UNIVERSITY OF EDUCATION, WINNEBA

MOTIVATION AND ITS PERCEIVED EFFECTS ON ACADEMIC

PERFORMANCE OF TEACHERS OF PUBLIC BASIC SCHOOLS IN THE

ATWIMA MPONUA DISTRICT

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DECEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE...

DATE…………………………………………………

SUPERVISOR'S DECLARATION

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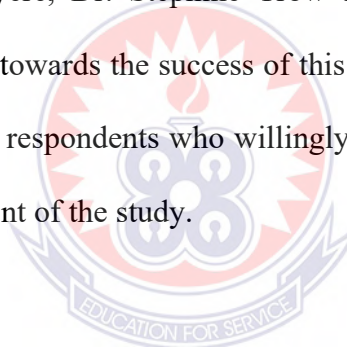
NAME OF SUPERVISOR: PROFESSOR MARTIN AMOAH

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DATE…………………………………………………………..

ACKNOWLEDGEMENTS

DEDICATION

To my parents, Mr. Joseph Yao Anson and Mrs. Vida Akosua Anson.

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ABSTRACT

The purpose of this study was to assess teacher motivation and its effect on students' academic achievement, focusing on public junior high schools in the Atwima Mponua district. The objectives of the study were to establish how teachers feel when motivated on the job, determine teacher motivation and its effect on the academic achievement of pupils in basic schools of the Atwima Mponua District, and to find out the best motivational packages that promote teacher productivity. The researcher adopted the descriptive survey design using closed ended questionnaire for the study. The targeted population of the study was all the 170 JHS 3 teachers of the Atwima Mponua Educational District who were purposively sampled for this study. The study found, among others, that motivational packages for teachers in the study area were recognition and reward for high performance, empowerment of teachers to maintain discipline. Effects of motivation on teachers' performance were that it creates supportive environment for staff to maximize their potential to be able to work effectively, students achievement are improved due to improved teaching strategies. The best motivational packages that promote teacher productivity were the provision of conducive and congenial working environment. Based on the findings, it is recommended that greater career growth and promotion opportunities should be accessible for teachers to motivate them to put in more effort in their lesson delivery to enhance students' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations, private and public alike are set up to accomplish their own goals and objectives such as the provision of goods and services. Organizations need people of diverse backgrounds both skilled and unskilled to exert their energies towards the accomplishment of their goals. People are the greatest single asset available to an organization. In real terms, an organization is people. They constitute the only asset that can work towards an organizational goal. As a result, one major concern of employers is to attract and retain a qualified and dedicated workforce that is willing to "release its latent energy and creativity in the service of the enterprise" (Cole, 1998, p. 45).

Blyton and Turnbull (1994) note that work dominates the lives of most men and women and the management of employees, both individually and collectively, remains a central feature of organizational life. These observation showed why most large organizations depend upon competent work in the field of teaching profession. Having spent resources to recruit, train and build on employees" experience, the Ghana education service needs to develop some form of motivation plan based on analysis of why the education service is not achieving her objectives. The solution to employee motivation and its relationship with productivity is complex, but application of tactics to address the issue of motivation in individual organization is often simple, straightforward and effective (Grensing, 2000).

Halliegel and Slocum (1992) describe motivation as the force acting on or within a person that causes the person to behave in a specific, goal-directed manner.

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Beadwell and Holden (1998) propose that to achieve and maintain the survival and success of the organization, its managers have not only to acquire appropriate people to resource the work, but they also need to train and develop employees for the job. This will go a long way to motivate employees in order to give out their best. Human resource management is about effective management of people in organizations. It is believed that teachers are part of their institutions "main asset and there is no doubt regarding the fact that teachers quality attitudes and behaviour in a workplace determine the success and failure of that institution. Teachers are the internal social system of an institution. While this type of resource is one over which the institute does not have complete control over, there exist certain instruments to enable management to exert influence on the quality and high performance on which they rely. The motivation practices that management adopts will exert influence on quality performance of employees to achieve the goals of the institution (Beadwell & Holden, 1998).

These concepts suggest that motivation has something to do with a person's behaviour, a cause of behaviour or the reasons of individual's behaviour and the causes of individual behaviour may differ because of different individual needs. The issue of staff motivation tends to cover a whole lot of elements related to the work environment to which the employee is subjected to. However, Bozeman (2000) notes that the provision of training and development process is not enough to ensure effectiveness of the employee. Another major determinant of motivation is seen in terms of compensation and incentives but Gratz (2005) points out that, in the context of teaching, pay performance in some activities tend to be ineffective to some degree. Kopelman (1983) reported that the stronger the relationship between job performance and rewards, the higher the expectancy that the effort expended will lead to rewards.

Moreover, the 'law of effect' states that behaviours that are reinforced are more likely to be repeated, whereas behaviours that are punished are less likely to be repeated (Kopelman, 1983). This law applies to education to the extent that if a teacher is motivated based on performance, there is a high chance that the teacher will repeat the behaviour that brought about the motivation. Conversely, the teacher who was not motivated based on performance will probably try to improve his or her performance to qualify for the motivation.

Sergiovanni (1998) suggested that teachers find their greatest satisfaction in intrinsic rewards such as a sense of achievement in reaching students or the recognition of their colleagues. According to Johnson (1984), entrepreneurial or achievement-oriented individuals seem to be attracted to organizations in which rewards are based on competency and performance. Teachers, according to Johnson, (1984) are diligent workers but are not entrepreneurial or achievement-oriented in a financial sense. They are generally conservative, seek the security of good salaries, and are more motivated by the content and process of their work than by the extra monetary compensation. Motivation is a topic that concerns most educators. Within our own teaching environments, we understand that teachers' concentration, imagination, effort and willingness to continue are powerfully influenced by how they feel about the setting they are in, the respect they receive from the people around them and their ability to trust their own thinking and experiences. People feel unsafe, unconnected and disrespected are often unmotivated to learn. This is as true if not more so, in junior high schools as it is in pre-kindergarten through primary school. In education, the day-to-day, face-to-face feelings matter tremendously with respect to whether people stay or leave and whether they are willing to direct their energy

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towards learning. (Ginsberg & Wlodkowski, 2009). As Lisa Delpit (1988) eloquently states,

"We do not really see through our eyes or hear through our ears, but through our beliefs".(p. 21)

In January, 2002 the President of the Republic of Ghana set up a Committee to review the entire education system of the country with the view to arriving at decisions that would make the system responsive to the challenges of the Twenty-First Century. Working under the theme: "Meeting the Challenges of Education in the Twenty-First Century," the Committee came out with a comprehensive report dealing with the then issues affecting access to quality and relevant education in the country.

The President's Education Review Committee was of the view that "the philosophy underlying the education system in Ghana should be the creation of well-balanced (intellectually, spiritually, emotionally and physically) individuals with the requisite knowledge, skills, values and aptitudes for self-actualization and for the social-economic and political transformation of the nation". Guided by this philosophy, the Committee made recommendations towards short, medium and long-term review of curricula at all levels, the structure and content of basic, secondary and technical/vocation, teacher education, tertiary education as well as management and funding of education, among others. Could this had been borne out of the fact that other Stakeholders had been lamenting the poor performance of students at the basic level and had been equally persistent in their quest to find ways to improve.

Globally, employers are not just interested in people turning up for work, it is their performance at work that the employer pays wages and salaries for because the effort that employees put in their work will obviously affect the level of quality output

they attain, an effort is related to the motivation of employees (Ginsberg & Wlodkowski, 2009).

Teachers occupy such a central and vital position in any educational system that their attitudes and commitment have been of paramount interest not only to educational authorities and other stakeholders but also too many researchers (Grensing, 2000). Teachers are needed in developing countries such as Ghana but due to poor and unattractive remuneration some professional teachers leave the classrooms to seek for greener pastures elsewhere. Survival, growth and organizational success cannot lie only in the rational, quantitative approaches, but more to the commitment of employees' involvement and motivation to work (Locke, 1980). One of the major human resource functions of organizations has to do with employee motivation which has been noticed as a striking force for employee commitment, performance and obviously retention (Grensing, 2000).

