and having satisfied personnel in their organization is a way to organizational effectives. Frey (1997) showed that extrinsic rewards, like monetary benefits may interact negatively with the intrinsic work motivation. It has just seen that there is crucially dependence of intrinsic motivation on the extrinsic incentives.

Wright and Pandey (2005) described in their work that emotional attachment and loyalty is one of the most important factors of employee motivation that binds the employee to

stick to the organization, many other benefits associated with the organization are also part of motivation.

Vroom V. (1964) have try to answer the question; how an organization can investigate that whether they are keeping member staff happy, satisfied and loyal to the organization. Further he argues in his research that there is no pet answer that work motivation and satisfaction is effected by many other factor those are interlinked to employees; how much they are interconnected with the organization and how much they feel responsible towards the organization. Work motivation can be evaluated by the degree of feeling attachment, obligations, and rewards in working in organization. Horwitz et al (2003) predicted that employees get high motivation through challenging work environment and support of the top management. If the employees are competitive and want to do work with full efficiency as it will utilize all their capabilities, then challenging work is the best motivator. Many of the employees like to make relationships and thus need to contact more and more to the higher authorities, so making more regular contacts make them feel that they are been observed and work with more motivation. Locke and Latham (2004,) has evaluated the effectiveness of work motivation as a result of both internal and external factor that forces the employee to work with more vigor and excitedly which result into the job satisfaction . Deshpande and Golhar (1994), have stressed upon the fact that employees have the key position in maintaining a competitive edge over the competitive market by a business.

2.10 Bonuses, Incentives and Compensations

Bonuses, Incentives and Compensations are three important existing motivational elements adopted by contemporary organizations to boost the performance and positive work habits their employees. These terms are generally used interchangeably although they seem to differ in application.

2.10 .1 Bonuses: Bonus, according to the Longman Dictionary of Contemporary English (1995) is money added to someone's wages especially as a reward for good work. Price (2004), mentions that bonuses are paid to all staff in an organization in common with all collective performance rewards and they are designed to reinforce corporate identity and performance.

2.10.2 Incentives: In the Oxford Advance Learner's Dictionary, Crowther, J., Ashby, M & Kavanagh, K. (1995), defined „incentives“ as a thing that encouraged someone to do something harder. On his part, Jackson (1982) defined incentive as a compensation that rewards an employee for effort beyond normal performance expectation. In support of this, Skinner (1974), is of the view that incentive systems should be tied, as much as possible, to desired performance.

2.10 .3 Compensations: The term compensation is defined by Crowther, J., Ashby, M & Kavanagh, K. (1995) in the Oxford Advance Learner's Dictionary, as „a thing, especially, an amount of money given to some as a reward for something done“.

Most organizations have compensation strategies and policies that cause wages and salaries to be adjusted. Werther Davis (1996) believes that this strategy often adopted to prevent further unionization. Jacque (1961) however, warned that if compensation system

is mismanaged, the results may be high labour turnover, increased absenteeism, more grievances, increased job dissatisfaction, poor productivity and unfulfilled strategic plans.

2.11 Relationship between Work Motivation and Job Satisfaction

Price, A. (2004) has argued the impact and the connection between the job contentment and work inspiration for the employees in this research. Productivity in the work of an employee is outcome of satisfaction and productivity can be taken as indicator of satisfaction. Employees have to spend most of their time at workplace and need satisfaction at that place. Herzberg et al.'s (1959) has described a relationship between two variables as Job Satisfaction is the result of two kinds of factors, intrinsic and extrinsic factor; intrinsic factors appraised the job satisfaction and extrinsic factors cause dissatisfaction and reduce the level of job satisfaction. The extrinsic factors were also called as hygiene factors. According to Herzberg, the hygiene factors results in the form of dissatisfaction and these were external or environmental features e.g. company policy and administration, supervision, work conditions, salary and benefits. The intrinsic factors are also called satisfiers and motivators, included creative or challenging work, responsibility and advancement opportunities. Kovach (1987) also tried to identify the relationship; the need to provide the basic necessities of life motivates most people which in return make the employees satisfied from their jobs. Whereas Brown (1996) examines that when an organization is having some satisfied or delighted employees, it is likely to have satisfied or delighted customers. Brown said the employee satisfied and delightedness as a prerequisite of customer satisfaction. Thus Wagar (1998) explained that in the global market, one can be successful when it has highly motivated, skilled, and satisfied workforce that can produce quality goods at low costs.

Carron (1996) noted that the physical education teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.



Figure 9 Relationship between Work Motivation and Job Satisfaction

2.12 Motivation and Efficiency

The human factor is the most vital and critical of all organizational resources. The human factor, through the leadership, mobilizes and utilizes all other factors for the production of concrete outputs. The nonhuman materials are considered to be mere potentials until turned to consumable goods and services. Consequently, for optimum performance, the workforce needs to be regularly motivated and encouraged through incentives, which can be economic, material and psychological in nature. (Ajayi, 2004). Motivation is anything done or efforts made to encourage the behaviour of employees towards better performance in the course of accomplishing the goals of the organization. Motivation is the incentives, inducements and rewards that are given to workers at regular basis so as to boost their morale for enhanced productivity. To further illuminate our understanding of the concept, a number of theories of motivation have been pontificated in management literature on how to secure consensus, cooperation and commitment at the work place.

2.13 Job Evaluation

Asare-Bediako (2002) noted that two key ingredients in reward management are fairness and objectivity. Fairness and objectivity are promoted when jobs in the organization are objectively evaluated to determine their related worth and classified into pay groups for salary and benefits administration.

Many writers express different views about the subject of job evaluation. Cole (2002) for instance is of the view that job evaluation is the name given to any activity which sets out to make systematic comparison between jobs to assess their relative worth, for the purpose of establishing a rational pay structure. In his opinion, Harris (2000) states that job evaluation is a systematic objective procedure for determining the value of a group of

jobs for the organization. Armstrong (2006) on his part defines job evaluation as a systematic process for defining the relative worth or size of jobs within an organization in order to establish internal relativities.

2.14 Job Satisfaction

Job satisfaction has remained a remarkable area of discussion in the field of management, psychology and especially in organizational behavior and human resource management, for a long period. Many economists have paid attention and inclination towards this subject in recent years (Garrett, R.M. 1999). According to Ramayah, Jantan, and Tadisina (2001), Job satisfaction explains how employees are buoyant to come to work and how they get enforced to perform their jobs. What are the things who make happy an employee on doing work and not to leave the job? Other researchers narrate job satisfaction as being the outcome of the worker's appraisal of extent to which the work environment fulfillment the individuals needs (Dawis & Lofquist 1984). According to Locke (1969), job satisfaction is a state of emotional gladness, results from the achievement of the goals that one get through performing his part of contribution inside an organization. Rao (2005) in his study discussed that satisfaction at the job for a person acts as a motivation to work. In addition, motivation leads people to their job satisfaction. It is not only self satisfaction and identity pleasure, but also blends of psychological and environmental effect of the people for their happiness with their work (Khan 2006). Thus Aswathappa (2003) discussed about the determinants of job satisfaction as it said that the wage payment and monetary rewards are the two determinants.

Different organizations employ different wage system and other rewards. The organizations pay wages and salaries along with incentives, perquisites, and non-monetary benefits. Velnampy (2008), in his study on job attitude and employees performance concluded that job satisfaction contains positive influence on the performance of the employees as it enhances job involvement and the higher performance also makes people feel more satisfied and committed to the organization. The satisfaction and performance of the employee works in a cycle and are interdependent. Job satisfaction and involvement of the employee leads him to have high levels of performance. Shahu & Gole (2008), in their research define effects of job satisfaction on performance, they had sum up their findings on a factor that work satisfaction should be considered by the organization as important plan which needs to be extend in order to improve employees performance and where employees can put their best performance. Performance level lowers with lower level satisfaction scores. There should be some awareness programs, pertaining to the stress & satisfaction level in the industries. It will help organizations to understand the benefits of stress knowledge in relation to satisfaction and goal achievement in the industry.

Bame, (1991:16) asserted that job satisfaction is now seen as a multidimensional phenomenon. It is made up of a complex set of variables which operates to determine a worker's attitude towards his job. As a result, workers can be very satisfied with some aspects of their work, for example, their relations with their boss. They may however, be indifferent to physical surroundings of their work place and may be very dissatisfied with their wages or salaries. This means employees can be satisfied and dissatisfied with their job at one and the same time.

Hoy and Miskel, (1982) on their part mentioned that in educational settings, job satisfaction is a present or post oriented effective state that results when educators evaluate their work roles. Educators have also been told that they should derive satisfaction from serving children. Thus, it may be socially unacceptable for a professional educator to say his job satisfaction is low.

Armstrong (2006) avers that the term “Job satisfaction” refers to the attitudes and feelings people have about their work. Fayol (1916) on his part defined job satisfaction as the extent to which a worker’s needs are met and the extent to which an individual perceives relief as stemming from his total work situation. Expressing his opinion, Afful-Broni (2004:159) stated “we say there is job satisfaction when certain conditions expected, or specifically promised to workers or added pleasant surprises are in place while the workers perform their various tasks as expected”

Bacharach and Conley, (1986) in support argue that to keep a teacher play a central role in education, there is the need for pleasant work environment to enable him to perform as expected and also to achieve his personal goals. To them, it takes pleasant environment to guarantee job satisfaction which may amount to conditions for teacher satisfaction. According to Bassy (2002) positive and favorable attitudes towards the job indicate job satisfaction whilst negative and unfavorable attitudes towards the job indicate job dissatisfaction. Ladwig, (1994) also mentions that job satisfaction among teachers is positively related to commitment to their work. Teachers who are satisfied would be committed and dedicated; and they see teaching as an essential role in their self image.

Shah & Shah (2008), in his study of "job satisfaction and fatigue variables" found the negative relationship between the fatigue and satisfaction from the job. The fatigue has found as negative predictor of Job Satisfaction. The study clearly indicates the different issues for teaching employees in the context of a country's economy in which the researcher said that there are various factors leading to dissatisfaction that are "on the job" and "off the job". It's also been discussed in the study that if fatigue get minimized, job satisfaction can be improved by various innovative and encouraging strategies.

Phipps, (cited in Bame, 1994:14) concludes from a survey made on Ugandan teachers that the variables of motivation leading to job satisfaction included housing, salaries, and opportunity for advancement or upward mobility. However, Bidwell, (1955) was of the view that one variable that directs behavior of persons in job place is the administrative interactions between superiors and directs behaviour of persons in job place is the administrative interaction between superiors and subordinates. On his part if in the school administrative system, there is discrepancy in administrative interaction between what the teachers expect the administrator to do and what actually does arise then the teachers, being in subordinate position, experience frustration and dissatisfaction with their work. On the basis of these notions, Bidwell undertook a study from which the findings confirmed his assumptions that teachers who perceived the behaviour of school administrator as being consistent with their expectations would tend to be satisfied with the teaching situation. On the other hand, teachers whose perceptions were not consistent with expectations from school administrator's behaviour were more likely to be dissatisfied with the teaching situation. This means that the level of satisfaction in teaching would depend upon the expectations and whether or not they were fulfilled.

Molander (1996) indicated that only some aspects of work may satisfy or dissatisfy individuals hence all aspects of the individual work are not measured by the overall job satisfaction. Molander believes it might be useful therefore to break down an individual's attitude toward work into attitudes held towards single factors of job such as security, pay, leadership conditions, and group relation etc. on the contrary, Armstrong (2006:264) expressing his opinion, stated that it is a commonly held and a seemingly not unreasonable belief that an increase in job satisfaction will result in an improved performance. Also, Asare-Bediako (2002) refers to job evaluation as a formalized system for comparing jobs systematically with the view to determining their relative worth. Werther and Davis (1996) aver that some companies have cost-of-living clauses that give employees automatic rises when the cost-of-living index of the country increases.

2.15 Motivation of Physical Education Teachers and Performance

There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem,, which is seriously compounded by political interference,,.

In Ghana, information about the teachers, job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other

activities where Cheptoe (2000) carried out a study to establish whether job satisfaction influences job performance among academic and non academic staff. However, the study was not directly related to the teachers „role of teaching (job performance). The current research established the influence of motivation on teacher,s morale to perform. In the same vein, Nambassa (2003) investigated the impact of classroom supervision on the quality of teaching and learning in secondary schools of Wakiso District Uganda. However, the study did not specifically look at the existing variables of intrinsic and extrinsic motivational factors at work hence the relevance of this study in regard to the relationship between motivational factors and performances of physical education teachers” in Somanya Zone of the Eastern Region.

Analoui (2000) asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers. Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low quality teaching this is not teaching at all.

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehavior could

well be seriously over exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high.

A study in Ghana concluded that teacher morale is reasonably high,,(Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching“ although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of secondary school teachers interviewed in Ghana said they did not want to be teachers. Nonetheless, in another study of secondary schools in Ghana, head masters/mistresses indicated that, if they could, they would replace not less than 30 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the effects of motivation on the performance of secondary school teachers in Ghana.

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent. Ryan and Deci (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. In most countries, government teachers are predominantly from

higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process, in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these "survival" activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

2.16 Types of Motivation

Various authors, for example, Mwamwenda (1996), Owens (2001), Andrews (1998) and Armstrong (2001) differentiate between intrinsic and extrinsic motivation. Herzberg et.

al. (1957 as cited by Armstrong, 2001: 157) states that intrinsic motivation includes the "self-generated factors that influence people to behave in a particular way." In other words motivation lies within the individual. For example an educator's desire for personal growth is an internal drive that motivates the educator. Other factors that influence intrinsic motivation include the need for responsibility, professional growth, the work itself and the freedom (autonomy) to make decisions.

