

The Effects of Motivation on Teacher Performance in the Kaladan Circuit of Education in the Tamale Metropolis

Anthony Kudjo Donkor (Ph.D)
University for Development Studies
Faculty of Education
P. O. Box TL 1350
Tamale - Ghana
E-mail: akudjod@yahoo.com

Abdulai Niamatu-Lai
University for Development Studies
Tamale – Campus
E-mail: niamatulai@gmail.com

Abstract

The purpose of this study was to investigate the effects of motivation on teacher performance in the Kaladan Circuit of Education in the Tamale Metropolis. The research design used was survey. Stratified sampling technique was used to group all the basic schools in the circuit into four different strata, after which simple random sampling technique was employed to select a sample size of 120 participants which consisted of 100 teachers and 20 Circuit Education Officials in the Tamale Metropolis. The researchers used questionnaires to collect data from the respondents. Data obtained were analysed using descriptive statistics and frequency counts. Themes were drawn from the responses of the participants. Findings include, the identification of formal performance targets set in the schools; inadequate motivational packages in the Ghana Education Service for the teachers; teachers not satisfied with their condition of service; opportunity for further studies as a very important variable in driving teacher motivation and performance; pay and fringe benefits as the most important motivators to teachers; and job security as a pivotal role in motivating the teachers. The outcome of the study would lay bare some packages available to teachers in the Ghana Education Service, especially those in the northern region of Ghana. It will also contribute to knowledge and literature on teacher motivation and performance for researchers, policy makers, academia, students, human resource experts, and other stake holders interested in the impact of motivation on organizational development.

Key Words: *Motivation, Teacher Performance, Kaladan Circuit, Tamale Metropolis, Ghana Education Service.*

INTRODUCTION

According to Kenneth (2006) improving students' pass rate is a responsibility shared by policy makers, administrators, teachers, parents, and students as well as by members of the wider community. Although most contemporary efforts to improve student pass rate have targeted teachers' motivations and capacities, inadequate working conditions seriously undermine any potential these efforts may have. Without focused attention to the adequacy of teacher working conditions, improvement in learners' performance is extremely unlikely. Explaining workplace performance is a function of three interdependent variables: motivations, abilities, and the working conditions, or the situations in which they work. The interdependence of these variables means that each has an effect on the other two. Poor

working conditions depress initially high levels of both ability and motivation. Lack of resources, crowded and depressing physical facilities, too much paperwork, disruptions to instruction, impossible numbers of curricular expectations, excessive marking erode teacher motivation.

Yurashie (2011) claims that in the new era, the teacher has assumed a very important role for student learning and performance, meaning teacher performance has become intricately linked to student performance. The increasing role of the teacher in driving student excellence and community development has compelled many governments and non-governmental institutions to invest huge resources into the development and empowerment of teachers. Previous research has shown that the teacher constitutes one of the most important asset of any nation especially in this 21st century (Yurashie, 2011).

It has even been argued among some academics and researchers that the successes chalked by the developed world such as the United States of America and Britain have largely been driven by the deliberate policies instituted primarily towards teacher development and performance and not necessarily by the discovery of some natural resources. It has been established that the teacher is the most critical element to a nation's development (Volkova, 2013).

Volkova (2013), states further that improvement in student performance cannot occur unless there is some effort of getting teachers to enhance their productivity and performance. Volkova (2013) emphasizes that teachers are important national asset and the overall performance of students depend on the way they are put to use. As this notion continues to gain grounds, many have come to realize that it is the teacher in the educational institutions that can provide student development and productivity. However, while there seem to be a consensus among academics and the general citizenry on the critical role of the teacher, there is still insignificant amount of agreement on how to get the teacher on board to give of his or her best for their students and nation at large (Yurashie, 2011).

Over the last few decades, tremendous efforts have been made by the government of Ghana to improve job satisfaction, positive workplace attitudes, emotions and values through a number of deliberate programmes and projects mainly under the Single Spine Salary Structure. Sadly, statistics show that at the national level, teacher performance continues to dwindle (Tamale Metropolitan Education Office Manual, 2014). The increasing reliance on teacher performance as a vehicle for improving student performance and achieving development has led to a growing interest in teacher motivation that unreservedly leads to improve job satisfaction, enrichment and teacher commitment (Yurashie, 2011).