It is also interesting to find out that the entertainment industry worldwide have also tried in different ways to entice its members to perform creditably well, and have instituted best movies star award, best musician award, song of the year, best comedian of the year, best media station, best journalist, best presenter, among others. All have the aim of motivating participants to put up their best.

Coming down to academic fields, several academic motivational awards have been instituted for those that excel in their line of duties. One of them is the world university honorary degree awards. All these are designed to motivate people to execute their jobs efficiently and diligently. In Ghana there have been numerous motivational packages across different sectors of the government. To make the financial sector more vibrant, the best financial institution and best bank awards were implemented.

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Again, to keep the other sectors of the economy more proactive, similar awards were instituted to induce the workforce to put up their best. Examples include best farmer and fisherman award, best teacher award, best actor (ess) award and the like. Aside from these global and national awards, various organizations have instituted internal award schemes to provide motivation to employees to give off their best. However, the question that remains unanswered is to what extent are these motivational packages impacting on employees performance.

1.2 Statement of the Problem

Policy makers as well as other stakeholders in education attempt to pinpoint the reasons for poor performance of students on a yearly basis. Those charged with analysing data look for variables affecting student achievement. In contemporary Ghana, there have been lot of hue and cry about falling academic achievements at the Basic Certificate Examinations level and motivation of teachers. It is generally agreed that motivation has positive impact upon lesson delivery – it stimulates, sustains, and give direction to an activity and highly motivated teachers are more likely to achieve their goals. It is not surprising therefore that research have incessantly been tackling the issue of motivation and its importance to institutions of learning. Motivation of teachers have taken the form of extrinsic incentives and contingency programmes, promises of promotions, rewards and bonuses but these have not succeeded in giving teachers a reason to do what they are expected to do, so that their students experience greater academic achievements. Teachers in the Atwima Mponua District are perceived to be less motivated as there is poor performance of students. Various reforms like best teacher's award has been introduced yet it persist. Motivation of teachers is one area that has not received

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much attention. This study seeks to find out motivation and its perceived effect on academic performance of teachers in the Atwima Mponua District.

Although literature exists on motivation and their relationship to academic performance, enough has not been received to link motivation to teachers' performance especially within the education sector and typically in Ghana.

1.3 Purpose of the Study

The purpose of this study was to find out teacher motivation and its perceived effects on students' academic performance, focusing on public junior high schools in the Atwima Mponua District.

1.4 Objectives of the Study

Specifically, the study sought to:
1. establish the perceived motivational packages for teachers in basic schools of the Atwima Mponua District.

2. determine the effect of motivation on teachers' performance in basic schools of the Atwima Mponua District.

3. find out the best motivational packages that promotes teacher productivity

1.5 Research Questions

1. What are the perceived motivational packages for teachers in basic schools of the Atwima Mponua District?

2. What are the effects of motivation on teachers' performance in basic schools of the Atwima Mponua District?

3. What are the best motivational packages that promote teacher productivity?

1.6 Significance of the Study

Identifying motivational factors, social and work related factors influencing teacher's commitment will inform major stakeholders of institutions such as the Ministry of Education, and Ghana Education Service and the Government of Ghana in formulating policies geared toward addressing low commitment and high staff turnover in the Ghana Education Service. This will help in reducing the level of teacher dissatisfaction and boost their morale to make them more committed to their jobs. It is also hoped that this study would encourage more interests in research and pave the way for an in-depth study of the problems on motivation and job commitment on a wider dimension than has been pursued in this research.

Additionally, the study will also bring out which aspect of motivation needs attention in teaching service so that employers (Ghana Education Service) will implement those strategies to increase performance in order to meet targets set. It is an undeniable fact that the outcome of the study will go a long way to add up to the existing body of knowledge in the subject matter being studied.

1.7 Delimitations of the Study

The researcher fully acknowledged the fact that a research of this nature and significance should have covered a large number of employees of Ghana Education Service. Unfortunately, resources at the disposal of the researcher made it impossible for a study of that magnitude as a result the study was delimited to public basic schools in the Atwima Mponua District of the Ashanti Region to investigate motivation and its effect on teachers' performance.

1.8 Limitations of the Study

The study was not devoid of challenges which might have affected the result in one way or the other. Some of the respondents showed little interest in participating in the research process. Conduct of the study was hampered by the difficulty experienced in retrieving distributed questionnaires. The conduct of the study was constrained with time as the researcher had to attend to other equally important commitments. The study was challenged financially as the researcher used his own resources for the study as the research grant was not forthcoming.

1.9 Organization of the Study

This report consists of five chapters. Chapter One covers the introduction, the statement of the problem, the purpose of the study, objectives of the study, the significance of the study, the limitations of the study, and definition of relevant terms used in this study. A review of literature is presented in Chapter Two; theories of work motivation as well as academic self-concept are also included. Chapter Three contains the research methodology; the population, design of the study, instrumentation, validity, reliability, data collection procedures, and statistical procedures identified. An analysis and interpretation of the data are included in Chapter Four as well as discussion of results. Chapter Five presents the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains findings of the review of secondary sources of data relating to the research topic. Information for the literature review was obtained from relevant articles, textbooks, journals, speeches, web sites and other important sources of information. This chapter also contains the works that have been done by other researchers which were considered relevant for the subject of study.

2.1 Theoretical Framework

Several theories have been propounded attempting to explain the nature of motivation. Each of these theories helps to explain the behaviour of certain people at certain times. All these are helpful because they provide an understanding of how best to motivate people at work. Because of the complexity of motivation and the fact that there is no ready-made solution or single answer to what motivates people to work well, all the different theories are important to the manager. Mullins (1996) is of the view that the existence of many theories shows that there are many motives which influence people's behaviour and performance.

2.1.1 The Reinforcement Theory

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

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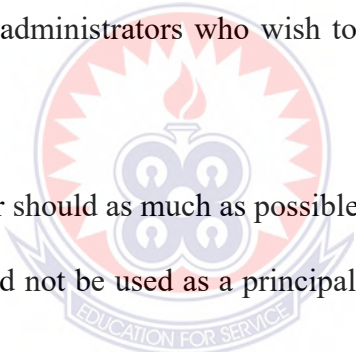
external stimuli and that supervisors should concentrate on the relationships between man and the environment. Mason believes that, people keep doing things that resulted in an outcome they appreciate, and they avoid doing things that resulted in an unfavourable outcome and that employers and their supervisors can encourage or discourage any kind of behaviour by the way they respond to it. In effect, management of institutions can manipulate the behaviour of their employees by responding positively to what they do or not do.

Skinner suggests a number of strategies that could be adopted to attract a desired behaviour to include salary increases, bonus, praise, promotion and freedom from control and described them as positive reinforcement. These re-inforcers are usually provided to encourage workers to produce at a higher level and build good human relations at the workplace. Skinner recommends that this strategy could be provided immediately after an employee performs to satisfaction. Mason says it is the preferred type of behaviour as it increases the likelihood of encouraging higher performance. A negative reinforcement according to Mason (2001) is the other side of it discourages an undesirable behaviour through responses like criticisms. Cole (2004) on his part states that as employers try to influence people's behaviour, so employees also consider employers response to their contribution to act in a desired manner. For instance if an employee initiates a new idea and is met with an unfavourable response then the individual is likely to be discouraged from making further progressions.