Extrinsic motivation encompasses the external factors that influence motivation. For example, when an educator desires to achieve the good teacher award and strives to achieve this goal. The award is the external factor that motivates the educator. Other external factors that influence extrinsic motivation include punishment, pay, promotion and praise (Armstrong, 2001). Lethoko (2002) mentions a third type of motivation which is termed achievement motivation. It is felt that this kind of motivation is required of an educator who is seen as a professional with regard to his or her occupation. Achievement motivation is evident in an individual's eagerness to achieve excellence, get ahead, improve on previous performances and find unique solutions to difficult problems. Alschuler, Tabort and McIntyre (1970) as cited by Lethoko (ibid.) describe achievement motivation as being largely intrinsic as it is the actual concept of achievement that becomes the dominant concern for the individual. Thus it would seem that achievement motivation has its origin in intrinsic motivation.

Having briefly outlined the types of motivation it is interesting to note that Mwamwenda (1996) and Lethoko (2002) argue that intrinsic motivation is superior and preferable to extrinsic motivation. Perhaps this is because intrinsic motivation comes from "within" the individual and would bring about greater satisfaction than extrinsic motivation. The idea

is taken further by Armstrong (2001) who argues that extrinsic motivators can have an immediate and powerful effect. However it will not necessarily last long. Intrinsic motivators on the other hand are likely to have deeper and long term effects. From the above statements it would seem that the ultimate aim for school managers is to assist staff to achieve intrinsic motivation. To summarize the above, it is evident that individuals can be motivated internally or externally. Thus in beginning the search for factors associated with the motivation of primary school educators in Isipingo the researcher has differentiated between intrinsic and extrinsic motivation.

2.16 .1 Extrinsic Motivation

According to Sansone & Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers included externally administered rewards like, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

2.16 .2 Intrinsic Motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behavior is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching,

enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

2.17 Performance

Herzberg says "Having fewer dis-satisfiers does not motivate a worker to do a good job, but only to stay in it". Worker performance clearly depends on their level of motivation, which stimulates them to come to work regularly, work diligently, be flexible and be willing to carry out the necessary tasks. The performance and quality of a physical education system depend on the quality and motivation of healthy human resources.

Therefore, physical education teachers' motivation is likely to have effects on the delivery of services and the outcome of care and performance of work. There, low motivation and poor job satisfaction have a negative impact on the educational sector, harmfully affecting job performance as well as the quality of teaching, care and students performances. The productivity of physical education is not just a matter of how motivated they are for the job, it is also a matter of how well trained and prepared they are for the job.

To better understand the factors influencing the motivation and performance of physical educators, we have to develop and test relevant methods of assessment, which will better help to design context- specific strategies for improvement.

2.17.1 Extrinsic Motivation and Performance

Okino in the New Vision newspaper (2008), reported President Museveni of Uganda saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, physical education masters/ mistresses did not live near schools; thus spending a lot of time traveling to schools. On this note, Dungu (2000) also

cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many secondary school teachers were given small house allowance to cater for their residential accommodation which forced them teachers to reside in poor houses sited in Agbeke and Denkyira (1999). On the other hand, Farel (1993) also observed that physical education teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into demonization of teachers to effectively perform at work. In light of the above situation, an investigation into the effect of extrinsic motivation as a prerequisite on the performance of physical education teachers in Somanya Zone was necessary. Wayne (1998) asserts that a reward in form of pay has a strong impact on the employees' performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kiseesi (1998), in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted

that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers. Complaints about the big teaching load of teachers have been reported by Ward, Penny & Read (2006). In Uganda, the Ministry of Education raised the teaching load of secondary school teachers to a minimum of 26 periods per week (out of a possible total of 40) in 2002. However, teachers protested to the President who reduced the number of periods to the original level of 18 per week. There are usually major differences in physical education teacher workloads according to school size, type and location as well as subject area. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private secondary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation.

Kavarlemo (2000) on the other hand reaffirms this in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals. Carron (1996) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment

policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers' salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. Gavinda and Varghese (1993) looked at this scenario and affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material. However they conclude that if a teaching force is reasonably paid, and well motivated, they can achieve much for the quality of education even against great odds.

Kasaija (1991) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly, Ogomarch (1994), study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively cited in Gavinda and Varghese (1993).

According to Grusky (in print), rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school, objectives are all crucial to the level of motivation of teachers. The factors were in line with the researcher's interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in secondary schools of Kimaanya-Kyabakuza Division.

Similarly, Armstrong (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non financial rewards on the performance of primary school teachers. From the literature above the study therefore investigated the effect of prerequisite motivation on job performance amongst senior high school physical education teachers in Somanya Zone.

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant's argument reflects the situation in Somanya Zone, where the senior high school physical education teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there is a problem of poor remuneration reflected

in inadequate salaries or low or no allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance.

2.17.2 Intrinsic Motivation and Performance

Intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance. Bennell (2004) noted that the emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval (like in Ghana), this is a strong intrinsic motivator to the otherwise downward pressures on teacher status. Consequently, this study examined the effect of intrinsic motivation on the performance of teachers in Kwaebibirim District of the Eastern Region Kommey, K.E (2000).

A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as old guards who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles.

It is widely believed that motivation is a factor that closely affects the performance of work and the overall efficiency of an organization. Afful-Broni (2004) defined motivation as an inner drive which prompts people to act in a certain way. He added that motivation is a driving force, and as such, it can result in different behaviour in different people.

Torrington et al (2002) on the other hand indicated that poor human resource management seriously de-motivates employees. Teacher management at the national sub-national levels is nothing short of chaotic in many countries. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort.

Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like we are treated as children,. The extent to which physical education teachers grievances are addressed is also a key issue. The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are acting“ for very long periods. Effective management training programmes for head teachers are necessary to lead to noticeable improvements in teacher behaviour and performance.

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for

employees to perform and have better results they must be motivated by a token of appreciation.

Bennell (2004) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations are also a major factor. Being posted to a rural senior high school can, therefore, severely affect their ability to undertake further studies as well as earn additional income. Since most of the Somanya Zone schools are a peri-urban area, it is expected that teachers enjoy the benefits of urban location and are therefore motivated to perform.

Stone (1988) also found that the job performance and intrinsic reward relationship follows the social challenge theory; employees' performance is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motives and performance is better explained by the expectancy theory espoused by Vroom found in Cole (1995). According to Vroom, perception that effort will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract,) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of higher admission into Senior High education in Ghana has generally resulted in larger classes, especially in the lower classes, which tend to stress physical education teachers hence demotivating them.

Farrel (1993) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers. However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often views of local secondary schools which parents have had first hand knowledge of are far more positive than perceptions of secondary schools and teachers as a whole. This study investigated the motivational factors as prerequisite for improved performances of physical education teachers in Asuogyaman District. Hatfield (2000) observed that in organizations, motivation usually refers to an incentive that is given by the owners or

administrators to entice staff to perform to capacity for the attainment of aims and objectives. Carrel M.R., Elbert & Hatfield (2000) argued that workers expect that their performances will correlate with the reward received from the organization. This perceived relationship takes this form exhibited in figure 8

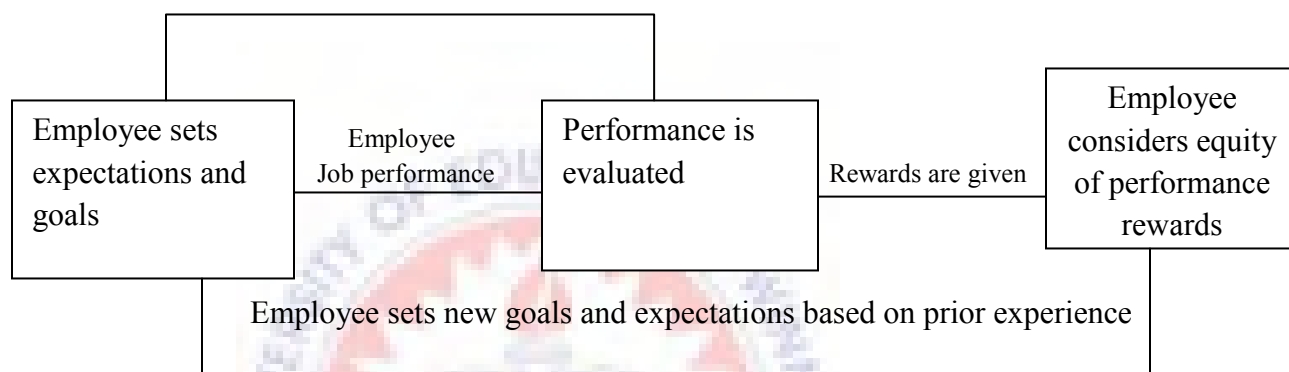


Figure 10 Motivation and Performance Model

Source: Carrel, Elbert & Hatfield (2000)

Carrel M.R., Elbert & Hatfield (2000) explained the motivation and performance model as follows: Employees set expectations about rewards and compensation to be received if certain levels of performance are achieved. These expectations determine goals or levels of performance for the future. Employees achieving the desired levels of performance expect a certain level of compensation. At the same point management evaluates and rewards and then the fairness of that relationship. Carrel et al stated that the final step in the process involves employees setting new goals and expectations based on prior experiences within the organization.

2.18 Physical Education Teaching Profession

The authority for the practice of Physical Education teaching is based upon a social contract that delineates professional rights and responsibilities as well as mechanisms for public accountability. In almost all countries, Physical Education teaching practice is defined and governed by law, and entrance to the profession is regulated at national or State level (Donahue, 2010). Further, the aim of the Physical Education teaching in community worldwide is for its professional to ensure quality teaching and care for all, while maintaining their credentials, code of ethics, standard, and competencies, and continuing their education. There are a number of educational paths to becoming a professional physical education teaching, which vary greatly worldwide, but all involve extensive study of teaching theory and practice and training in teaching and motor skills (Matveyer, 1982). Physical Education teachers train and care for individuals to be physically fit, mentally sound, socially good and morally upright, professional sportsmen and women, to be useful members of their society and the nation as a whole, of all ages and cultural backgrounds, and who have physical, emotional, psychological, intellectually, social, and spiritual needs. Then profession combines physical science, social science, first aid theory, legal issues theory and technology in training those individuals. In order to work in the physical education profession, all physical educators hold one or more credentials depending on their scope of practice and education. Whilst to Hackman, J.R., and Oldham, G.R. (1976), Physical Education aims to provide children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life, morally, intellectually and socially within an educational context where students are valued and cared for.

Teaching profession continues to contribute immensely to the development of various societies and nations at large. Amisshah (2002), list motivational factors which account for people going into the teaching profession. People enter teaching for psychological, economic, social and personal reasons. Although modern education presents the teacher with new roles that of instructing is still a valid one. In the opinion of Mankoe (2002) it is this responsibility of the teacher to provide terms that attracts many to teaching. Farrant (1982:217) states “schools have sometimes been likened to factories in which children with varied characteristics are put in at one end and come out like identical sausages at the other”.

As part of their new roles, physical education teachers help to support non-informal programmes of education such as adult literacy and community service, while retaining their traditional role of teaching and training children. Physical education Teachers have been known to be regularly called upon to share in curriculum development and to play major roles in the establishment and implementation of new changes in national educational systems (Afful-Broni, 2005).

Furthermore, teachers are agents of social change whose mission is to impact indigenous national values, a role that is especially challenging in society as strongly committed to multiculturalism as Ghana. Antwi (1992) notice that politically, physical education teachers participate in nation’s policy programmes: A good number of parliamentarians, assemblymen and women as well as District Chief Executives (DCEs) are teachers by professions who contribute to the Ghana’s democratic process by helping to educate and empower the people, enact laws and debate on important issues concerning the country’s development.

In a number of rural Ghanaian communities, physical education teachers continue to be unofficial members or act as secretaries to the Council of Elders and Chiefs. There is no disputing the fact that physical education teachers have in diverse ways helped to mold the moral and social lives of the people they relate with. They help in aspects of development essential to peace, tolerance, respect and understanding which contribute meaningfully to the social, moral, political and economic development of the nation. From this perspective, one can without any doubt say that physical education teachers are major pillars in the nation's development.

2.20 Work Environment

Internationally, there is a serious shortage of physical education teachers. (Reverby,2007). One reason for this is due to the work environment in which physical education teachers practice. In a recent review of the empirical human factors and ergonomic literature specific to nursing performance, nurses were found to work in generally poor environmental conditions. De Lucia and Palmieri (2010) concluded, "The profession of teaching as a whole is over loaded because there is an educator's shortage. Individual physical education teachers are overloaded. They are overloaded by the number of students they teach and oversee. They are overloaded by the number of tasks they perform. They work under cognitive overload, engaging in multitasking and encountering frequent interruption. They work under perpetual overload, engaging in multitasking and encountering frequent interruptions. They work perceptual overload, due to insufficiency of equipment and facilities that do not meet perceptual requirements, time table allocations, and poor recognition (Carron 1996). Nevertheless, already overloaded teachers should not be given more tasks to perform. When reducing the

overload, it should be kept in mind that under loads also can be detrimental to performance (Judd, 2009). Both overloads and under loads are important to consider for improving performance. Physical education teaching is the most diverse of all teaching professions. Physical education practice in a wide range of settings, but generally physical education teaching is divided depending on the needs of the person being taught. Physical Education in the senior high schools forms part of the core curriculum and offers a range of physical activities within, and beyond, the curriculum to engage children and young people in purposeful, worthwhile, enjoyable and enriching learning experiences as well as addresses a broad range of educational objectives through well planned and developmentally appropriate physical education programmes.