According to Uwameiye (2015) the fallen standard of education in Nigeria is due to the lack of motivation and incentive packages for teachers in the educational system. The regular cry of teachers about government's inadequate concern for the needs of the teaching profession is the main bone of contention. Poor attention to teachers' problems has resulted to teachers going on strike to register their dissatisfaction. This ugly situation has contributed to poor students' performances and the fallen standard of educational system in Nigeria.

Bill (2011) states that creating an environment that motivates employees is one of the toughest challenges our managers and leaders face today. It takes tremendous energy and time to build a motivated team, but the incremental benefits are critical to the long-term success of the organization. Recent studies provide evidence that teachers choose to leave schools with poor work environments, and that these conditions are most common in schools that minority and low-income students typically attend. The conditions in which teachers work matter a great deal to them and ultimately to their students. In addition, providing a supportive context in which teachers can work appears to contribute to improved student achievement. Favourable conditions of work predict higher rates of student academic growth (Matthew, 2012).

STATEMENT OF THE PROBLEM

In recent times, the academic performances of students have been very poor. Some schools have scored 100% failure in Basic Education Certificate Examination (BECE) and the West Africa Senior Secondary Certificate Examination (WASSCE) (Tamale Metropolitan Education Office Manual, 2014). Teachers have been under heavy criticism for this failure. The poor performance has been blamed on the teachers by the general public citing apathy and high level of inefficiency in the discharge of their duties. Unfortunately, the appalling working conditions under which these teachers prepare students towards their examinations have not been given the needed attention. Teachers in the area are classified among the poor who are not able to afford the essentials of life. This has made teachers to engage in business activities outside the classroom that takes much of their time which should have been spent on the preparation of lessons.

THE AIM AND OBJECTIVES OF THE STUDY

The aim of the research was to establish the relationship between motivation and employee performance. Specifically, the research was to assess the extent to which motivation impacts teacher performance in the Kaladan Circuit of Tamale Metropolis and to provide a framework for effective formulation and implementation of teacher motivation schemes using the Kaladan Circuit as a case study.

Specific Objectives are to:

1. Examine the motivation packages used by the Ghana Education Service (GES).
2. Determine the effectiveness of motivational techniques on the professional performance of teachers in the teaching service in the Kaladan Circuit.
3. Identify strategies for improving teacher motivation in Tamale Metropolis.

Research Questions

1. What are the motivational packages used by the Ghana Education Service (GES)?
2. How effective are motivational techniques on the performance of teachers in the Kaladan Circuit?
3. What strategies can be used to improve teacher motivation in Tamale Metropolis?

THEORETICAL FRAMEWORK

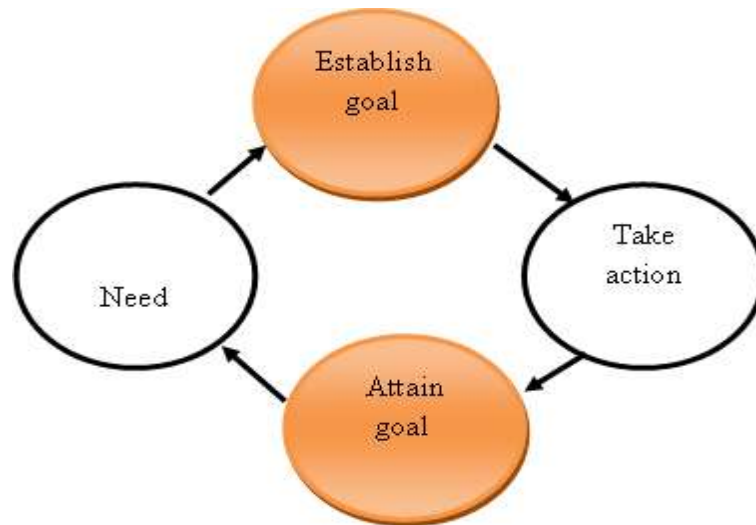
It is common in businesses that well formulated and implemented motivation strategies always have positive impacts on employees' ability and willingness to go an extra mile in discharging their responsibilities to the organization. In principle, all the literature reviewed implicitly or explicitly took this proposition (though with little disagreements) that a well-targeted motivation package leads to better employee performance (Fredrick, 2011). Motivation and its impact on performance in general has been widely researched and studied thus there exist a plethora of theories and models that attempt to provide better understanding of motivation and its linkage to employee performance. This research adopted a model based on the expectancy theory with some modifications (Fredrick, 2011).