Cole (2004) rather posited that the reinforcement theory of Skinner is not basically concerned with what motivates behaviour or how, and it is not strictly a theory of motivation but it is more of controlling behaviour – power over others. His submission was that an employee is affected by the consequence of his own actions at work. For example when a sales person who performs well is acknowledged for their

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sales, the lowest performing sales representative will receive a prize for rating at the bottom – a form of punishment. Punishment tells a person what to do and what not to do but it does not any way turn his behaviour in the desired direction. Extrinsic reinforcement behaviour is not rewarded in any way, but what management does is to adopt a lukewarm attitude i.e. neither saying 'yes' nor 'no'. In simple terms what it means is that a worker receives no answer to his contribution. Here it is assumed that he would quit making suggestions at some point. Form the submissions of Cole, it could be understood that reinforcements are reactions to an employee's actions and inactions and that either encourage or discourage a course of action.

Cole (2004) cited Jablonsky and De-Vries's study in 1972and outlined the following guidelines for administrators who wish to use reinforcement theory in the workplace:

- Desired behaviour should as much as possible be positively reinforced

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

- Reinforcement should be provided immediately after the response.

- Apply positive reinforcement regularly

- Desired behaviour or performance should be expressed in quantifiable terms

- Undesirable behaviour should as far as possible be ignored

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

Cole concludes that the fundamental assumption behind this approach is that, management should be aware that employees are in the workplace to be controlled but he stressed on the need to create the right condition to promote high performance.

There are obviously some limitations of Skinner's reinforcement theory. Standard definition of behavioural reinforcement has been criticized as circular, since it appears to argue that response strength is increased by reinforcement, and defines reinforcement as something that increases response strength (i.e. response strength is increased by things that increase response strength). However, the correct usage according to Epstein (1995) of reinforcement is that something is reinforcement because of its effect on behaviour, and not the other way round. It becomes circular if one says that a particular stimulus strengths behaviour because it is a re-inforcer, and does not explain why a stimulus is producing that effect on the behaviour (Epstein, 1995). The relevance of this theory to the current study stems from the perspective that management's response to the good works of teachers at school has the tendency to induce a continuous stay with the school for a higher performance.

2.1.2 Herzberg's two factor Theory

Herzberg's two-factor theory as advanced by authors such as Mullins (2005) and Armstrong (2006) are that employee satisfaction stems from two different sources. According to Mullins and Armstrong, these are hygiene and maintenance factors and motivations or growth factors. Mullins and Armstrong argued that if hygiene factors are available they do not necessarily produce motivation but their absence can create employee dissatisfaction. Examples of these factors are job security, status, company policy, salaries, working condition, supervisory and peer relations. These are extrinsic to the job and are similar to Maslow's basic needs. The growth factors on the contrary are intrinsic and they are more related to employees feeling of accomplishment or job content rather than the environmental factor or job context. Examples of these factors are: recognition, achievement, advancement,

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growth possibilities and opportunities. These factors are also similar to Maslow's higher-level needs which in this context help employees to strive to do their best or move employees to superior performance.

Job enrichment is considered as a means of meeting higher-level needs in organizations. Therefore to enrich a job, employers can introduce employees to new or more difficult tasks, assign individuals specialized task that enable them to become experts or grant additional authority to employees (Allen, 1998). Mason (2001) in contributing to Herzberg's theory said employees are most productive when a combination of desirable hygiene and motivating factors are provided in organizations. Mason (2001) concluded that employers cannot motivate employees by giving them just increasing oat every year but what matters most is to note that employees will have to be given the opportunity to experience motivating factors such as the ability to learn new skills and to assume responsibility.

In brief this is to prompt employers that they need to consider a variety of ways to get employees motivated. The motivation-hygiene theory implies that managers must focus their attention in two areas: ensuring that hygiene actors are sufficient to avoid any employee dissatisfaction, whilst also ensuring that the work is rewarding and challenging enough to motivate employees to work harder.

Critics of Herzberg's theory rather argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. This is because people will tend to claim that their own performance and role provides them with satisfactions whilst blaming any dissatisfaction on factors outside their control, such as salary, managers and

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colleagues. Furthermore, job satisfaction does not necessarily imply a high level of motivation or productivity.

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

2.1.3 Maslow's Theory of Hierarchy of Needs

The Needs theory as propounded by Maslow suggested that people have different levels of needs and hierarchically arranged from the basic inevitable needs to higher level needs. Though not too rigid to the hierarchy of the needs, many researchers (Smith, 1997) have described it as a very important guide to the study of employee motivation. Smith (1997) summarized the five needs arranged from basic to highest as follows:

- Physiological needs – food, shelter, sex, and other boldly needs.

- Safety needs – security and protection from physical and emotional harm.

- Social needs – affection, belongingness, acceptance and friendship.

- Esteem needs – self respect, autonomy, achievement, status, recognition and attention.

- Self actualization – the drive to become what one can become, including personal growth, achieving ones potential and self-fulfilment.

As a complement to the needs theory, Smith (1997) posited that management of institutions should put in policies, procedures and measures to contribute meaningfully toward the provision of the needs of workers to urge them perform at best.

A mention was made of some economic solutions through appreciable level of salaries and wages, security of work, friendly relations and affections. Others include autonomy, recognition, medical benefits, praise and rewards, training and development; which are known to inspire employees to work harder. Smith (1997) has supported that delegation of work, team spirit, participatory decision process and encouraging creativity and innovation are equally motivating to enhance employee performance and retention propensity.

Issues of teacher motivation should therefore be linked to the advances made above that teachers would be moved to work extra hard to raise performance levels of both the individual and the institution if they are well motivated by having the needs and expectation reasonably met. Notwithstanding the great contribution of Maslow's theory to human resource management, there seems to be little evidence for the ranking of needs which Maslow described or even the existence of a definite hierarchy. Maslow's theory has been criticized for this apparent rigidity. It is questionable whether needs can always be ranked in a simple hierarchical form. Research (Smith, 1997) has questioned the validity of a rigid ordering of needs, because individuals are likely to have different priorities. In any case, the researcher of this current study holds the theory relevant to the extent that teachers have both lower and higher ranking needs of a sort. These needs when provided adequately by

school administrators and government, teachers moral to work heightens and thus may to a large extent erode the quit intentions.

2.1.4. Expectancy Theory

Vroom's Expectancy theory of 1964, otherwise called 'The Valency Instrumental Expectancy Theory' explains why employees such as teachers would work or behave as they do in terms of efforts and attitude. It prescribes what management needs to do to influence employees/teachers to apply their efforts and behaviour towards the achievement of organizational goals and as well satisfy the needs of the worker. The theory indicates that employees constantly predict of future events regarding efforts and outcome. Vroom therefore believed that people place value on perceived outcome (valance), believe they would achieve certain things if they act in a way (Instrumentality), and believe they can act that way for the outcome (Expectancy).

As cited by Smith (1997), employee behaviour at work depicts performance - reward characteristics. A reward-personal goal feature of employees has also been noted by Schultz and Schultz (1996) who posited that, employees have needs and expect to satisfy those needs when management put in appropriate efforts. This theory therefore assumes that teachers will be motivated to perform well if they expect that high performance should lead to the goals they value.

2.2 The Concept of Motivation

Organisations today have realised the importance and the concept of motivation and the role it plays in achieving organisational objectives. Motivation has provided a way for employers to increase employee work performance and

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commitment to the organisation without spending a lot of resources on their employees. This is particularly true because the cost of motivating employee to retain with an organization is noted to be far lower than switching cost and searching cost.

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

Robbins (1993) states that, motivation is the willingness to exert high level of effort towards organisational goals, conditioned by the effort and ability to satisfy some individual needs. De Cenzo and Robbin (1996) provided a model to explain the process of motivation that is, Employee Organisational effort exerted → goals achieved → Individual needs satisfied. Process of motivation model shows that employee's effort leads to achievement of organisational goals with resultant satisfaction of individual needs. However, they could be motivated to perform even better if they received rewards such as special bonus awards, or extra time off from work for their superior performances. Armstrong (1999) explains that motivation can take place in two ways. One is an intrinsic motivation which is self-generated and influences people to behave in a particular way. Intrinsic motivation is internal and includes the feeling that work is important and therefore motivates a person to perform. Extrinsic motivation on the other hand, is brought about by external factors which include praises, promotion, pay and punishment.