Physical education teachers play a very important role in the learning process of students who idealize teachers and try to copy them. The motivation of physical education teacher is, therefore, very important as it directly affects the students knowledge and skills. Physical education has an important educational contribution to students' personal development. Physical activity can have a positive impact on academic achievement by creating an optimal learning condition for the brain. Studies suggest a connection between physical activity and increased levels of alertness, mental functioning and learning. Research also indicates that physical activity increases blood flow to the brain, allowing more oxygen and glucose to flow through the brain and releasing endorphins, which have a positive impact on mood. A recent California study found that students who did not routinely engage in physical activity and healthy eating habits had smaller gains in test scores than students who regularly engaged in a combination of physical activity and healthy eating (Hanson, 2003). Other research indicates that: schools that offer

intense physical activity programs see positive effects on academic achievement (Symons et al., 1997); more opportunity for physical activity leads to increased test scores (Sallis et al., 1999); students participating in daily physical education exhibit better attendance, a more positive attitude toward school, and superior academic performance (NASPE/COPEC, 2001); moderate physical activity has a positive effect on immune function (President's Council on Physical Fitness, 2001); higher achievement is associated with higher levels of fitness (California Department of Education, 2005); and a positive relationship exists between higher fitness levels and academic achievement in mathematics (California Department of Education, 2001).

“NASPE believes that every student from kindergarten through Grade 12 should have the opportunity to participate in quality comprehensive physical education. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters, which help improve a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning.” Source: National Association for Sport and Physical Education, 2004.

2.21 Challenges of Physical Education Teaching Profession

Literature abounds which has in diverse ways expressed genuine concerns about teaching becoming a profession of last resort in Ghana and in many other developing countries. According to Datta (1984) a comparison of occupational rankings carried out in a survey in different African countries rated teaching low on the scale of job preference.

Obviously, the teacher's status is seemingly much lower than people of other renowned professions. All this provides the ground for a good number of ambitious young persons with good academic records no longer being attracted to teaching. Teaching remains, therefore, a negative choice to be made only when other opportunities are not available (Afful-Broni, 2005).

Ebel (1972) believes that a large proportion of people who find themselves in teaching initially chose the job reluctantly. According to a recent survey conducted at the University of Education, Winneba, as reported in Afful-Broni (2005) more than half of the post secondary teacher-trainees interviewed did not think of teaching as a long-term career. Even those who did were dissatisfied with its rewards. Data (1984) avers that the absence of viable alternatives leaves many with no option, and teaching is thus a choice of last resort.

Ayer (1993) on his part did not mince words about the poor manner in which the teacher is paid. He added that the teacher earns on the average a quarter of what lawyers are paid, half of what accountants made, and less than what is paid to truck drivers and shipyard workers. In his view, there is no other profession that demands so much and receives so little in financial compensation than teaching.

One of the major challenges to the teaching profession is the reputation and status of the teacher which seem to be at low ebb in recent years. Lauvery (1969:2) giving his view on the social status of teaching has this to say: "for the teacher it is both a beloved leader and neglected public servant. He may enjoy a prestige that approaches veneration and yet unnoticed by the parents of the very children entrusted to his care".

2.22 Lack of Appreciation

Many people think that a physical education degree is not as respected as a other subjects.

It is important to realize that Physical Education teachers are needed in growing numbers throughout the world. Physical Education according to Hackman, J.R., and Oldham, G.R. (1976), aims to provide children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life, morally, intellectually and socially within an educational context where students are valued and cared for, and do a fairly large amount of the physical work involved. As physical educators progress through their education, they are placed into practice settings to obtain real hands on experience.

Physical education teachers are not stuck behind a desk for 8 hours a day staring at a computer. They get to interact with many different people on a daily basis. Appreciation is an acquisition of a positive feedback. It is the innate feeling that the work of employees is valued and makes a difference to their performance.

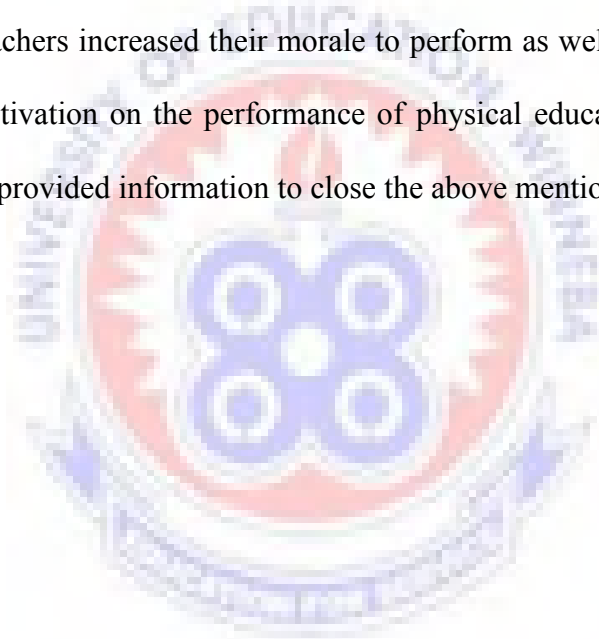
Physical education teachers need to feel that, their profession should be seen as important to the workings of the whole team and the effort they do is appreciated. Lack of appreciation has a negative effect on stress and job satisfaction and could adversely influence staff turnover.

Respect from management and other staff by acknowledging their contribution, recognition of their skills, and respectation for their work is consider a way of appreciation. Being part of a team and the sense of belonging is another way makes the employee feel more valued.

Physical education teacher's appreciation could be a simple well done, thank you, and a respect or recognition from a co-worker, and from management.

2.23 Appraisal of Related Literature

From the foregoing literature however, it has been clear that no study had been conducted to assess how the existing Motivational Factors could be utilized for improved performances of physical education teachers" in the Somanya Zone, of the Eastern Region of Ghana. Therefore, a research gap was evident in investigating whether motivation of teachers increased their morale to perform as well as the effect of intrinsic and extrinsic motivation on the performance of physical education teachers. This study investigated and provided information to close the above mentioned research gaps.



CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology that was used in the study. This is focused essentially on the following headings: research design, target population, sample and sampling technique, instrumentation, data collection, data quality control, ethical issues and data analysis

3.1 Research Design

Burns and Grove (2003:195) defined a research design as a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings. Parahoo (1997:142) described a research design as a plan that describes how, when and where data are to be collected and analysed. Polit, D.F., Hungler K. & Minichiello C. (2001) defined a research design as the researcher's overall for answering the research question or testing the research hypothesis.

The study was basically a fact finding exercise. It is a descriptive research design because of the nature of the variables that is at hand, to produce data, required for quantitative and qualitative analysis and to allow simultaneous description of views, perceptions and beliefs at any single point in time (White, 2000). According to Kankam and Weiler (2010), in descriptive survey, the researcher investigates individuals, groups or institutions as they exist in order to describe, compare, contrast, classify, analyze and interpret the entities or the events (variables) without any manipulation. Seidu (2006), on his part mentioned that in descriptive survey, the researcher only investigates existing

conditions or phenomena with the aim of obtaining accurate information that can be analyzed and patterns extracted for decisions to be reached. In other words, in descriptive survey, the researcher only attempts to measure what exist with respect to variables or conditions prevailing but not to manipulate one variable.

3.2 Conceptual Phase

In the conceptual phase the research formulated the questions namely: will motivational factors and working environment bringing about productivity and does maintenance factors and motivational factors influence physical education teachers' performance (see chapter 1, sections 3.1). The research questions evolved due to the researcher's involvement in the phenomenon under investigation. A literature review was conducted to familiarize the researcher with the concept and content literature related to the study. It was necessary for the researcher to do bracketing to lay aside any preconceived ideas about the phenomena under study.

3.3 Descriptive Research

According to Burns and Grove (2003:201), descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way which "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment and also to develop theories. Krathwohl (1993), buttressed on the three main purposes of research as to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations.

For the purpose of this study, descriptive research was used to obtain a picture of physical education teachers' and heads of schools' opinions of motivational factors of improved performances of physical education teachers with a view to improving the standard of care for this group of teachers.

3.5 Context

The context is significant in qualitative research. According to Holloway and Wheeler (2002:34), context includes the environment and conditions in which the study takes place as well as the culture of the participants and location. The participants in this study were first and master's degree physical education teachers, and heads and assistant heads of the second cycle schools in the Somanya Zone. The opinions of physical education teachers, who provide teaching of students for performances, cannot be studied outside their context and are, therefore, dependent on the context and the time.

3.6 The Researcher's Process of Bracketing

Qualitative researchers use bracketing to improve rigour and to reduce bias in research. Parahoo (1997:45) defines bracketing as the suspension of the researcher's preconceptions, prejudices, and beliefs so that they do not interfere with or influence the participants' experience. Burns and Grove (2003:380) add that bracketing means that the researcher lays aside what he or she knows about the experience being studied. Streubert and Carpenter (1999:12) affirm that bracketing means not making judgment about what was observed or heard and remaining open to data as it is revealed. Bracketing was therefore done throughout. Brink and Wood (1998:313) assert that bracketing is achieved by the researcher first writing out fully everything that she has experienced or thought

about the topic. Bracketing made it possible for the researcher to focus on the participants' experience and shape the data collection process according to it.

3.7 Target Population

The study was carried out among physical education teachers in the second cycle institutions in the Somanya Zone amounted to 220. Teachers who are graduates and holders of diplomas benefited from the instrumentation. This Zone is chosen as the study area because; the researcher is a resident in the Zone as this would help her not to incur too much cost in terms of transportation, as well as having easy access to the physical education teachers to collect the needed data. Furthermore, since conditions of work in most schools are similar, any results on the study in these districts could thus be applicable to other Senior High Schools in other parts of the country.

3.8 Sample and Sampling Technique

Hundred (100) respondents participated in the study based on selecture purpose of teaching physical education. Purposive sampling procedure was used in the selection of the physical education teachers. This is because they are the main people who manage the physical education subject in the Districts. Purposively, the researcher selected the particular subjects from the population who voluntarily gave the researcher the information needed for the study. Purposive sampling of (60) physical education teachers as primary respondents, (15) headmasters/mistresses and 25 assistant headmasters/mistresses were used from the zone.

3.9 Instrumentation

Structured questionnaire was the instrument used to gather the data for the study. Questionnaire, according to Seidu, (2006), is the most common technique for collecting data in social research. The questionnaire as an instrument was structured into two sections, where the first section sought to gather information on the demographical data of respondents. The second section of the instrument elicited information on the nature of motivational packages being enjoyed by physical education teachers in the Senior High Schools, with special focus on kind of financial and non-financial packages, level of satisfaction with the motivational packages, and how it affects their job performance among others.

The structure of the questionnaire in this section took a similar format as constructed and used by Bassy (2002) to measure the level of motivation among employees. The instrument employed open-ended and close-ended items in addition to the Likert type scale. According to Kankam and Weiler (2010), the Likert type scale is a scaling technique where large numbers of items that are statements of beliefs or intensions are formulated. Each item is judged according to whether it reflects a favourable or unfavourable attitude towards the object in question. In this study, respondents rated the object in each scale on five point's category ranging from very satisfied to not sure and also from strongly agree to not sure. The researcher employed the questionnaire as instrument to collect data because her respondents are literates and therefore can read the question on the questionnaire and answer them correctly without any personal guidance from the researcher. Also, for the relatively large samples size for the research coupled with the limited duration within which the researcher is supposed to complete the

research project, questionnaire was more ideal and data collected through the use of questionnaire is easier to code and represented for analysis.

3. 9.1 Questionnaire

A self developed questionnaire was the instrument used in data collection. This helped the researcher to gather quantitative and qualitative information regarding the intrinsic and extrinsic motivators from teachers and how it has influenced their performance in Senior High Schools in the Zone.

3.9.2 Key Informant Questionnaire Guide

Key informant questionnaire guide was designed and administered to key informants to capture qualitative information. The key informants for in depth questionnaire included fifteen (15) head masters/mistresses as well as twenty five (25) assistant heads. This is purposely intending to get more information about the existing motivational factors and how they think it has motivated the physical education teachers to perform satisfactorily or nonsatisfactorily.

3.10 Validity of Instruments

Validity is the extent to which the instruments used during the study measured what they were intended to measure (Amin, 2005). To ensure validity of instruments, the instrument was developed under close guidance of the supervisor. The instrument was given to the researcher's supervisor, Professors and lecturers of the HPERS department, for validation and the necessary corrections from the validated instrument were affected accordingly.

3.10.1 Reliability of Instruments

According to (Amin, 2005) Reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. The study administered one type of questionnaire to all respondents while Cronbach Alpha to test the internal consistency of the questionnaire items. After the questionnaire was designed, they were pre tested. This helped to identify ambiguous questions in the instruments and the researcher was able to re-align them to the objectives. A pre- test was carried out in the Effutu Municipality on ten (10) physical education teachers. The Cronbach Alpha values of the pretest were 0.84 which showed that the instrument reliably measured what it was supposed to measure.