The Process of Motivation

Eran (2005) explains that motivation is a process and hence, has a point of initiation and expulsion. This process is modelled in a number of ways and perhaps the best known models such as Need and Expectancy models or Theories. The needs theory focuses on the content of motivation in the fulfilment of shared needs. Its basis is the assumption and belief that an unsatisfied need creates tension and a state of disequilibrium. In order to restore the balance a goal is identified that will satisfy the need (Yen, Chen & Shih, 2009).

The narrative is depicted on Figure 1.0

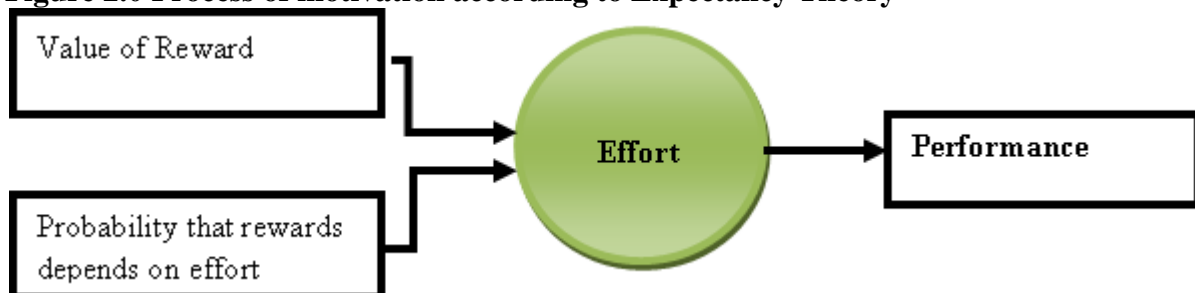
Figure 1.0 the process of motivation



Source: Robbins & Judge (2011)

In a critique, Robbins & Judge (2011) argue that a major flaw or weakness of the theory is that it does not explain how motivation affects performance, a necessary requirement if the model is to provide any significant guidance on human resource (HR) policy and practice. The Expectancy Theory however states that the motivation to perform will be high if people know what they have to do to get a reward, expect that they will be able to get the reward and expect that the reward will be worthwhile (Porter & Lawler, 1990). It stresses that motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and the outcome is seen as a means of satisfying needs. The narrative is depicted on Figure2.0

Figure 2.0 Process of motivation according to Expectancy Theory



Source: Robbins and Judge (2011)

Performance factors such as the ability of the employee to do the task; the presence or otherwise of support, and the clearer or better understanding of the job's expectation also play a significant role. This theory is the foundation upon which the conceptual framework of this research was built (Robbins & Judge, 2011).

According to Gulten (2012:1) motivation is a complex concept influenced by numerous individual and situational variables. Motivation is a process which starts or improves organizational behaviours, encourages an ongoing activity and directs activities towards specific targets; motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. Motivation is a process of satisfying employees' different needs and expectations; therefore, administrators have to be

aware of and analyze those unique, individual needs. Administrators have the difficult task of actualizing performance above the current level of employees' and colleagues' performance. They have to increase employees' attention towards organizational targets and direct their behaviour towards the achievement of corporate targets (Gulten, 2012).

LITERATURE REVIEW

The poor performance exhibited by almost all public sector institutions has compelled policy makers and governments to forge newer and better approaches directed toward enhancing public sector employee productivity and performance. Many authors and researchers hold the opinion that to enhance the performance of employees, governments and public institutions should formulate and adopt comprehensive policies on employee motivation (Fredrick, 2011).

Different contrasting opinions exist about the role of motivation in employee performance. There is a general consensus that a happy employee is a productive one and hence, employee motivation brings the best out of them at their workplaces. While it is generally believed among proponents that the relationship between motivation and employee performance is positive, the extent of the impact is yet to be empirically proven (Fredrick, 2011).

In order to provide a better understanding of motivation and its relationship with teacher performance and to assess the strength of the relationship, the study provides insight into the conceptualization of motivation and employee or teacher performance and the linkage that exists between them. It provides a review of opinions of the different schools of thought on motivation. This review provides the basis to succinctly discuss and assess the role that motivation plays in enhancing employee or teacher performance, especially in the educational institutions.

Teacher performance

Bates (2001) explains that teacher performance is multidimensional and different authors and researchers approach it from very different perspectives. Poor academic performance of students in general has been linked to poor teachers' performance over the years. While such allegations have been intensified in both debates and research, there is a formidable array of disagreements as to what measures teacher performance. Bates (2001) warns that any attempt to manage teacher performance must bear in mind that it is a complicated notion. Henshuk (2011) for instance examined teacher performance from a purely economic value point. In his works, he defined teacher performance as a function of the depreciation rate of student learning, the total variation of teacher quality or student achievement on standardized tests, and the labour market return to one standard deviation of high achievement.