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

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

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

Cole (1998) introduces the element of choice. According to him, ''motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals''. His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's

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

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

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

2.3 Teacher Motivation

According to Bennell (2004), work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. However, measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that

can affect goal attainment. There are two key inter-related aspects of motivation – 'will-do' and 'can-do'. 'Will-do' motivation refers to the extent to which an individual has adopted the organisations goals and objectives. 'Can-do' motivation, on the other hand, focuses on the factors that influence the capacity of individuals to realise organizational goals.

A teacher may be highly committed to the attainment of the school's learning goals, but may lack the necessary competencies to teach effectively, which ultimately becomes de-moralising and de-motivating. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation'. However, pecuniary motives are likely to be dominant among teachers in countries where pay and other material benefits are too low for individual and household survival needs to be met. ''Only when these basic needs have been met is it possible for 'higher-order' needs, which are the bases of true job satisfaction, to be realised (Bennell, 2004). A key empirical research is therefore necessary to establish the extent of this problem.

There is a wide range of views about teacher motivation in Africa in general and Ghana in particular. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 Education For All EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling,

and teaching practices are characterised by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking.

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

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study of the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde & Swainson, 2002).

Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is surprisingly high (Carr-Hill Chaudhury, Hammer, Kremer, Mularidharan, & Rogers, 2003).

2.4 Levels of Employee (Human Resource) Motivation

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

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

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

c. The level of persistence. It refers to the individual's willingness to behave despite obstacles. They found that management can make use of different tactics, strategies and policies to motivate employees in work settings, but different tactics, strategies and policies would have a different motivational impact on diverse people.

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

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

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

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

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

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

Keeping morale high among workers is of fabulous benefit to any company, as content workers will be more likely to produce more results, take fewer days off, and remain loyal to the company. Job satisfaction is an essential factor that affects employees' initiative and enthusiasm. A lack of job satisfaction can lead to increased absenteeism and unnecessary turnover in the workplace. Job satisfaction increases the degree of happiness in the workplace, which leads to a positive work approach. A satisfied worker is creative, flexible, innovative, and loyal. Job satisfaction in general means the work force is motivated and committed to high quality performance. Improving the quality of working life will help employees to increase productivity (the quantity and quality of output per hour worked). The main finding of their research is that job satisfaction is based on effective management, communication, facilities, and benefits, including salaries, technologies, and future job directions.

2.5 The role of Motivation in Organisations

In the increasingly competitive, rapidly changing world of business, a motivated workforce is a great asset. Motivated employees are more productive,

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committed and loyal to the organization, Motivation is key among the factors for effective performance and employee retention. Tosi and Hale (1994) indicate that performance is the result of ability and motivation of employees.

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

According to Kreitner and Kinicki (1998) motivation is necessary, but not a sufficient contributor to job performance. Gering and Conner (2002) cite the example of the apartheid system in South Africa, which limited the opportunities of the vast majority of the South African people regardless of their motivation and competency. The majority of the South African population was simply never given the opportunity to achieve what they were capable of performing. Gering and Conner argue that effective performance is a factor of motivation, inherent ability, developed competence and opportunity.

Ability is based on education, experience and training and its improvement involves a long process. On the other hand, motivation can be improved quickly and immediately. Gering and Conner (2002) emphasises that an effective manager must understand employees and what motivates them, and that high levels of motivation are very important contributors to organisational performance. Highly motivated employees strive to produce at the highest possible level and they exert greater effort than employees who are not motivated. Gering and Conner add that the characteristics

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of motivated employees are: they always want to come to work; they want to be part of teams at work; they are interested in helping and supporting others at work; and they generally exert greater effort in their work and contribute more in the organisation.

Tosi and Hale (1994) note that the subject of motivation is of interest to psychologists and managers since it is a factor in organisational psychology and human behaviour. As a psychological concept, motivation refers to the internal mental state of a person, which relates to the initiation, direction, persistence, intensity and termination of behaviour.

2.6 The Nature of Motivation in the Public Service

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

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

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disinterested motivation is also found in economic analysis (Fehr & Fischbacher, 2003). The nature of motivation in the public sector can take in the following forms and which has significant influence on the employee tasked to perform a particular duty at a point in time. These indicate that in contrast to the Rational Choice Perspective, individuals are not fully selfish, as they are able to put effort into an action without expecting to be directly and monetarily rewarded for it. In addition, these individuals seek jobs that benefit a larger entity than themselves.

Academics working on the disinterested and altruistic motivation of public employees used some national concepts to describe that particular commitment of civil servants to the public sphere. The will to endorse public motives has been defined from several perspectives according to its historical development and purposes. Perry and Hondeghem (2008) defines public service as 'an individual's predisposition to respond to motives grounded basically or uniquely in public institutions and organisations (Maertz, Stevens, & Campion, 2003) responds to the authors will to facilitate the identification and recruitment of people expected to perform in the American public service. On the contrary, this individualistic, focused definition is now challenged by a more institutional one.

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

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

Having identified several motivational factors occurring particularly in the public sector Maertz, Stevens, and Campion (2003) first labelled the public service management concept and brought it to the academic community in their article "The Motivational Bases of Public Service". In this article, three universal and analytical categories of motives – rational, normative, and affective apply to the public service. Consequently, the author suggested that six dimensions (attraction to policy making, commitment to the public interest, civic duty, social justice, compassion, self-sacrifice) of the public service management system.

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

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interact with other motives, how can we account for individual differences, how stable or changeable is PSM and how is public motivation linked to related constructs?

2.7 Motivational Strategies and Approaches

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

- **Recognition of Employees' Good Work Done**

Robbins (2001) notes that recognising employees for the work done is one of the strategies organisations use to motivate employees. He adds that employee recognition programmes express appreciation and approval for a job well done and can be personalised to individuals or groups. Monthly or annual awards are organised for workers nominated by peers and management for extraordinary effort on the job. Recognition involves congratulating an employee in private for a job well done or sending a handwritten note, an email, or even voicemail to acknowledge positive things employees have done. Employees with a strong need for social acceptance; require the manager to publicly recognise accomplishment. To enhance group cohesiveness and motivation, the organisation can organise a team celebration for success attained. Robbins warns that, in the contemporary competitive situation where resources are increasingly becoming limited, lavish recognition programmes may not

be favourable. However, one of the most well-known and widely used recognition methods is the use of suggestion systems.

- **Training and Development**

In today's competitive global market, Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. To accomplish this undertaking, organisations will have to invest vast resources to ensure that employees have the information, skills, and competencies they need to work effectively in a rapidly changing and complex work environment. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development. Smith (1997) as cited in Wan (2007) defines training as "a planned process to modify attitudes, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities". (p. 298).

Training and development is also used by many organisations to enhance the motivation of their employees. The availability of training and development opportunities is a motivating factor for employees in the organisation. Gbadamosi (2002) indicates that the emphasis on training in recent years has led to many organizations investing substantial resources in employee training and development. The need for training has been precipitated by technological developments and organisational change and the realisation that success relies on the skills and abilities

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of the employees. This has also been underscored by the rise in human resource management with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency.

Gbadamosi (2002) adds that such human resource concepts as "commitment to the company" and the growth in "quality movements" has led senior management teams to realise the increased importance of training employees and developing a system of lifelong learning. Training needs are identified through gaps in skills and knowledge between current and desired performance. Development needs are based on gaps between the current performance and the performance required in future positions. Gbadamosi (2002) further notes that the methods used in training include: formal classroom training; on the job training; coaching; mentoring programmes; temporary assignments; shadow assignments; assignments to project teams for learning; and business management programmes. Graham and Bennett (1998) maintain that the benefits of training and development include greater job satisfaction on the part of employees which enhances motivation. The acquisition of new skills and knowledge and attitude through training enables the employee to perform more effectively. The positive feedback on good performance as a result of training motivates employees to work even better.