3.10.2 Data Collection

This section describes how the researcher gathered the relevant data for this study. Although known to the population, the researcher relied on the headmasters/mistresses to obtain access to the sample. The headmasters/mistresses have direct contact with the population and therefore had more influence in terms of creating a sense of urgency to complete the questionnaires. After setting up the questionnaire, the researcher took them personally to the respondents in their various schools. Questionnaires were administered to 60 physical education teachers, 15 headmasters/mistresses and 25 assistant headmasters/mistresses. This helped to gather quantitative and qualitative information regarding the intrinsic and extrinsic motivators for physical education teachers and how they affect their performance Somanya Zone. Respondents were given five days within which they could complete the questionnaire.

The cover letter highlighted the purpose of the study, anonymity of the respondents and confidentiality. The letter also emphasised the fact that the study would benefit the respondents. After five days had lapsed, not many questionnaires were completed and the researcher potential respondents were encouraged complete the questionnaire. The researcher gave a further extension of five days. All the 100 responses were received after the ten-day period had lapsed, providing a response rate of 100% on the researcher's second visit. Berdie (1990) and Gay (1992) as cited by Streubert & Carpenter (1999), maintain that a response rate of approximately 75% is a numerically significant proportion of the sample and is therefore acceptable in terms of generalisability. Thus the response rate of 100% was perfect to ensure meaningful conclusions. The survey was closed and respondents were thanked for their participation.

3.11 Data Analysis

Data from the questionnaire was entered into a computer and Statistical Package for Social Sciences (SPSS) programme to analyze. The percentage number of respondents according to variables such as; sex, age, type of motivation and so on will be computed and presented using tables. The influence of motivation on the performance of physical education teachers was established using Pearson Product Moment Correlation Coefficient (PPMCC). Qualitative data was organized according to themes identified from research questions and analyzed using content analysis. Data from focus group discussions was recorded, organized, interpreted, presented and discussed.

3.11.1 Qualitative research

Burns and Grove (2003:19) describe a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. Parahoo

(1997:59) states that qualitative research focuses on the experiences of people as well as stressing uniqueness of the individual. Holloway and Wheeler (2002:30) refer to qualitative research as a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasize the understanding of these elements. According to Streubert and Carpenter (1999). Researchers who use this approach adopt a person-centered holistic and humanistic perspective to understand human lived experiences without focusing on the specific concepts. The researcher's participation in the study added to the uniqueness of data collection and analysis (Streubert & Carpenter, 1999:17). Complete objectivity is impossible and qualitative methodology is not completely precise because human beings do not always act logically or predictably (Holloway & Wheeler, 2002:3). The rationale for using a qualitative approach in this research was to explore and describe the opinions of physical education teachers on motivational factors for improved performances.

3.12 Ethical Issues

At the onset of data collection, the researcher sought permission from the District Education Directors, and the Heads of the various Senior High Schools, who will intend introduce the researcher to members of staff. In addition, each questionnaire contained an opening introductory letter requesting for the respondents cooperation in providing the required information for the study. The respondents were further assured of confidentiality of the information provided and that the study findings will be used for academic purposes only. Respondents were also assured of their personal protection and that they had authority to refuse or accept.

CHAPTER FOUR

4.0 RESULTS, DATA ANALYSIS AND FINDINGS

This chapter comprises of the results, data analysis and findings of the study. The data presented showed empirical findings of the study. The researcher used descriptive statistics in analyzing the data. This study intends to ascertain the motivational factors for improved performances of physical education teachers in the Somanya Zone, of the Eastern Region of Ghana. The first part gives a brief description (bio-data) of the respondents in the research. The second part focuses on the findings of the research questions and hypothesis collated from both teachers and head teachers/ assistant heads.

4.1 Background Characteristics of Respondents

This Unit of the chapter tried to find out the gender distribution, ages of respondents, highest educational qualification, and other responsibilities by respondents. The biographic data of the respondents was analyzed to show the kind of respondents whose views on the motivational factors for improved performance of physical education teachers in the Somanya Zone of the Eastern Region had been expressed in this study.

Table 1 Gender Distribution

	Teachers		Head Teachers/Assistant Heads	
	N	%	N	%
Male	44	73.3	28	70
Female	16	26.7	12	30
Total	60	100	40	100

Source: Computed from field data 2013, n=100

Table 1 and figure 1 showed the gender distribution of respondents during the study. The table indicated forty-four (44) were males representing 73.3% as shown on the bar chart out of the sample size as against sixteen (16) representing 26.7% of teachers who responded to the questionnaire were females. On the other hand, 28 (70%) of male head teachers / assistant heads and 12 (30%) of female head teachers/assistant heads were involved in the study as can be seen from the bar chart as well.

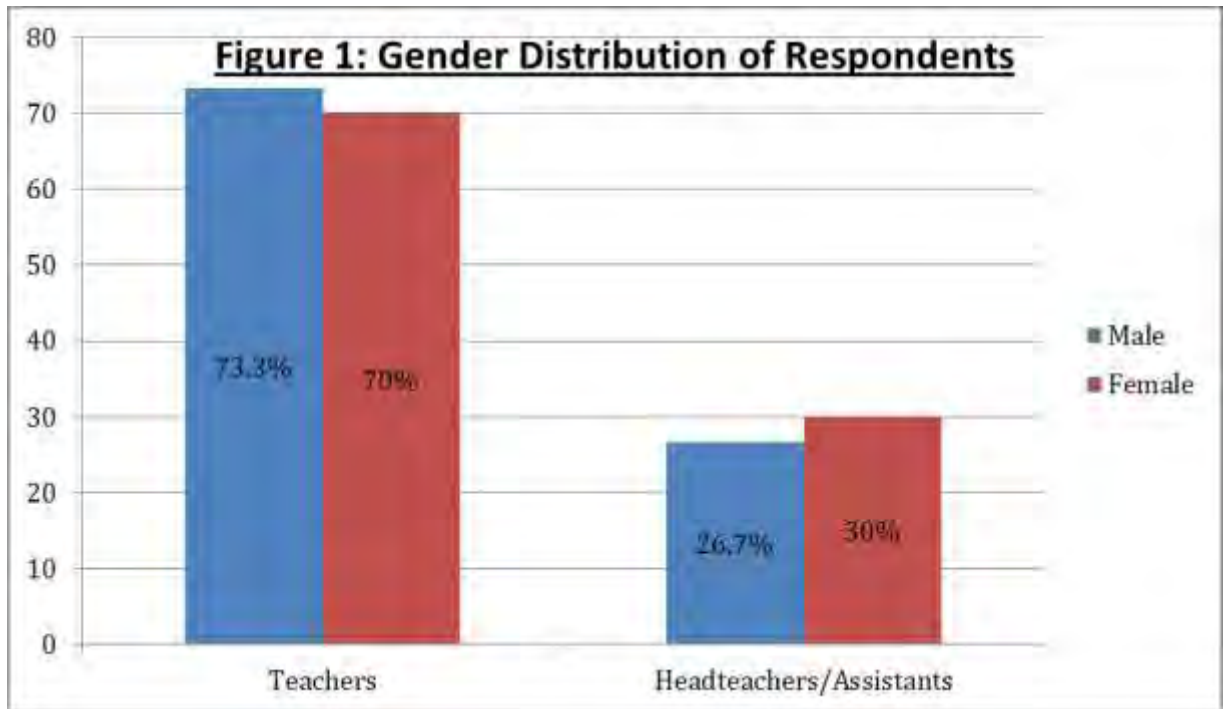


Figure 11 Gender Distribution

The age distribution is represented on table 2. From the table, out of the hundred (100) respondents comprising 60 teachers, and 40 head teachers/ assistant heads, majority (60%) of teachers and 10% head teachers are between the ages of 30 – 39 years, while 52% of head teachers constituting the majority and 16.7% teachers are between the ages of 40 – 49 years and 23% of teachers are between the ages of 20 – 29 years. However, 37.5% head teachers constituted the 50 – 60 age groups. The mean age of the teachers is found to be 34 years and 47 years as the mean age for head teachers/assistant heads.

Table 2 Age Group of Respondents

	Teachers		Head Teachers/Assistant Heads	
	N	%	N	%
20-29yrs	14	23.3	-	-
30-39yrs	36	60.0	4	10.0
40-49yrs	10	16.7	21	52.5
50-60yrs	-	-	15	37.5
Total	60	100	40	100

Source: Computed from field data 2013, n=100

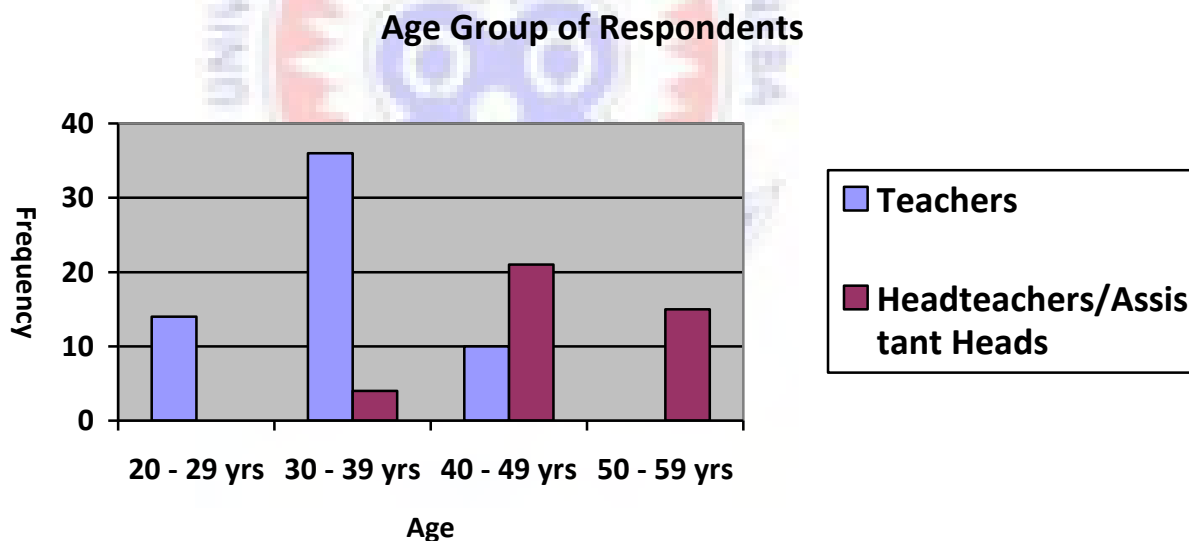


Figure 12 Age Group of Respondents

The statistics of respondents in respect of academic qualification is presented in table 3.

Table 3 indicated that out of the 60 teachers who answered the questionnaire, 49 (81.7%)

have first degree as their highest qualification, and 11 (18.3 %) had master’s degree. The

table also showed that out of the 40 head masters/mistresses and assistant headmasters/mistresses who responded to the questionnaire, 18 (45%) were first degree holders while 22 (55%) were masters degrees holders.

Table 3 Highest Educational Qualification

	Teachers		Head Teachers/Assistant Heads	
	N	%	N	%
First Degree	49	81.7	18	45
Master Degree	11	18.3	22	55
Total	60	100	40	100

Source: Computed from field data 2013, n=100

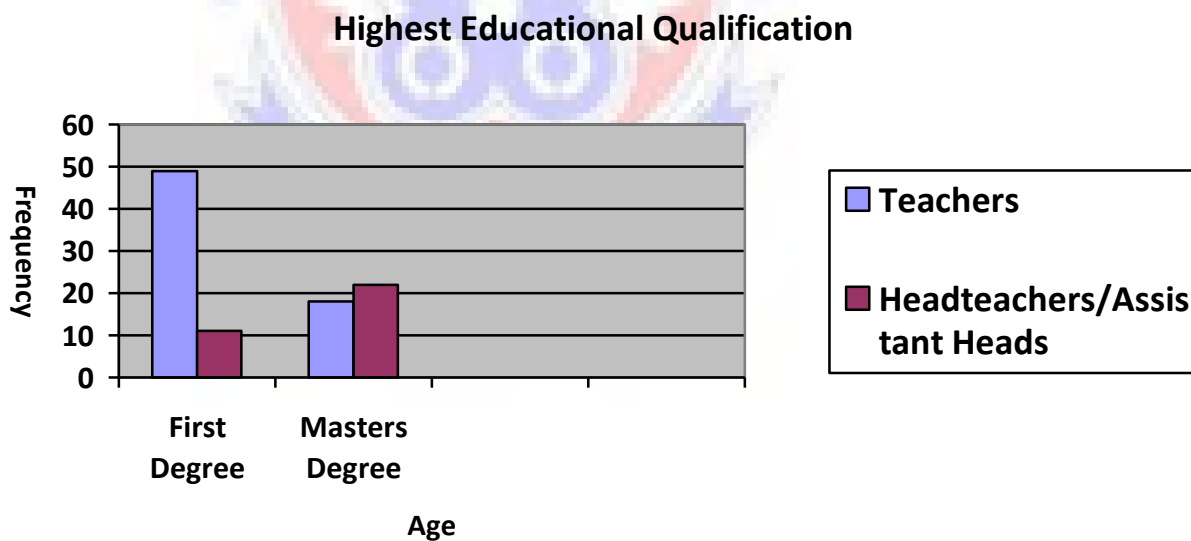


Figure 13 Highest Educational Qualification

Of the total number of teachers involved in the study as presented in table 4, 48.1% of physical education teachers indicated form master/mistress as other responsibilities

engaged in apart from being a physical education teacher; while 25.9% indicated head of department. Additionally, table 4 depicts 7.4% of teachers are senior house masters/mistresses and 5.6% are house masters/mistresses as at the time of the study.