According to Carrel, Elbert, Hatfield, Grobler, Marx and Van der Schyf (1998), training and development satisfies personal growth needs and gives employees a sense of achievement and motivation to face new challenges on the jobs. Meyer (2003) argues that there is a direct correlation between ability and motivation. He adds that empirical research has revealed that the higher the level of skills, the greater the level of motivation, and vice versa.

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

- **Participative Management**

According to Robbins (1993) participative management has often been promoted as a panacea for high morale and high productivity. He states that participative management enables subordinates to share a significant degree of decision-making power with their superiors. This encompasses varied activities such as goal-setting, problem solving, direct-involvement in work decision-making, inclusion in consultation committees, representation on policy-making bodies and selection of new co-workers. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem.

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

- **Working Environment and Work Load**

Teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers, hence a cause of teacher turnover. In relation to the above, Schwartz (1994) adds that those working conditions, which include physical and psychological factors surrounding a job, vary in importance as a motivator and the absence of such motivating factors, employees and in this case teachers will exit.

Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It is only when employees feel that their lives are safe and their jobs secure

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that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

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

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

- **Effective Communication**

Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999) defines communication as the "process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning". Nzuve states that communication serves four major functions: control, emotional expression,

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information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies. Nzuve adds that communication within working groups is a fundamental mechanism by which members express their feelings, release their emotional expression and fulfil their social goals. Communication also facilitates decision making by gathering and providing the information that individuals and groups need to make decisions. More importantly, communication fosters motivation in the organisation by clarifying to employees what is to be done, how it is to be done, and what can be done to improve performance in the organisation (Nzuve, 1999).

Armstrong (1999) observes that management uses communication to achieve three things in the organisation. First, to get employees to understand and accept what management proposes to do in areas that affect them. Secondly, to obtain the commitment of employees to the objectives, plans and values of the organisation. Thirdly, to help employees to appreciate more clearly the contribution they can make to organisational success and how it will benefit them. Graham and Bennett (1998) point out that from the psychological point of view, communications has an importance which goes beyond the transmission and reception of information.

- **Career Growth and Promotion Opportunities**

Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue

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that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) states that opportunities for mobility within organisations are determinants of employee satisfaction. As vacancies occur, employees must be given equal opportunity and necessary encouragement to apply alongside external candidates for higher positions within the organisation.

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

An emerging concept in career development is the mentor-mentee system. Orpen (1997) defines mentoring "as the process whereby managers provide informal assistance and support to particular subordinates on an individual basis, to help them in their efforts to be successful within the organisation". Successful professionals who have made their marks in their various careers are encouraged to adopt young and up-coming professionals as mentees in order to groom and help them build and achieve their career goals. This practice is common in some of the organisations that have been mentioned in the past as organisations of choice in South Africa. They include organisations like Accenture, Deloitte and Trouche, Coronation Managers, Alexander Forbes and others. Young professionals are attached to more experienced managers

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

- **Compensation and other Financial Packages**

The remark of Kinnear and Sutherland (2001) that employers should not be deceived that money does not matter in retention strategy any longer is very instructive. This remark emphasises the importance of money in attracting, motivating and retaining quality employees in the organisation. Locke (1980) reviewed four methods of motivating employees toward improved performance as money, goal-setting, participation in decision making, and job redesign. Locke (1980) found that money was overwhelmingly the most important motivator. Meudell and Rodham (1998) suggests that money can be considered to act as both a "scorecard" which enables employees to assess the value the organisation places on them in comparison to others, and as a medium of exchange in that an individual can purchase whatever he/she needs. However, a lot of controversies have surrounded the use of money as the utmost variable in employee motivation and retention. In a comparative analysis, organisational practitioners observe that in organisations experiencing turnover, compensation was the most common reason given for leaving.

However, in organisations with low turnover, compensation was not the reason for staying, instead, most employees stayed because of intrinsic reasons such as job satisfaction and good relationships with their managers and other employees.

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This suggests that the cause of dissatisfaction is not the same thing that determines satisfaction on the job. This assertion is consistent with both Herzberg's and Maslow's theories of motivation, which propose that compensation and other financial benefits satisfy only lower level needs, but motivation and satisfaction result from higher needs being met.

Amar (2004) argues that money has not remained as good a motivator as it was in the past. The efficiency of money as a motivator of skilled employees is quite low. Hays (1999) advises that if managers reward performance with only money, they will be losing the substance of retention because there are other more powerful ways of motivating quality employees and these include freedom and flexibility in the organisation. It can be argued that the use of money as a motivator in the skilled labour environment would depend on how it is deployed.

For employees to be effectively motivated, Karp, Sirias and Arnold (1999) propose that the bulk of rewards that organisations offer their employees should be expanded to include non-financial incentives. These incentives should include issues such as work/life benefits, training and development opportunities, promotion and autonomy. Birt, Wallis and Winternitz (2004) disclosed that challenging and meaningful work, advancement opportunities, high manager integrity, and new opportunities/challenges rank among the highest variables that are considered important to the retention of talent. These are intrinsic rather than extrinsic factor. Thus supporting Herzberg's (1968) theory of motivation which states that motivation is internally-generated, and not externally-stimulated.

It is upon this distinction that Herzberg restated the utility of his earlier theory where he classified money as a dissatisfier. In their own argument, Saari and Judge

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(2004) as cited in Meudell and Rodham (1998) conclude that pay schemes produce only temporary compliance and are ineffective at producing long-term attitudinal and behavioural changes. They stressed further that rewards merely motivate individuals to seek more rewards and can undermine intrinsic interest in the job which is then perceived as being merely a means to an end an expensive and short-term motivator. Amar (2004) contends that the practice of using money to motivate performance and redirect behaviour appears to have limited application in contemporary retention practice. However, while money cannot be totally discountenanced as a motivator, the attention of managers should be redirected at rewarding performance using commissions, performance bonuses, merit pay, incentive schemes, and others rather than raising salaries across the board. In designing retention programmes, managers should, therefore, identify the needs of individual employees and tailor a compensation package towards those needs rather than applying or imposing a package that will not be valued by employees no matter how costly it may appear.

Okino in the New Vision Newspaper (2008), reported President Museveni of Uganda as saying that the provision of houses to teachers was a major incentive to performance of teachers. According to Museveni, head teachers did not live near schools; thus spending a lot of time travelling to schools. On this note, Schalkwijk (2000) also cited this problem of residential accommodation in some of the countries of sub Saharan Africa. He noted that many primary school teachers were given small house allowance to cater for their residential accommodation which forced the teachers to reside in poor houses. On the other hand, Farrel (1993) also observed that teachers who fail to get institutional houses had to look for accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

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

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

- **Empowerment**

Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (1997) supported and said empowering is giving authority and liberating potentials of employees.

It is the study of internal organizations power and control which illustrated that the distribution of power and control enhances organizational effectiveness. Teacher empowerment and participation consists of contribution of the teacher in administration and decision making associated with policies, objectives and strategies of the institution. Smith (1997) continued the argument that the teachers' perspective of the goals, standards and political principles of their institutions positively and significantly related to teacher motivation and gratification towards work. Further, empowerment results in motivation, increased autonomy, amplifies the teacher's wisdom of self-efficacy and generates the urge to complete tasks. It is proposed that employee participation in decision-making procedures develop motivation and job satisfaction levels. This in effect generates energy in workplace to do their work efficiently and effectively (Torrington, 2002).

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

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology is the procedures that will be taken in order to derive reliable and valid answers to the research questions (Leedy & Ormrod, 2005). This chapter presents methodology which gives precise rules, procedure and methods which was used to answer the research questions. This chapter dealt with the research design, the population, the sample size and sample technique, the research instrument used for the study, the procedure for data collection, piloting, validity and reliability of the instruments and data analysis procedure.

3.1 Research Design

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

The researcher adopted the descriptive survey design for the study. The descriptive survey design was considered suitable because the method deals with questions concerning what exists with respect to variables or conditions in a situation (Ary, Jacobs & Razevieh, 1990). Questionnaires with closed ended questions were used to collect data from the respondents.

3.2 Population

Kumekpor (2002) stated that population is the total number of all units of the phenomenon to be investigated that exists in the area of investigation. It thus relates to

all possible observations of the same kind. The targeted population of the study was all the 170 JHS 3 teachers in the 28 JHS3 of the Atwima Mponua Educational District. JHS 3 teachers were selected because they are directly involved in their preparation to write the BECE which determines the students' performance of which their teachers are part.

3.3 Sample and Sampling Procedure

In order to obtain an appropriate sample size for the study, an updated list of all the JHS 3 teachers was obtained from the Atwima Mponua District Director of Education. All the 170 JHS 3 teachers who are directly involved in preparing the students to write the Basic Education Certificate Examination (BECE) in Atwima Mponua District of the Ashanti Region of Ghana were purposively sampled for this study. At the time this study was conducted, 170 teachers were assigned to the JHS 3 classes in the Atwima Mponua educational district according to the list obtained from the Atwima Mponua District Director of Education.

3.4 Data Collection Instrument

A research tool or instrument is a specific mechanism or strategy, the researcher uses to collect, manipulate, or interpret data (Leedy & Ormrod, 2005). The questionnaire items were measured on a 4 point Likert scale with anchors, strongly agree (4), Agree (3), Disagreee (2), Strongly disagree (1) during breaktime at their various schools. The researcher used structured questionnaire as the data collection instrument. The close ended questionnaires were administered on the 170 respondents, sampled.

Questionnaire relates to a form or document containing a number of questions on a particular theme, problem, issue or opinion to be investigated (Kumekpor, 2002). Questionnaires are instruments that are designed to collect data for decision making in research. A questionnaire can also be described as a systematic compilation of questions that are administered to a sample of a population in research (White, 2005).

Closed-ended questionnaire items were used, meant to assist respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments.

3.5. Pre-Testing of Research Instrument

The questionnaire was subjected to critical scrutiny to ensure its consistency and appropriateness. The questionnaire was given to my supervisor for his perusal and comments with the view to establishing its validity. This enabled me to remove items that were considered irrelevant to the subject under consideration. New ideas and relevant items derived from the exercise were included in the final draft of the instrument. 20 respondents with comparable characteristics and who were willing were selected for the pre-testing at Mpasatia L/A JHS in Atwima Mponua District.

3.6. Validity and Reliability

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

Face validity referred to the likelihood that a question may be misunderstood or misinterpreted. Content validity referred to whether an instrument provides adequate

coverage of a topic. Expect opinions, literature searches, and pre-testing of the questionnaire helped to establish the face and content validity. Through this, the validity of the instrument was ascertained.

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is the extent to which the measuring instruments produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Kerlinger, 1986). In this study, reliability was first ensured by applying specific criteria on the formulation of multiple choice questions and likert- type scale items. The instrument was pre-tested as discussed above and data collected from the responses of the pre-test computed. It yielded cronbach alpha of 0.89.

3.7 Data Collection Procedure

The researcher got an authorization letter from the Department of Educational Leadership, University of Education, Kumasi before embaking on the study. Prior to administering the questionnaire to teachers, permission was sought from heads of the schools. Headmasters and headmistresses granted permission for the teachers to participate in the study. Surveys were administered to career teachers in order to assess the intrinsic and extrinsic motivational levels and its effect on teachers' performance. The questionnaires were administered by the researcher himself. The respondents were given two weeks grace period to fill the questionnaires before they were collected. The researcher was able to retrieve all the questionnaires.

3.8 Data Analysis

Data analysis is the ordering and breaking down of data into constituent parts and performing of statistical calculations with the raw data to provide answers to the research questions which guide the research. First, the retrieved questionnaires were serially numbered and edited. The edited responses were then coded and scored. The data was analysed using Statistical Package for Social Sciences (SPSS) a computer application software.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

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

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1

Table 4.1: Demographic Characteristics of Respondents

Variable	Frequency	Percentage
Sex		
Male	91	54
Female	79	46
Total	**170**	**100**
Age		
21-30 years	40	24
31-40 years	46	27
41-50 years	51	30
51-60 years	33	19
Total	**170**	**100**
Educational Background		
Diploma	50	29
Bachelor's Degree	95	56
Masters' Degree	25	15
Total	**170**	**100**
Teaching Experience		
1-5 years	20	12
6-10 years	38	22
11-15 years	47	28
16-20 years	28	15
21 years and above	37	19
Total	**170**	**100**

Source: Field Data, 2016

Table 4.1 shows that the males who took part in the study were more than that of the females as males recording 56% and the females recording 44%. However this did not affect the result of the study since respondents' opinions were precise and not dependent on sex.

On the age of respondents, 24% were aged between 21-30 years, 27% were aged between 31-40 years, 30% were aged between 41-50 years while 19% were aged between 51-60.

On educational background of respondents, 29% were holders of Diploma certificates, 56% were holders of Bachelor's Degree while 15% were holders of the masters' Degree meaning that the respondents were professionals with the required educational background to take part in the study. The professional status of teachers depicts a very good standing of the calibre of teachers. Therefore, the schools would have added advantage if teachers are motivated enough to work

On respondents' teaching experience, 12% have worked for between 1-5 years, 22% have worked for between 6-10 years, 28% have worked for between 11-15 years, 15%   have worked for between 16-20 years while 19% have worked for 21 years and above which means that all the respondents are experienced professionals in the teaching field.

The youthful nature of teachers of the study area as observed from Table 4.1 presumes that with any reasonable level of motivation the teachers would show high performance levels as they are energetic.

4.2 Analysis of the Research Questions

Research Question One: What are the perceived motivational packages for teachers in basic schools of the Atwima Mponua District?

4.2 Teacher Motivation

In order to realize the research objective which sought to establish the perceived motivational packages for teachers in basic schools of the Atwima Mponua District, respondents were asked to indicate the extent of their agreement with the following statements. The result is presented in Table 4.2.

Table 4.2 Motivational packages for Teachers

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Recognition and reward for high performance	72(42)	76(45)	22(13)	-
Teachers are empowered to maintain discipline	80(47)	70(41)	20(12)	-
Management attends to teachers' individual concerns	62(37)	84(49)	24(14)	-
Free student-teacher interactions	78(46)	72(42)	20(12)	-
Participatory decision-making	66(39)	86(50)	10(6)	8(5)
Flexible work arrangements	82(48)	78(46)	10(6)	-

Source: Survey Data, 2015

Table 4.2 indicates that slightly above 72(42%) of the respondents strongly agreed that recognition and reward for high performance is one of the motivational

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packages available for teachers in the study area, 76(45%) of the respondents agreed while 22(13%) disagreed. The result means that majority of the respondents (87%) strongly agreed that recognition and reward for high performance is a motivational package available for teachers in the study area. Robbins (2001) indicates that recognizing employees for the work done is one of the strategies organizations use to motivate employees.

Again, 80(47%) of the respondents strongly agreed that teachers' empowerment to maintain discipline is one of the motivational packages available for teachers in the study area, 70(41%) of the respondents agreed while 12% disagreed. The result means that majority of the respondents (88%) strongly agreed that teachers empowerment to maintain discipline is a motivational packages available for teachers in the study area.

Also, 62(37%) of the respondents strongly agreed that management attending to teachers' individual concerns is another motivational packages available for teachers in the study area, almost half of the respondents (49%) agreed while 14% disagreed. The result means that majority of the respondents 50(86%) strongly agreed and agreed that management attending to teachers' individual concerns is really a motivational packages available for teachers in the study area. School management who approve empathic and attend to teachers' individual needs motivate them to work even beyond expectation as they feel secured in their job field.