Table 4 Other Responsibilities apart from Physical Education Teaching

Other responsibilities	N	%
Senior House Master/Mistress	4	7.4
House Master/Mistress	3	5.6
Head of Department	14	25.9
Form Master/Mistress	26	48.1

Source: Computed from field data 2013, n=100

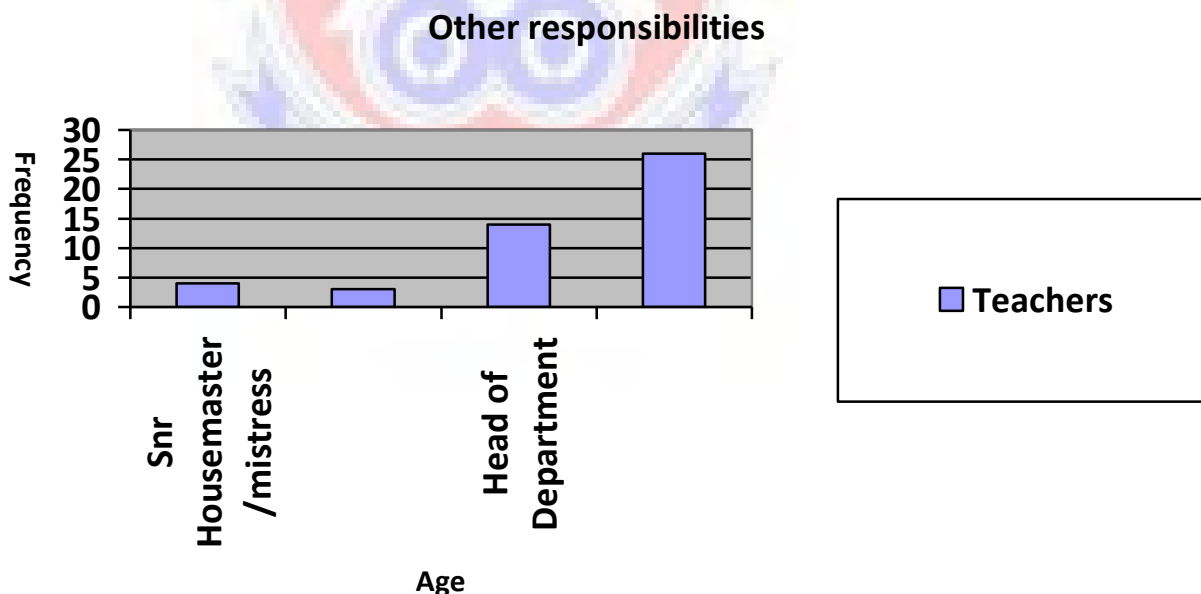


Figure 14 Other Responsibilities apart from Physical Education Teaching

4.2 Motivational Factors and Working Environment Productivity

Research Question 1: Will motivational factors and working environment bring about productivity? The Research question demanded an exploration into the motivational factors and working environment conditions that are in place to bring about productivity as far as physical education teachers are concerned in the Somanya Zone. A 5-point Likert scale to positively – related statements was used to ask teachers and head teachers/assistant heads to indicate the nature of motivational packages and working environment productivity in the school. The results of the investigation are presented in Table 5.

Table 5 Nature of Motivational Packages and Working Environment Productivity in the School

Statements	S.A		A		D		S.D		M	Std. D
	N	%	N	%	N	%	N	%		
Your organization always organizes regular in-service training, refresher courses to upgrade yourself and refresh your job performance	4	7.4	24	44.4	26	48.1			2.59	.630
Your organization organizes decent accommodation for you during camping and competitions away from home	4	7.4	18	33.3	21	38.9	11	20.4	2.33	.890
Easy opportunity for professional growth	4	7.4	12	22.2	38	70.4			2.85	.529
You are always giving winning bonuses when you excel during various			15	27.8	27	50.0	12	22.2	2.06	.712

competitions

Better motivation in a sound environment brings about effective productivity

44 81.5 6 11.1 4 7.4 2.26 .589

All needed equipment and facilities are available to improve upon students' performance

7 13.0 16 29.6 24 44.4 7 13.0 2.43 .882

Head recommends timely promotion of teachers

6 11.1 17 31.5 31 57.4 2.54 .693

Your headmaster/mistress mostly observe my lessons with interest

1 1.9 19 35.2 31 57.4 3 5.6 2.33 .614

You are always given your due night allowances after competition, refresher courses, or workshops

7 13.0 26 48.1 16 29.6 5 9.3 3.00 1.082

Monitory benefits as motivation promote or boost your performances

35 64.8 19 35.2 3.65 .482

Mean ranges: 1.00 – 1.59 strongly Disagree; 1.60 - 2.59 Disagree; 2.60 – 3.59 Agree; 3.60 - 4.00 Strongly Agree

Scale: 1= Strongly Disagree (S.D), 2= Disagree (D), 3= Agree (A), 4= Strongly Agree (S.A).

Table 5 presents respondents' responses regarding the nature of motivation and working environment productivity in physical education teachers. Mean and standard deviation were the statistical procedures used to analyze the data. A mean score of above 2.60 indicated agree category and below 2.60 constituted disagree category. Item 1 intended to find out respondents level of agreement with regards to organization always organizing

regular in-service training, refresher courses to upgrade teachers and refresh job performance. The mean of 2.59 and standard deviation of .630 were obtained from respondents. This means that respondents disagree that the organization organizes regular in-service training to upgrade teachers and job performance even though a significant number of respondents on the other hand agree to the statement.

Item 2 intended to find out level of agreement with regards to the provision of decent accommodation during camping and competition away from home. The data generated a mean of 2.33 and a standard deviation of .890 indicating that respondents disagree to the statement that a decent accommodation is provided whenever they are away from home for competitions and camping.

The third item investigated respondents' level of agreement to easy opportunity for professional growth. The mean of 2.85 and standard deviation of .529 were obtained. This means that respondents agreed to the statement of having been exposed to easy opportunities for professional growth.

On the statement of better motivation in a sound environment brings about effective productivity, a mean of 2.26 and a standard deviation of .589 indicating agreement. This seems to imply that the teachers on the issue of better motivation in a sound environment are present as far as effective productivity of physical education teachers is concerned.

The final item intended to find out respondents' level of agreement to monetary benefits as motivation promote or boost your performances. This had a mean of 3.65 and standard deviation of .482 indicated that they strongly agree that monetary is essential in boosting performances of physical education teachers. From table 5, 64.8% of respondents

strongly agreed to the statement of monetary benefits as motivation factors in enhancing working environment productivity.

4.3 Maintenance Factors and Motivational Factors

Research question 2: Will maintenance factors and motivational factors influence physical education teachers' performance? Research question 2 demanded an investigation into whether maintenance and motivational factors influence physical education teachers' performance.

Table 6 Nature of Motivational Packages in the School

Statements	S.A		A		D		S.D		M	Std. D
	N	%	N	%	N	%	N	%		
Physical education teachers enjoying free accommodation, meals at school			7	21.9	14	43.8	11	34.4	1.87	.751
PE teachers come very early to school, with prepared notes and ready to teach	2	6.2	18	56.2	11	34.4	1	3.1	2.66	.653
Physical education teachers enjoying transportation allowance or rent allowance					10	31.2	22	68.8	1.31	.471
P.E. teachers actively participate in co-curricular activities such as club meetings, church organizations,	2	6.2	7	21.9	19	59.4	4	12.5	2.22	.751

**and farm project
willingly**

**Physical education
teachers having
regular attendance of
refresher courses and
training workshop for
upgrading and self-
confident**

4 12.5 20 62.5 8 25.0 1.87 .609

**P.E teachers
recommended when
they are due for
promotions**

7 21.9 20 62.5 5 15.6 3.06 .619

**P.E. teachers are
efficient and effective
at maintaining
students' discipline**

19 59.4 11 34.4 2 6.2 3.53 .621

**There is promotion of
the teaching of
physical education as
an obligatory subject in
the second cycle
schools**

11 34.4 20 62.5 1 3.1 3.31 .535

Mean ranges: 1.00 – 1.59 Strongly Disagree; 1.60 - 2.59 Disagree; 2.60 – 3.59 Agree; 3.60 - 4.00 Strongly Agree

Scale: 1= Strongly Disagree (S.D), 2= Disagree (D), 3= Agree (A), 4= Strongly Agree (S.A).

4.4 Testing of Hypothesis

The study however developed on the premise of two null hypotheses which were tested and tabulated as follows:

Hypothesis 1: There is no significant relationship between motivational factors and working environment productivity. The hypothesis generated data is presented on table 7 using the ANOVA analysis from the multiple regression statistics.

Table 7 ANOVA Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	114.948	1	114.948	51.822	.000 ^a
	Residual	128.652	58	2.218		
	Total	243.600	59			

a. *Predictors: (Constant), motivational factors*

b. *Independent Variable: motivational factors*

c. *Dependent Variable: improved performance*

The hypothesis that there is no significant relationship between motivational factors and working environment productivity was statistically tested using the ANOVA. From table 7, it can be seen that the F-test is statistically significant, which means that the model is statistically significant ($F = 51.822, p > 0.05$). It can then be concluded that the hypothesis that there is no significant relationship between motivational factors and working environment productivity is rejected.

The Pearson correlation was also conducted to explore the strength of the relationship between two continuous variables that are motivational factors and working environment productivity as presented on table 8.

Table 8 Pearson Correlations

		Motivational factors	Working environment
Motivational factors	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	60	60
Working environment	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

The data presented in table 8 gives an indication of the direction and the strength of the relationship. However, a positive correlation was realized indicating that as motivational factors increases so does the working environment productivity increases. With a Pearson value ($r = .687$) it means that the relationship though positive is large and moderate.

Hypothesis 2: There is no significant influence between maintenance factors and motivational factors of physical education teachers. Using the multiple regression analysis, the data generated are presented in table 9.

Table 9 Multiple Regression Analysis (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.154	1.586		10.187	.000
	Motivational factors	.058	.106	.089	.549	.586

a. Dependent Variable: Improve Performance

The hypothesis seeks to ascertain the significant effect between maintenance and motivational factors of physical education teachers. From table 9, it can be interpreted that statistically, there is no significant effect between maintenance factors and motivational factors ($b=.089$, $p=.586$). This seems to imply that maintenance factors do not have any effect on motivational factors of physical education teachers in the Somanya Zone as far as the study is concerned.

4.5 Discussion of Research Questions Findings

4.6.1 Research Question One – will motivational factors and working environment bring about productivity?

The data analysis for research question one revealed that easy opportunity for professional growth and monetary benefits were motivational factors that brought about productivity in the working environment.

The quest for personal achievement is driven by one's ability to get access to opportunities for professional growth. This finding of the study is in line with the finding by Dostal (2006), which advocated that achievement is the motivation of a person to attain goals. The desire for achievement is inherent in every man, but not all persons look

to achievement as their motivation. Workers are motivated by a goal and in order to attain that goal they are willing to go as far as possible. The complexity of the goal is determined by a person's perception. What one person thinks is easy goal to accomplish may seem to be impossible to another person. Nevertheless, if your motivation is achievement, you will find that your goals will grow increasingly complex with time. This is evident in teachers agreeing that easy opportunity for professional growth was a motivation factor in the working environment.

However the finding from the current study that teachers agreed that monetary benefits were a motivation factor is in line with the incentive motivation which involves rewards. Workers who believe that they will receive rewards for doing something are motivated to do everything they can to reach a certain goal.

Although achievement as a motivation is focused on the goal itself, incentive motivation is driven by the fact that the goal will give employees benefits. Incentive motivation is used in profit making organizations through bonuses and other types of compensation for additional work. As incentives are offered companies hope raise productivity and motivate their employees to work harder.

Motivation may be seen as being either intrinsic or extrinsic in nature. Intrinsic motivation of teachers involves job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and , control over others. Extrinsic motivation of teachers on the other hand, involves included externally administered rewards like salary, free accommodation, free

meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Both intrinsic and extrinsic motivations lead to high teacher performance when the moderating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place. The descriptors of teacher performance include regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Frey (1997) showed that extrinsic rewards, like monetary benefits may interact negatively with the intrinsic work motivation. It has just seen that there is crucially dependence of intrinsic motivation on the extrinsic incentives.

The Valency Instrumental Expectancy theory indicates that people constantly predicts the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions). His theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead

to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory was therefore adopted to guide an assessment of the effects of motivation on the performance of secondary school teachers in Kyabakuza division.

Kasaija (1991) studied the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non monetary rewards are motivators to teachers. Similarly, Ogomarch (1994), study agrees with this assertion, he stresses that professional allowances have great significance in motivating lecturers to do their work effectively.

According to Grusky (in print), rewards are among the most important factors which influence the strength of a person's attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization. On the other hand, obtaining rewards sought operates to further his felt obligation to the organization and this commitment is strengthened.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which influence them, job security and level of commitment to the school, objectives are all crucial to the level of motivation of teachers. The factors were in line with the

researcher,s interest particularly extrinsic motivators like remuneration and how it has affected teacher performance in secondary schools of Kimaanya-Kyabakuza Division.

Similarly, Armstrong (1996) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (1998) in her study on job satisfaction of workers recommended that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non financial rewards on the performance of primary school teachers. From the literature above the study therefore investigated the influence of prerequisite motivation on job performance amongst senior high school physical education teachers in Somanya Zone.