Furthermore, nearly half of the respondents (46%) strongly agreed that free student-teacher interactions is one of the motivational packages available for teachers in the study area, 72(42%) of the respondents agreed while 12% disagreed. The result means that majority of the respondents strongly agreed that free student-teacher interactions is a motivational packages available for teachers in the study area. Free

interactions encourage student learning and build trust and confidents in teachers. Consequently, it rekindles teacher moral and motivate them to work harder. Robbins (1993) indicated that all inclusive school management and free information is an essential teacher motivation strategy.

Furthermore, 66(39%) of the respondents strongly agreed that participatory decision-making is one of the motivational packages available for teachers in the study area, half of the respondents (50%) agreed, 6% of the respondents disagreed while 5% strongly disagreed. The result means that majority of the respondents (89%) strongly agreed and agreed that participatory decision-making is a motivational packages available for teachers in the study area. Gbadamosi (2002) opined that teachers are highly motivated towards the achievement of institutional objectives if they are part of decision- making process.

Finally, that nearly half of the respondents (42%) strongly agreed that flexible work arrangements is one of the motivational packages available for teachers in the study area, 78(46%) of the respondents agreed while 6% disagreed. The result means that majority of the respondents (88%) strongly agreed and agreed that flexible work arrangements is another motivational packages available for teachers in the study area. Flexible work arrangement in school raises teacher motivation and heightened moral to perform on their duties. Torrinton et al., (2002) stated that poor human resource management characterized by authoritarianism and limited employee participation de-motivates employees.

Research Question Two: What are the effects of motivation on teachers' performance in basic schools of the Atwima Mponua District?

There are some perceived effects of motivation on teachers' performance in basic schools so the researcher asked the respondents to indicate their level of

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agreement or disagreement with the following statements on the effect of motivation. The result is shown in Table 4.3.

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

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Create supportive environment for staff to maximize their potential to be able to work effectively	72(42)	84(49)	14(8)	
Students achievement are improved due to improved teaching strategies	68(40)	86(51)	16(9)	-
Create a productive atmosphere for teaching and learning which promote teacher and student success.	84(49)	68(40)	18(11)	-
Give teachers the boldness and ability to instruct students successfully	80(47)	72(42)	18(11)	-
Enhance staff confidence level in self-efficacy to improve performance	68(40)	76(45)	26(15)	-
Provide staff with professional needs to be abreast with new strategies	76(45)	70(41)	24(14)	-

Table 4.3 shows that 72(42%) of the respondents strongly agreed that motivation creates supportive environment for staff to maximize their potential to be able to work effectively, almost half of the respondents (49%) agreed while 8% disagreed. The result means that majority of the respondents (91%) strongly agreed

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that motivation creates an enabling environment for teachers to maximize their potential to be able to work effectively. impact on teacher self-efficacy. Hoy et al., (1992) that the development of supportive environment enables teachers to maximize their potential to be able to work effectively and promote teachers to maximize their potential, creating effective schools.

Again, 68(40%) of the respondents strongly agreed that motivation of teachers improve students achievement due to improved teaching strategies as a result of continuous teacher development, slightly above half of the respondents (51%) agreed while 9% disagreed. The result means that majority of the respondents (91%) strongly agreed that motivation of teachers improve students achievement due to improved teaching strategies as a result of continuous teacher development.

Also, almost half of the respondents (49%) strongly agreed that motivation of teachers creates a productive atmosphere for teaching and learning that promotes teacher and student success, 68(40%) of the respondents agreed while 11% of the respondents disagreed. The result means that majority of the respondents (89%) strongly agreed that motivation of teachers creates a productive atmosphere for teaching and learning that promotes teacher and student success. Schwartz (1994) established that teachers working conditions play an important role in a school's ability to attract retain and motivate good teachers.

Moreover, nearly half of the respondents (47%) strongly agreed that motivation through career development give teachers the boldness and ability to instruct students successfully, 72(42%) of the respondents agreed while 11% disagreed. The result means that majority of the respondents (87%) strongly agreed and agreed that motivation of teachers through career development give teachers the boldness and ability to instruct students successfully. Fullan (2001) opined that in

career development improves confidence in the teachers which promotes teachers' beliefs that they possess the ability to successfully instruct their students.

More so, 68(40%) of the respondents strongly agreed that motivation enhance teacher confidence level in self-efficacy to improve performance, 76(45%) of the respondents agreed while 15% disagreed. The result means that majority of the respondents (85%) strongly agreed and agreed that motivation enhance teacher confidence level in self-efficacy to improve performance.

Finally, 76(45%) of the respondents strongly agreed that motivation provide teachers with professional needs to be abreast with time to reach their fullest potentials, slightly above two fifth of the respondents (41%) agreed while 14% disagreed. The result means that majority of the respondents (86%) strongly agreed that motivation provide teachers with professional needs to be abreast with time to reach their fullest potentials. Lortie (1995) postulated that leaders, not attuned to teachers' professional needs stifled teachers' potential, rather than motivated teachers to strive to reach their fullest potential.

Research Question Three: What are the best motivational packages that promote teacher productivity?

Motivational packages

The researcher asked the respondents to indicate their level of agreement or disagreement with the following perceived best motivational packages that promote teacher productivity. The result is shown in Table 4.4.

Table 4.4 Best Motivational Packages that Promote Teacher Productivity

Statement	Strongly Agree N(%)	Agree N(%)	Disagree N(%)	Strongly Disagree N(%)
Conducive and congenial working environment	72(42)	68(40)	30(18)	-
Training education and development	80(47)	72(42)	18(11)	-
Participatory decision making	62(36)	84(49)	18(11)	6(4)
Career Growth and Promotion Opportunities	84(49)	86(51)	-	-
Effective communication	58(34)	74(44)	24(14)	14(8)
Employee empowerment	68(40)	102(60)	-	-

Table 4.4 shows that 72(42%) of the respondents strongly agreed that conducive and congenial working environment is among the best motivational packages that promote teacher productivity, 68(40%) of the respondents agreed while 18% of the respondents disagreed. The result means that majority of the respondents (82%) strongly agreed and agreed that conducive and congenial working environment is among the best motivational packages that promote teacher productivity. Motivation thrives in a good and safe working environment. A clean environment, which is free from health hazards, promotes motivation. A safe environment free from any danger will make employees secure. The organisations therefore ensure that employees have a conducive environment which enables them to perform. Maintaining a secure environment involves providing employees with job security. It

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is only when employees feel that their lives are safe and their jobs secure that they can concentrate and perform their tasks to the best of their abilities (Armstrong, 2006).

Again, nearly half of the respondents (47%) strongly agreed that training education and development is among the best motivational packages that promote teacher productivity, 72(42%) of the respondents agreed while 11% of the respondents disagreed. The result means that majority of the respondents (89%) strongly agreed and agreed that training education and development is among the best motivational packages that promote teacher productivity. Wan (2007) argues that the only strategy for organisations to improve workforce productivity radically and enhance retention is to seek to optimise their workforce through comprehensive training and development programmes. Wan (2007) therefore suggests that it is important for organisations to invest in their human resource or human capital development, which, in general terms, is the process of helping employees become better at their tasks, their knowledge, their experiences, and add value to their lives. The main method of achieving this is through training, education, and development.

Also, 62(36%) of the respondents strongly agreed that participatory decision making is among the best motivational packages that promote teacher productivity, almost half of the respondents (49%) agreed, 11% of the respondents disagreed while 4% of the respondents strongly disagreed. The result means that majority of the respondents (85%) strongly agreed that participatory decision making is among the best motivational packages that promote teacher productivity. Employee participation in management decision-making can influence both employee job satisfaction and performance by satisfying the need for socialisation and self-esteem. When employees are involved in the decision-making process, they feel that the decisions made are their own and feel personally responsible for carrying them out.

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Gbadamosi (2002) explains that team-working is another employee involvement technique used widely in organisations. They emphasize that teams vary in size from seven to ten people or even more and require training to ensure that workers, team leaders and managers have the requisite skills to enable them to function efficiently.

Further, all the respondents (100%) strongly agreed that career growth and promotion opportunities recognition is among the best motivational packages that promote teacher productivity. The result means that all the respondents (100%) strongly agreed that career growth and promotion opportunities are among the best motivational packages that promote teacher productivity. Career minded employees consider career growth and development as a crucial deciding factor in their decision to remain in an organisation or leave. Where career growth and development cannot be guaranteed, employees leave for alternative employment. Choo and Bowley (2007) argue that providing employees with internal job opportunities is a means of demonstrating that they can realise their career goals inside rather than outside of the organisation. Choo and Bowley (2007) further argue that career growth help employees to plan for the future and to be better equipped with the right skills in order to remain competitive. In a related literature, Agho (1998) stated that opportunities for mobility within organisations are determinants of employee satisfaction.

Furthermore, 58(34%) of the respondents strongly agreed that effective communication is among the best motivational packages that promote teacher productivity, 74(44%) of the respondents agreed, 14% disagreed while 8% of the respondents strongly disagreed. The result means that majority of the respondents (78%) strongly agreed that effective communication is among the best motivational packages that promote teacher productivity. Effective communication channels are also used in organisations to enhance the motivation of employees. Nzuve (1999)

defines communication as the "process by which information is intentionally or unintentionally exchanged between individuals. Specifically, it is the transfer and understanding of meaning". Nzuve states that communication serves four major functions: control, emotional expression, information and motivation. Communication controls employees by directing them to follow their job descriptions and comply with company policies.

Finally, all the respondents (100%) strongly agreed that employee empowerment is among the best motivational packages that promote teacher productivity. The result means that majority of the respondents (82%) strongly agreed that employee empowerment is among the best motivational packages that promote teacher productivity. Empowerment is an approach of leadership that empowers subordinates as a main constituent of managerial and organizational effectiveness. It is a site to permit employees formulates decisions. Smith (1997) supported and said empowering is giving authority and liberating potentials of employees. Torrington, (2002) posited that empowerment directs to efficiency, effectiveness, innovativeness and as well boosts teacher gratification and motivation in the organization. It is further argued that empowerment encourages and grants people with responsibility and authority to act as it puts people in control of their own destinies.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND

RECOMMENDATIONS

5.0 Introduction

This final chapter summarises the findings from the study, outlines the conclusion, recommendation and suggestions for further study based on the findings.

5.1 Summary

The purpose of this study was to find out teacher motivation and its effect on academic performance, focusing on public junior high schools in the Atwima Mponua district. The objectives of the study were to establish how teachers feel when motivated on the job, determine teacher motivation and its effect on the academic achievement of pupils in basic schools of the Atwima Mponua District and to find out the best motivational packages that promote teacher productivity.

The researcher adopted the descriptive survey design with closed-ended questionnaire for the study. The targeted population of the study was all the 170 JHS 3 teachers of the Atwima Mponua Educational District. All the 170 JHS 3 teachers in Atwima Mponua District of the Ashanti Region of Ghana were purposively sampled for this study due to the fact that they are directly involved in preparing students for the B.E.C.E (Basic Education Certificate Examination).

5.2 Main Findings

Motivational packages for teachers in the selected schools

The study revealed that motivational packages for teachers in the study area were recognition and reward for high performance, empowerment of teachers to maintain discipline, management attending to teachers' individual concerns, provision of conducive physical and working environment, free student-teacher interactions, participatory decision-making and flexible work arrangements.

Effect of motivation on teachers' performance

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

The best motivational packages that promote teacher productivity

On the best motivational packages that promote teacher productivity, the study revealed that conducive and congenial working environment, training education and development, participatory decision making, career growth and promotion opportunities and effective communication are the best motivational packages that promote teacher productivity.

5.3 Conclusions

Based on the findings of the study, it could be concluded that there are motivational packages for teachers in the Atwima Mponua District. Notable among the motivational packages for teachers in the Atwima Mponua District were recognition and reward for high performance, empowerment of teachers to maintain discipline, management attending to teachers' individual concerns, provision of conducive physical and working environment free student-teacher interactions motivate teachers to give of their best in the teaching and learning environment.

These motivational packages have some positive effects on the performance of teachers. Significant among them were the creation of supportive environment for staff to maximize their potential to be able to work effectively, improvement in students achievements due to improved teaching strategies, the creation of a productive atmosphere for teaching and learning and the promotion of teacher and student success, giving teachers the boldness and ability to instruct students successfully.

Among the best motivational packages that boost the morale of teachers to perform to achieve results, and also remain in the teaching profession were the provision of training education and development, participatory decision making, career growth and promotion opportunities and effective communication.

5.4 Recommendations

Based on the findings, it is recommended that:

1. Greater career growth and promotion opportunities should be accessible for teachers to motivate them to put in more effort to enhance students' performance.

2. Participatory decision making should be reinvigorated in schools as teachers are de-motivated when decisions which they are not part are forced on them for implementation.

3. Recognition and rewards for high performance should be enhanced as teachers' morale are highly boosted when their efforts are recognised and appreciated in the performance of their professional duties.

4. Workshops, seminars and forums should be organised for heads of educational institution on the need to motivate teachers to promote productivity and to enable teachers to have the interest to remain in the teaching service

5.5 Suggestion for Further Studies

The study was conducted to find out motivation and its effects on teachers' performance in the junior high schools of the Atwima Mponua District. Therefore further study should be conducted in the remaining metro, municipal and districts of the Ashanti Region.
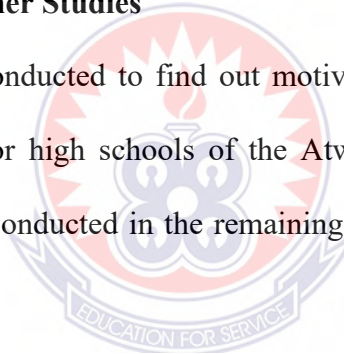
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF EDUCATIONAL LEADERSHIP

QUESTIONNAIRE FOR RESPONDENTS

Dear respondent,

The researcher is a student of the University of Education, Winneba-Kumasi Campus conducting this research on the effect of motivation on teachers performance in partial fulfilment for the award of Master's of Arts Degree in Educational Leadership. This questionnaire seeks to solicit views on the effect of motivation on teachers academic performance.

You have been chosen to respond to the questions as frankly as possible. You have been provided with options, tick (√) the option that you consider most appropriate. Please respond to all questions in the questionnaire. All information given will be treated with utmost confidentiality.

Yours sincerely,

FRANCIS AGBI

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

SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

SECTION B QUESTIONNAIRE FOR RESPONDENTS

1. What is your age?

 a).   21- 30   [ ]

 b).   31- 40   [ ]

 c). 41- 50   [ ]

 d). 51- 60   [ ]

1. What is your sex?

  a). Male   [   ]

  b). Female   [   ]

3. What is your highest educational qualification?

  a). Diploma   [ ]

  b). Bachelor's Degree [ ]

  c). Master's Degree   [ ]

5. For how many years have you been teaching?

  a) 1-5 years   [   ]

  b) 6-10 years   [   ]

  c) 11-15 years   [   ]

  d) 16-20 years   [   ]

  e) 21 years and above [   ]

6. How long have you been in the service?

1 – 5 years   [   ]

6 – 10 years   [   ]

11 – 15 years   [   ]

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16 – 20 years   [   ]

21 years and above   [   ]

SECTION B: MOTIVATIONAL PACKAGES FOR STAFF

What are the motivational packages for teachers?

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

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

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SECTION C: EFFECT OF THESE MOTIVATIONAL SCHEMES

ON TEACHERS' PERFORMANCE

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

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

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

SECTION D: BEST MOTIVATIONAL SCHEMES THAT CAN PROMOTE

PRODUCTIVITY

What are the best motivational schemes that can promote productivity?

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

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