According to Farrant (1997), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. Farrant,s argument reflects the situation in Somanya Zone, where the senior high school physical education teachers have inadequate and at times poor accommodation, limited teaching and learning facilities amidst poor supervision and inspection. In addition there is a problem of poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance.

4.6.2 Research Question Two – Will maintenance factors and motivational factors influence physical education teachers’ performance?

The findings of the study revealed that physical education teachers were not enjoying free accommodation and meals at school, were not enjoying transportation allowance, did not have regular refresher courses and training workshops for upgrading themselves. However they still came to school very early, with prepared notes and were ready to teach, actively participated in co-curricular activities such as club meetings, church organizations and church programmes willingly, they were effective and efficient at maintaining students discipline and regularly engaged in the promotion of the teaching of physical education as an obligatory subject in the second cycle schools though their performance were not satisfactory. This shows that there is no real relationship between maintenance factors and motivational factors.

Hypothesis two (2), further proved this point as it implied that there was no statistically significant effect between maintenance factors and motivational factors. Specifically, this means that maintenance factors do not have any effect on motivational factors of physical education teachers in the Somanya zone as far as the study is concerned.

This finding is in line with the findings by Acheampong et al, (2003) from a study in Ghana which concluded that teacher morale is reasonably high. Only 13% of physical education teacher respondents indicated that they did not enjoy teaching’ although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of secondary school teachers interviewed in Ghana said they did not want to be teachers. However, the findings of the current study are not far from that of Bennell et al (2004) in a study of secondary schools in Ghana, where head masters/mistresses

indicated that, if they could, they would replace not less than 30 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the effects of motivation and maintenance factors on the performance of secondary school teachers in Ghana.

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

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent. Ryan and Deci (2000) indicated that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact

of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labour process, in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these "survival" activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary and Conclusion

5.1 Summary

The research was conducted, using structured questionnaire to find the motivational factors for improved performances of physical education teachers in the Somanya zone of the Eastern region of Ghana with a sample size of hundred (100) respondents. The data analysis for study revealed that easy opportunity for professional growth and monetary benefits were motivational factors that brought about productivity in the working environment. However, the data analysis revealed that the respondents disagreed that their organizations regularly organized in-service training to upgrade teachers and job performance.

The findings of the study revealed that physical education teachers were not enjoying free accommodation and meals at school, were not enjoying transportation allowance, did not have regular refresher courses and training workshops for upgrading themselves. However they still came to school very early, with prepared notes and were ready to teach, actively participated in co-curricular activities such as club meetings, church organizations and church programmes willingly, they were effective and efficient at maintaining students discipline and regularly engaged in the promotion of the teaching of physical education as an obligatory subject in the second cycle schools. This showed that there is no real relationship between maintenance factors and motivational factors.

Hypothesis two (2), further proved this point as it implied that there was no statistically significant effect between maintenance factors and motivational factors. Specifically, this means that that maintenance factors do not have any effect on motivational factors of physical education teachers in the Somanya zone as far as the study is concerned.

Frequencies, mean tables and Pearson Product Moment Correlation Coefficient (PPMCC) were used to analyse the data. Qualitative data was organized according to themes identifies from research questions and analyzed using content analysis

5.2 Conclusions

The purpose of the study was to bring about increased understanding of the motivational factors as barriers that impede the teaching of physical education and also help to find ways of improving the teaching of the subject. The statistical analysis revealed that easy opportunity for professional growth and monetary benefits were motivational factors that brought about productivity in the working environment. However, the data analysis revealed that the respondents disagreed that their organizations regularly organized in-service training to upgrade teachers and job performance.

The findings of the study revealed that physical education teachers were not enjoying free accommodation and meals at school, were not enjoying transportation allowance, did not have regular refresher courses and training workshops for upgrading themselves. However they still came to school very early, with prepared notes and were ready to teach, actively participated in co-curricular activities such as club meetings, church organizations and church programmes willingly, they were effective and efficient at maintaining students discipline and regularly engaged in the promotion of the teaching of physical education as an obligatory subject in the second cycle schools. This showed that

there is no real relationship between maintenance factors and motivational factors. ie. The absence of the motivational factors was not preventing the physical education teachers from carrying out their core function, though their performances were not satisfactory.

This research work is a contribution to knowledge on the impeding factors influencing the performance of physical education teachers" in the Somanya Zone, of the Eastern Region of Ghana. This study has documented some of the impedances of the performance of physical education teachers". This is indeed necessary and consequently in Ghana where for many students, physical education is not their favourite part of their school learning experience.

However, physical education aims at providing children and young people with learning experiences that enable them to develop the knowledge, motivation and competence to live a physically active life, morally, intellectually and socially within an educational context where pupils are valued and cared for. Physical education in the senior high schools forms part of the core curriculum and offers a range of physical activities within, and beyond. The curriculum to engage children and young people in purposeful, worthwhile, enjoyable and enriching learning experiences as well as addressing a broad range of educational objectives through well planned and developmentally appropriate physical education programmes.

Thus making sure that physical education teachers are genuinely and effectively motivated to perform the task at hand can be a very helpful tool in the teaching and learning of physical fitness activities which results in healthy students.

Finally, the researcher anticipates that this thesis has provided a useful framework and built a foundation for research across different approaches to solving the menace of

teacher motivation. This is very important as the physical education teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom and field climate is important in physical education teacher motivation due to the nature of the profession. If the teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school (Heyward 1991).

5.3 Implications

As previous and current studies have established, motivation is an important part of bringing about productivity in the working environment. However, regardless of this important reality, according to (Mertler, 1992), in a number of countries where research on teachers' motivation have been done; such as America, United kingdom, Asia, Israel, Africa with emphasis in Malawi, Ghana, Zambia and Kenya teachers' motivation has been neglected even though it is clear that without teachers' motivation not much could be achieved in their performance as de-motivated teachers do not take long time with learners but take other job alongside teaching as a fulfillment of their frustration.

Results of the study indicated the obvious need for physical education teachers to be highly motivated so that they can put in more effort into their work. Hence they tend to participate more than expected in the process of management, administration, and the overall improvement of the school (Heyward 1991). This singular act can go a long way to ensure that students participate better, perform better, and actually enjoy physical education classes thus promoting physical fitness among students. This will go a long

way to ensure that students are healthier. This will go a long way to improve the quality of health of students and ensure that they give off their best in their various roles in the nation at large.

5.4 Recommendations

I recommend that, workshops and regular in-service trainings should be organised for physical education teachers in order to upgrade these teachers' skills and improve their job performance.

Physical education teachers must enjoy campus accommodation to enable them have productive extra-curricular activities.

They should have the opportunity to attend regular refresher courses, and training workshops for upgrading themselves, having equal professional growth opportunities, and recognition in terms of appointments.

Again, physical education teachers have regular refresher courses; give equal professional growth opportunities, adequate equipment, facilities and training workshops for upgrading themselves.

Finally, there is the need to replicate this study in other schools in Ghana.

5.5 Suggestion(s) for Further Research

It is believed that this study has provided an insight into the role of motivation for improved performances of physical education teachers'. This study was limited to the Somanya Zone. However, there could be other factors that were not evident or focused on that need to be identified or evaluated. For instance the specific level of motivation that needs to be applied to get a desired output. Hence, it is felt that further research needs to

be carried out in other areas and expanded to include other municipalities in other regions in the country.

Also, the results of the study have revealed inadequate motivation of teachers and consequently low performance. This implies that studies to investigate strategies that can be implemented to improve physical education teachers' motivation and performance in the Senior High Schools are necessary.



REFERENCES

- Acheampong, K. & Bennell P.S. (2003). Research Project Application to DFID: Teacher Motivation and Incentives In Low-Income Developing Countries. Knowledge and Skills For Development. Brighton.
- Adair, J. (1996). *Effective Motivation, How to get extraordinary results from everyone*. Pan Books.UK.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, vol. 2. (pp. 267–2296). New York: Academic Press
- Adams, J.S. (1964). Injustice in Social Exchange *Advances in Experimental Psychology*. New York: Academy Press
- Afful-Broni, A. (2004). *The Theory and Practice of Education Leadership in Ghana*. Accra: Yamens Press Limited
- Afful-Broni, A. (2005). *Critical Issues of Educational Leadership in Ghana*. Accra: Type Company Limited
- Agbeke, W.K. & Denkyirah, A.M. (1999). *Writing Your Long Essay, Thesis/Dissertation and Journal Article*, Akonta Publications Accra
- Ajayi, K. (2004). Leadership, Motivation, Team Work and Information Management for Organizational Efficiency. *The Nigerian Journal of the Social Sciences*. Pg. 1-16.
- Ajayi, K. (1991) Job satisfaction among secondary school teachers in Nigeria. *The Nigerian Journal of Educational Research*, Volume 3, No 1 April.
- Alderfer, C. (1972). *Existence , Relatedness and Growth*, New York: The Free Press
- Alderfer, C. P. (1969). An empirical test of a new theory of human needs. *Organizational Behavior and Human Performance*, 4, 143-175.
- Allen, N. J. & Meyer, J.P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63, 1-18.
- Amin, M. E. (2005). *Social Science Research: Conception, Methodology and Analysis*. Kampala, Uganda
- Amissah, P.A.K. (2002). *Teacher Education* , Winneba: University of Education

- Analoui, F. (2000). What motivates senior managers? The case of Romania. *Journal of Managerial Psychology*, Volume 15, Number 4, pp: 324-340. University of Bradford, Bradford, UK
- Andrews, L. D., Parks, D. J. & Nelson, L. A. (1985) Commission on Teacher/Faculty Morale. *Administrator's Handbook for Improving Faculty Morale*. Bloomington, Indiana: Phi Delta Kappa.
- Andrews, Y. (1998). *The Personnel Function*. Pretoria: Kagiso Tertiary.
- Antwi, M. K. (1992). *Education, Society and Development in Ghana*, Accra-North Unimax Publisher Limited
- Arhtur, J. (1994). Effects of Human Resources Systems on Manufacturing, Performance and Turnover, *Academy of Management Review* 37 (4) Pg 70-687.
- Armstrong, M. (1996). *A Handbook of Human Resource Management Practice* 10th ed., Kogan Page Limited, London.
- Armstrong, M. (1996). *Personnel Management practice* 6th ed., Kogan Limited London.
- Armstrong, M. (1996). *A handbook of human resource management practice*. London, Kogan.
- Asare- Bediako, K. (2002), *Professional Skills in Hunan Resource Management*, Kasoa: Kasbed Limited.
- Asuogyaman & Manya Districts (2005). Education Inspection Report, Zonal magazine
- Aswathappa, K. (2003). *Human Recourse & Management*, Pg (244 to 245)
- Atkinson, J. W. (1964). *An Introduction to Motivation*. New York: American Book-Van Nostrand-Reinhold,
- Ayer, W. (1993). *To Teach: The Journal of a Teacher*. New York: Teachers College Press
- Bame, K. N. (1991). *Teacher Motivation and Retention in Ghana*. Assembles of God Literature Center
- Bandura, A. (1977). Self-Efficacy: Towards a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory* Englewoods Cliffs, NJ: Prentice-Hall

- Bandura, A. (1991). Human agency: The rhetoric and the reality. *American Psychologist*, 46,157-162.
- Baron, R. A. (1983). Behaviour in organisations. New York: Allyn & Bacon, Inc.
- Barry G. & Rynes, S. L. (2003). *Compensation: Theory, Evidence, and Strategic Implications*. SAGE Publications, Inc. – London.
- Bassy, M. (2002). *Motivation and Work: Investigation and Analysis of Motivation Factors at Work*, Sweden: Linkonping University
- Behar-Horenstein, L. S. & Seabert, D. M. (2002). Looking at classroom teaching: A missing component in studies of school performance. *Curriculum and Teaching*. 17 (1), 21-38.
- Bell, W. (1992). *Research Frontiers in Industrial Relations and Human Resources*, New York: Haper & Row Publishers.
- Bell. R., Barrett, K. & Allison, P. (1985). What PSTs see in an unguided, early field experience? *Journal of Teaching in Physical Education*, 4, 81-90.
- Bennell, P. (2004). Teacher motivation and incentives in Sub-Saharan Africa and Asia. Knowledge and Skills for Development, Brighton, July 2004
- Bennell, P.S., Bulwani, G. & Musikanga, M. (2003). *Secondary Education in Zambia: Centre for Internal Education*. Sussex University, Brighton.
- Bennell, P.S., Hyde, K. & Swainson, N. (2002). *The Impact of HIV/AIDS on the Sector in Sub-Saharan Africa. The Main Findings And Recommendations Of A Three Country Study*. Centre for International Education. Sussex University, Brighton.
- Bennell, P. S., Harding J. & Rogers-Wright S. (2004). *PSRP Education Sector Review in Sierra Leone*. Ministry of Education. Science and Technology, Freetown.
- Bidwell, C. E. (1955). The administration role and satisfaction in teaching"". *Journal of Education Sociology* Vol. 3 Pp 41-47
- Boreham, C. & Watts, K. (1998). The physical activity, fitness and health of children. *J. Sport. Sci.*, 19: 915-929.
- Bowey, B. B. (1997). Recognizing and rewarding employees, McGraw-Hill.
- Braton, J. J. (1994). *Human Resource Management Theory and Practice*. McMillan. (1st Ed.)

- Bray, M. (2000). Community Partnerships in Education: Dimensions, Variations and Implications. Thematic Study for the World Education Forum, Dakar.
- Bredenkamp, S. (1992). What is developmentally appropriate" and why is it important? *Journal of Physical Education, Recreation and Dance*, 63 (6), 31-33.
- Brown D, & McIntosh S. (2003). Job satisfaction in the lower wage service sector. *Appl. Econ.*, 35: 1241-1254..
- Brown, D. & Mark G. (1996). *Keeping Score: Using the Right Metrics to Drive World-Class Performance*. New York: Quality Resources.
- Bucher, C. A. (1979). *Administration of Physical Education and Athletic program*. 7th Edition St Louis, the C. V Mosby Company.
- Bucher, C. A. (1983). *Foundations of physical education and sport*: 8th edition. St Louis. The C.V Mosby Company.
- Bucher, C.A (1979), *Foundations of Physical Education* 8th edition C.V. Mosby Company U.S.A. Corwin Press.
- Burns, N. & Grove, S. K. (2003). *Understanding Nursing Research* 3rd ed. Philadelphia, PA.
- Callahan, R. E., Fleenor, P. C. & Knudson, H. R. (1986). *Understanding Organizational Behavior: A Managerial Viewpoint*. Columbus, Ohio: Bell and Howell Company
- Carrel, M. R. (2000). *Steps in Human Resource Management*, Orlando: Harcourt Inc.
- Carron, G. (1996). The quality of primary schools in different development context. UNESCO, Paris, International institute of educational planning. Chapman Publishing Ltd.
- Cheptoe, M. (2000). *Job satisfaction and job performance amongst non-academic staff at Islamic University in Uganda*. Unpublished (Masters of education), dissertation, Makerere University, Kampala, Uganda.
- Cole, G. A. (1995). *Personnel and Human Resource Management 5th ed*. London: Thomson Learning High Holborn House.
- Cole, G. A. (2002). *Personnel Management 4th ed*. London: Ashford Colour Press.
- Coombs, P. H. (1985). *The word crisis in education. From the eighties*, New York, Oxford University press.
- Crowther, J., Ashby, M. & Kavanagh, K. (1995). *Oxford Advance Learner's Dictionary Oxford*: Oxford University Press.

- Datta, A. (1984). *Education and Society: Sociology of African Education*. Hong Kong, Macmillan Publishers
- Dawis, R. & Lofquist, L. (1984). *A psychological theory of work adjustment*. Minneapolis, MN: University of Minnesota Press.
- Deci, E. L., Connell, J. P. & Ryan, R. M. (1989). Self-determination in a work organization. *Journal of Applied Psychology*, 74, 580–590.
- Deci, E. L. (1971). The effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105-115.
- Deci, E. L., Ryan, R.M., Gagné, M., Usunov, J. & Kornazheva, B.P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former eastern bloc country: A cross-cultural study of self-determination. *Personality and Social Psychology Bulletin*, 27, 930–942.
- Delucia, P.R. & Palmieri, P. A. (2010). “Performance in Nursing”. *Reviews in Human Factors and Ergonomics*, Vol. 5, Pp.110-177
- Deshpande, S. P. & Damodar, Y. G. (1994). HRM practices in Large and Small Manufacturing Firms: A Comparative Study. *Journal of Small Business Management*, April 1994, p.49-56
- Donahue, M. P. (2010). Nursing, the Finest Art: An Illustrated History. *American Nursing* Vol. 16, Pp. 416
- Dostal, J. (2006). *Different Types of Motivation* Retrieve (15/07/2013) from [http:// fortress of success. blogsport.com](http://fortressofsuccess.blogspot.com)
- Dunnette, L. M. (2001). Hough (Eds.), *Handbook of industrial and organisational psychology*, (2nd edn.) vol. 1, (pp. 75–170). Palo Alto, CA: Consulting Psychologists Press
- Dungu, L. (2000). *Accommodation and job performance of Secondary School teachers in Rakai district*. Unpublished (Masters of education) dissertation Makerere University, Kampala, Uganda.
- Dwyer, T., Sallis, J. F., Blizzard, L & Lazarus R, (2001). Relation of academic performance to physical activity and fitness in children. *Pediatric Exercise Science*;13:225-237
- Everard, K. B. & Morris, G. (1996). *Effective School Management*. 3rd Edition. London: Paul

- Farrant, J. S. (1997). *Principles and practice of Education*. Longman: Singapore publishers Ltd.
- Farrel, J. P. (1993). *Teaching the developing countries. The World Bank*. Washington, D.C.
- Fayol, H. (1916). *General and Industrial Management*, London: Pitman
- Frey, B. (1997). *Not Just For the Money. An Economic Theory of Personal Motivation*. Cheltenham: Edward Elgar Publishing.
- Gagné, M. & Deci(2005). The role of autonomy support and autonomy orientation in prosocial behavior engagement. *Motivation and Emotion*, 27, 199–222.
- Garrett, R.M. (1999). Teacher job Satisfaction in Developing Countries. DFID.
- Gavinda, R. & Varghese, N. U. (1993). *Quality of primary schooling in India. A case study of Madhya Pradesh, India, Paris*; UNESCO International institute of education planning. <Htm://en.winpedia.org.wiki/>
- Gerhart, B., Minkoff, H. B. & Olsen, R. N. (1995). *Employee compensation: Theory, practice, and evidence* (CAHRS Working Paper #95-04). Ithaca, NY: Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies.
- Gibson, J. L., Ivancevich, J. M. & Donnelly, J. H. Jr. (2000). *Organizations – Behavior – Structure – Processes*. 10th Edition. Boston. McGraw-Hill.
- Guskey, T. (1985). Staff development and teacher change. *Educational Leadership*, 42(7), 57-60.
- Guskey, T. (1985). Staff Development and the process of teacher change. *Educational Researcher*, 15(5), 5-12.
- Guskey, T. (2002). Professional development and teacher change. *Teachers and Teaching*, 8(3), 381-391.
- Guskey, T. (2003). What makes professional development effective? *Phi Delta Kappan*, June, 748-750.
- Hackman, J. R. & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16, 250-279
- Hamner, W. C. & Foster, L. W. (1975). Are intrinsic and extrinsic rewards additive: A test of Deci's cognitive evaluation theory of task motivation. *Organizational Behavior and Human Performance*, 14, 398-415.

- Hanson, T. & Newburg, D. (1992). Naturalistic inquiry as a paradigm for doing applied performance enhancement research. *Contemporary Thought on Performance Enhancement*, 1, 26-40.
- Harris, A. (1999). Teaching and learning in the effective school. Brookfield, Vermont: Ashgate
- Harrison, C. & Rainer, D. (1997). *Differentiation in theory and practice*. In J. Dillon & M. Maguire (Eds.), *Becoming a teacher: Issues in secondary teaching* (pp. 140-150). Philadelphia: Open University Press.
- Hatfield, R. D. (2000). *Strategies for Managing a Diverse and Global Workforce* Harcourt: Harcourt College Publishers
- Hellison, D. (1985). *Goals and Strategies for Teaching Physical Education*. Champaign, IL: Human Kinetics.
- Hellison, D. (1996). Teaching Personal and Social Responsibility in Physical Education. Silverman, S. & Ennis, C. (Eds.), *Student Learning in Physical Education*, pp. 269-283. Champaign, IL: Human Kinetics.
- Hertzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing.
- Herzberg, F., Mausner, B. & Snyderman, B. B. (1959). *The motivation to work*. New York: John Wiley and Sons, Inc.
- Herzberg, F. (1971). *The Managerial Choice, To be effective and to be human*. Dow Jones-Irwin, Homewood, Illinois.
- Herzberg, F. (1976). *Work and the Nature of Man*. The Word Publishing Company, Cleveland, New York.
- Herzberg, F. (1968). One more time: how do you motivate employees? *Harvard Business Review*, vol. 46, no. 1, pp. 53-62.
- Herzberg, F., Mausner, B. & Snyderman, B.B., (1959), *The motivation to work*, New York: John Wiley & Sons.
- Heyward, V. H. (1998). *Advanced Fitness Assessment and Exercise Prescription*. 3rd Edn., Human Kinetics Publ., Champaign, Illinois.
- Heyward, V. H. (1991). *Advanced Fitness Assessment and Exercise Prescription* (2nd Ed). Champaign, IL: Human Kinetics
- Holloway, J. & Wheeler, T. (2002). *Qualitative Research in Nursing*. 2nd ed. Oxford: Blackwell Publishing

- Horwitz, M. F., Heng, T. C. & Quazi, A. H. (2003). Finders, Keepers? Attracting, motivating and retaining knowledge workers. *Human Resource Management Journal*, Vol 13 No 4, 2003, Pages 23-44
- Hoy, W. K. & Miskel, C. G. (2005). *Educational administration: Theory, research, and practice*. New York: McGraw-Hill.
- Huling, E. (2003). *Rough Notes*. Indianapolis: Aug. Vol. 146, Iss. 8; pg. 24. US.
- Humphreys J. H. & Einstein W. O. (2004). *Journal of Leadership & Organizational Studies*. Flint: Spring Vol.10, Iss. 4; pg. 58, 22 pgs
- Jackson, J. H. (1982). *Human Resource Management* 3rd ed. New York: West Publishing Company.
- Jacque, E. (1961). *Equitable Payment*, London: Heinemann Publishers
- Johns, D. P. & Macfarlane, D. J. (2001). Raising activity levels: A multi dimensional analysis of curriculum change. *Sport, Education, and Society* 6(2), 199-210
- Johnson, R. A., Neelankavil, J. P. & Jadhav, A. (1986). Developing the executive resource. *Business Horizons*, pp. 29–33.
- Jordan, D. (1986). *A Correlational Analysis of School Leadership and Organizational Climate with Students' Classroom Achievement*. Beaumont, TX: Lamar University Press.
- Judd, A. (2009): *A History of American Nursing: Trends and Eras*. Pp. 272-280. Cited in www.ambition24hours.co.uk. (Retrieved August, 2011).
- Kanfer, R., 1990. Motivation theory and industrial and organisational Psychology. In: M.D.
- Kankam, G. & Weiler J. (2010). *A Guild to Action Research for Colleges of Education and Universities*. Accra-Ghana: Readwide Publishers.
- Kasaija, I. (1991). *Effects of monetary and non-monetary rewards on motivation among post primary institutions in Hoima and Masindi districts*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.
- Kavarlemo, J, M. (2000). *Identifying the organizational training needs; unpublished presentation to Cambridgeshire University*. Fareway conference, Kampala.
- Khan, N.V. (2006). *Personal management*, Pg (132 to 134)

- Kini, R. B. & Hobson, Charles J. *International Journal of Management*. Poole: Dec. Vol. 19, Iss. 4; pg. 605. US.
- Kiseesi L. M. (1998). *Job Satisfaction among Support Staff of Makerere University Hall of Residence*. Unpublished M.A education Management Thesis MUK University.
- Kommey, K. E. (2011). *A Comparative study of teacher motivation on two selected each in Private Schools and Public Senior High*.
- Komaki, J. (1982). Managerial effectiveness: Potential contributions of the behavioral approach. *Journal of Organizational Behavior Management*, 3, 71-83. 80
- Kovach, K. (1987). What Motivates Employees? Workers and Supervisors Give Different Answers. *Business Horizons*
- Kreitner, R. (1992). *Effective Reward Systems Increasing Performance and Creating Happier employees*.
- Kreitner, R, Kinicki, A. & Buelens, M. (1999). *Organizational Behaviour*. Berkshire, England: McGraw Hill Publishing Company
- Kreitner, R. & Kinicki, A. (1992). *Organisational Behaviour* (2nd ed.). USA: Richard D. Irwin Inc.
- La Motta, T. (1995). *Recognition: The quality way*. New York: Quality Resources.
- Ladwig, S.A. (1994). *A teacher's decision to stay or leave the teaching profession within the first five years* (Doctorial Dissertation, University Of La Verna). *Dissertation Abstracts International*, 55, 1028.
- Latham, G. P. & Ernst, C.T. (2006). Keys to motivating tomorrow's workforce, *Human Resource Management Review*, vol. 16, pp. 181-198.
- Lauwery, J. A. (1969). *Teachers and Teaching*. London: Evans Brothers Limited.
- Lethoko, M. (2002). 'The Role of Teachers in the Culture of Learning and Teaching.
- Lillejord, S. (1999). *Leadership in education - Productive learning cultures*. Sandown: Heinemann Publishers Ltd.
- Locke, E. & Latham, G. (2004). *A theory of goal setting and task performance*. Englewoods Cliffs, NJ: Prentice-Hall. Pg.383
- Locke, E. A. (2004). „Towards a Theory of Task Motivation and Incentives“, *Organizational Behavior and Human Performance*, vol. 3, 1968, pp. 157–89.

- Lussier, R. N. (2000). *Management Fundamentals*. United States of America: South-Western College Publishing.
- Luthans, F. (1998). *Organizational Behaviour*. 8th Edition. USA: Irwin McGraw Hill.
- Maicibi N. A (2003). Pertinent issues in employees, management: *human resource and educational management*. Kampala. Net Media Monitor Publishers
- Maicibi, N. A. (2003). *Pertinent issues in employees' management: human resource and educational management*. Kampala Net Media Monitor Publishers.
- Mankoe, J. O. (2002). *Educational Administration and Management in Ghana*, 2nd ed. Winneba: University of Education.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Maslow, A. H. (1973). A theory of human motivation, *Psychological Review*, vol. 50, pp. 370- 396.
- Maslow, A. H. (1973). A theory of human motivation, *Psychological Review*, vol. 50, pp. 370- 396.
- Matlawe, K. (1989). No, No, No, Don't give them Stanazolol. Motivate them, Mr Principal. *Popagano*, 10(1): 12-14.
- Matveyer, L. (1981). *Fundamentals of Sports Training*,
- McAfee B., Quarstein V. & Ardalan A. (1995). *Industrial Management & Data Systems*. Vol. 95, pgs. 7-12. Wiley Publishers. US.
- Meir, E . L. (1972). The relationship between Intrinsic needs and Women, persistence at Work. *Journal of Applied Psychology* Vol. 56 No. 4 (1972) pg 293 – 296.
- Mertler, H. (1992). Value make the Company. *Harvard Business Review* 81
- Mescon, M. H., Albert, M. & Khedouri, F. (1988). *Management*, 3rd ed. New York: Harper & Row, Publishers
- Ministry of Education, (1994). Youth and Sports“ policy circular No 2

- Molander, C. (1996). *Human Resources at Work*, Lund: Chartwell-Bratt.
- Mullin, L. J. (1996). *Management and Organizational Behaviour*. 4th Edition. London: Pitman Publishing.
- Mumanyire, M. (2005). *Factors affecting teacher motivation in secondary schools in Mukono district*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.
- Mwamwenda, T. S. (1996). *Educational Psychology: An African Perspective*. 2nd Edition. Isando: Heinemann Publishers (Pty) Ltd.
- Mwamwenda, T.S. (1999). Job satisfaction among secondary school teachers in Transkei. *South African Journal of Education*, IS(2): 84-87.
- Myers H. & McCaughtry, N. (1998). Development of pedagogical content knowledge: Moving from blaming students to predicting skillfulness, recognizing motor development, and understanding emotion. *Journal of Teaching in Physical Education*, 22(4), 355-368.
- Nambassa, K.M. (2003). *The impact of classroom supervision on the quality of teaching and learning in primary schools in Wakiso District, Uganda*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.
- Nathan, M. (2000). *A handbook for head teachers*. London
- National Association for Sport and Physical Education (2001).. Standards for Initial Programs in Physical Education Teacher Education. *National Association for Sport and physical Education*
- National Association for Sport and Physical Education. (2000). Appropriate practices for elementary school physical education. Reston, VA: Author
- Okino, P. (2008). Housing teachers important. *Monday, New Vision*. P.8.
- Ouma, L. (2007). *Effect of motivational theory to the performance of primary school teacher in Kampala District*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda. psca.co/resources/steward/dictionary-e.shtml
- Owens, R. G. (200 I). *Organizational Behaviour in Education*. USA: Allyn and Bacon. Oxford Advance Learner's Dictionary

- Papaioannou, A., Marsh, H. W. & Theodorakis, Y. (2004). A multilevel approach to motivational climate in physical education and sport settings: An individual or a group level construct? *Journal of Sport and Exercise Psychology*, 26, 90–118.
- Parahoo, K. (1997). *Nursing Research: Principles, Process and Issues*. Macmillan: London UK.
- Pfeffer, J. (1998). *The Human Equation: Building Profits by Putting People First*. Cambridge, Mass: Harvard Business School Press.
- Pinder, C. C. (1998). *Work Motivation in Organizational Behavior*. Prentice Hall, New Jersey.
- Polit, D. F., Hungler K. & Minichiello C. (2001). *A Nurse guide to the critical reading of Research*. Mgham –Broomfield Australia
- Porter, L. W. & Lawler, E. E. (1986). *Management Attitudes and Performance*. Irwin-Dorsey, Homewood, Illinois
- Porter, L. W., Steers, R. M., Mowday, R. T. & Boulian, P. V. (1982) Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 1974, 59, 603-609.
- Price A. (2004). *Human Resources Management in a Business Context*. 2nd ed., London Thomas Learning.
- Pritchard, R. D., Deleo, P. J. & Von-Bergen, C. W. Jr. (1976). A field test of expectancy-valence incentive motivation techniques. *Organizational Behavior and Human Performance*, 15, 355-406.
- Ramayah, T., Jantan, M. & Tadisina, S. K. (2001). *Job satisfaction: empirical evidence for alternatives to JDI*. 32nd Annual Meeting of Decision Sciences Institute Conference, Track OB2, San Francisco: USA
- Ramlall, S. (2004). A review of employee motivation theories and their implications for employee retention within organizations. *Journal of America Academy of Science*.
- Reverby, S. M. (2007). *Ordered to Care: The Dilemma of American Nursing*. Cited in www.wikipedianursingclients.org (Retrieved July, 2010).
- Rink, J. (2003). Effective instruction in physical education. In S. Silverman & C. Ennis (Eds.), *Student learning in physical education: Applying research to enhance instruction* (2nd ed.). Champaign, IL: Human Kinetics.

- Robbins, L.B., Pis, M. B. & Pender N. J. (2004). Exercise Self-Efficacy, Enjoyment, and Feeling states among adolescents. *West J Nurse Res*, 26:699-715..
- Ryan, R. M. & Deci, E. L. (2000). *When rewards compete with nature: The undermining of intrinsic motivation and self-regulation*.
- Saks, A. M. (1995). Longitudinal field investigation of the moderating and mediating effects of self-efficacy on the relationship between training and newcomer adjustment. *Journal of Applied Psychology*, 80, 211-225.
- Sansone, C. & Harackiewicz, J. M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. San Diego: Academic Press.
- Schermmerhorn, J., Hunt, J., & Osborn, R. (2005). *Organizational Behavior* (9th ed.): John Wiley. New York. NY.
- Schunk, D. H. & Ertmer, P. A. (2000). Self-regulation and academic learning: Self-efficacy enhancing interventions. In M. Boekaerts, P. Pintrich, & M. Seidner (Eds.), *Self-regulation: Theory, research, and applications* (pp. 631–649). Orlando, FL: Academic Press.
- Shamir, B., House, R. J. & Arthur, M. B. (1993). The motivational effects of charismatic leadership: A self concept based theory. *Organization Science*, 4: 577–593.
- Shan & Shan, N. (2008). Organizational and contextual influences on the emergence and effectiveness of charismatic leadership. *Leadership Quarterly*, 10: 257–283.
- Sherman, L. (1983). Client, staff and the social agency. *Social work practice*, 29-48. New York: Columbia University Press.
- Shulman, L. (1978). A study of practice skill. *Social Work*, 23, 274-281.
- Shulman, L. (1979). *A study of the helping process*. Vancouver, Canada: University of British Columbia, School of Social Work.
- Siedentop, D. and Tannehill, D. (2000). *Developing Teaching Skills in Physical Education* (4th Ed.). Mountain View, CA: Mayfield Publishing Company
- Siedu, A. (2006). *Modern Approaches to Research in Educational Administration*. Amakom -Kumasi: Payless Publishers Limited.
- Skinner, B .F. (1976). *About Behaviorism*. New York: Vintage Books
- Simons-Morton, B. G. (1994). Implementing health-related physical education. *fitness through physical education* (pp. 137-146). Champaign, IL: Human Kinetics.

- Simon, H. (1994). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*, 5th edition. New York, NY: Macmillian Company.
- Stone, J. R (1998). *Human resource management*. Brisbane Jacaranda (3rd Ed). Wiloy Ltd.
- Streubert, H. N. J. & Carpenter, D. R. (1999). *Qualitative Research in Nursing. Advancing the humanistic imperative*. 2nd ed. Lippincott Philadelphia.
- Symons, W. (1991). The organization as a context for leadership theory: A multilevel approach. 2: 205–228.
- Tietjen, M. A. & Myers, R. M. (1998). *Management Decision*, 36/4. pgs. 226-231. MCB University Press. USA.
- Torrington, D. (2002). *Human resource management*. Prentice Hall, Pearson Education Limited.
- Torris, G. (1964). United Nations International Charter of Physical Education and Sport *Health and fitness through physical education* (pp. 137-146).Champaign, IL: Human Kinetics
- Ukeje, B. O. (1991). The Education of Teachers for a New Social Order. *The Nigerian Teacher*.
- Van Wersch, A., Trew, K. & Turner, I. (1992). Post-primary school pupils' interest in physical education: Age and gender differences. *British Journal of Educational Psychology*, 62, 56–72.
- Vaughn, R. M. (2003). *Nursing Management*. Chicago: Apr. Vol. 34, Iss. 4; pg. 12. US.
- Velnampy, T. (2008). Job Attitude and Employees Performance of Public Sector Organizations in Jaffna District, Sri Lanka. *GITAM Journal of Management*, Vol. 6, Issue-2 Pg. (66-73)
- Vroom, V. (1964). *Work and motivation*. In H.J Chruden Sherman Jr. (pp. 272)
- Wagar, T. H. (1998). Determinants of Human Resource Management Practices in Small Firms: some Evidence from Atlantic Canada. *Journal of Small Business Management*, pp.13-23.
- Ward, M., Penny, A. & Read, T. (2006). Education Reform in Uganda – 1997 to 2004. Reflections on policy, Partnership, Strategy and implementation. *Department for International Development, Researching the issues* (60) 2006.

- Wayne, F. C. (1998). *Managing Human Resources: Productivity Quality of work life and profit*. New York, Mc Grain Hill. (5th Ed.)
- Wayne, F. C. (1998). *Managing Human Resources: Productivity Quality of work life and profit*. New York, Mc Grain Hill. (5th Ed.)
www.tutor2u.net/business/people/motivation
- Werther, D. (1996). *Mind as action*. New York: Oxford University Press.
- Wertsch J. (1991). *Voices of the mind: a sociocultural approach to mediated action*. Cambridge, Mass.: Harvard University Press.
- Westerman, D. (1991). Expert and novice decision making. *Journal of Teacher Education*, 42 (4), 292-305.
- White, R. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66, 297-333.
- Wood, M. & Locke, W. (1998). Impact of conceptions of ability on self-regulatory mechanisms and complex decision making. *Journal of Personality and Social Psychology*, Vol 56(3), Mar 1989, 407-415.
- Wood, R. & Bundura J. (2000) „Work Motivation: Theory, Research and Practice Introduction to the Special Issue” *Journal of Applied Psychology* 49: 317-318.
- Wofford D. (2001). Effects of contingent and noncontingent rewards and control on intrinsic motivation.” *Organization Behaviour and Human Performance*, No 8, pp 217-229.
- Wright, E. B. & Pandey, K. S. (2005). *Exploring the Nomological Map of Public Service Motivation 128*. Concept, University of North Carolina at Charlotte. Department of Political Science.
- Ziegert, G. (2000). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, Pg. 81, 37- 40.
- Zimmerman, B. J. & Schunk B. (2001). *Attaining self-regulation: A social-cognitive perspective*. Orlando, FL: Academic Press.

APPENDIX 1

QUESTIONNAIRE FOR BOTH PHYSICAL EDUCATION TEACHERS AND SPORTS TEACHERS

SECTION A

Personal data: Tick appropriate response.

1. Gender: Male [] Female []
2. Age group:
- (i) 20 - 29 yrs []
 - (ii) 30 - 39 yrs []
 - (iii) 40 - 49 yrs []
 - (iv) 50 - 59 yrs []

EDUCATIONAL BACKGROUND

3. What is your highest level of education?
- (i) First Degree []
 - (ii) Master Degree []
4. What other responsibilities do you have apart from physical education teaching?
- (i) Senior house Master/Mistress []
 - (ii) House Master/Mistress []
 - (iii) Head of Department []
 - (iv) From Master/Mistress []

SECTION B.

S/ N	Motivational Factors	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed	Not Sure
i	Your organization always organizes regular inservice training, refresher courses to upgrade yourself and refresh your job performance					
ii	Your organization organizes decent accommodation for you during camping and competitions away from home					
iii	Easy opportunity for professional growth					
iv	You are always giving winning bonuses when you excel during various competitions					
v	Better motivation in a sound environment brings about effective productivity					
vi	All needed equipment and facilities are available to improve upon students performance					
vii	You are always given your due your due night allowances after competition, refresher courses, or workshops					
viii	Monitory benefits as motivation promote or boost your performances					
ix	Head recommends timely promotion of teachers					
x	Your headmaster/mistress mostly observe my lessons with interest					

NATURE OF MOTIVATIONAL PACKAGES IN THE SCHOOL

APPENDIX 2

QUESTIONNAIRE FOR HEADMASTERS/MISTRESSES/ASSISTANT

HEADMASTERS/MISTRESSES

Personal data: Tick appropriate response.

1. Gender: Male [] Female []
2. Age group: (i) 30 - 39 yrs []
(ii) 40 - 49 yrs []
(iii) 50 - 60 yrs []

EDUCATIONAL BACKGROUND

3. What is your highest level of education?
- (i) First Degree []
- (ii) Master Degree []

NATURE OF MOTIVATIONAL PACKAGES IN THE SCHOOL

S/ N	Motivational Factors	Very Punctual	Punctual	Not Punctual	Not very Punctual	Not Sure
i	Are your physical education teachers enjoying free accommodation, meals at school					
ii	PE teachers come very early to school, with prepared notes and ready to teach					
iii	Are your physical education teachers enjoying transportation allowance or rent allowance					
iv	P.E. teachers actively participate in co-curricular activities such as club meetings, church organizations, and farm project willingly					
v	Are your physical education teachers having regular attendance of refresher courses and training workshop for upgrading and self confident					
vi	Do you recommend P.E teachers when they are due for promotions					
vii	P.E. teachers are efficient and effective at maintaining students' discipline					
viii	Will you promote the teaching of physical education as a subject in the second cycle schools to be obligatory					