The performance and value for money for educational sector investments are at the centre stage of regional, national and international attention and scrutiny. Employee performance outcomes have become essentially important to managers and CEOs of all institutions (Fredrick, 2011). Managing teacher performance has become an inseparable part of the government's job and over the years, governments have been severely punished during elections for failing to improve performance in the educational sector (Fredrick, 2011). It is identified by many as a variable that determines the success or otherwise of any nation (Fredrick, 2011). In many countries, development depends largely on the performance of the educational sector which also depends significantly on the performance of individual teachers in the educational institutions. According to Bagshawe (2011), employees are the most valuable, yet complex, resources for any business. The hallmark of an effective manager lies in his ability to manage his or her employees to give of their best for the business. Over the

last couple of years numerous researches have been conducted in this area of study. Though different studies concentrated on different aspects, perspectives and variables, there is a consensus that teacher performance is the foundation of the learning outcomes of students as measured by their academic performance (Fredrick, 2011).

Determinants of teacher performance

In practice, many factors do affect the performance of individual employees, such as teachers, accountants or journalists. According to Fredrick (2011) these factors are easily classified into three categories: Innate Ability, Effort Expended and Support. It is widely acknowledged in management literature that employee performance or performance in general is the result of ability (A), times effort (E) and times support (S). According to this model, the employee's performance is diminished if any of these factors are reduced or absent. With further explanation on the model, Bagshawe (2011) states that the first category (Ability) is the foundation upon which the others are built. In the context of teacher performance, ability is defined by the teacher's level of education, experience, interest, personality and some natural traits such as emotional intelligence and talent.

The second category refers to the identifiable efforts that the employee expends on his job. This category is influenced by many human resource issues such as: Motivation, Work Ethics, Presence at work and Job Design (Fredrick, 2011). Support, refers to the assistance and development received by employees in the course of doing their jobs. This category include: training, equipment, knowledge of expectation and productive team situation. Alfes (2010) expanded Fredrick's concept by adding two additional factors which were ignored by Fredrick (2011). He argues that employee engagement plays a critical role in determining the productivity of performance, thus should be included in Fredrick's work to give a complete understanding and coverage of the forces that affect performance.

Teacher performance outcomes

There are many ways to think about the kind of performance outcomes that are required of employees for an organization to be successful. According to Fredrick (2011), employee performance involves the measurement of three key elements known as the performance outcomes: Productivity, Quality and Service. Productivity is an important performance outcome for employees as well as for the organization. Generally, the more productive employees are, the better the company's competitive advantage. Productivity refers to the measure of quantity and quality of the work done, considering the cost of the resources it took to do the work (Gareth, 2008). It is the ratio between an employee's input and output. According to Bagshawe (2011) employee productivity indicates the value added by him or her. Relative to teacher performance, Wright (2012) argues that there are significant difficulties and disagreements regarding the performance outcome. He explained that teacher performance has always been linked to and measured either by the student performance during national examinations, the quality of his or her service delivery, the level of efficiency or a combination of these.

Mobley (1982) reiterates that quality service delivery is an important outcome that defines the performance of any employee. The teacher exists to serve their students but if the teacher's work does little or nothing to add value to their students to pass their exams then the teacher is irrelevant to the students. This may include adequate: teaching preparation (schemes of work, lesson plans), regular pupils assessment, punctuality, regular attendance to lessons etc. Teacher performance is summarized and reflected in his or her student's performance. To him, a performing teacher is one whose actions lead to enhancing the position of his or her students (Mobley, 1982).

According to Surette, et al. (2006) when employees become dissatisfied costly

problems can result. Excessive absenteeism, turnover and grievances often result when employees experience high levels of job dissatisfaction. Surette, et al. (2006) explained that job dissatisfaction is the difference between the amount of some value outcome an employee receives and the amount of that outcome the employee thinks he or she should receive. Thus, an employee becomes dissatisfied when things are not the way they should be. Job satisfaction or dissatisfaction generally depends on pay and benefits, supervision, co-workers, work and the organisation in general.

According to Surette, et al. (2006) to reduce job dissatisfaction organisations must hire employees who are inclined or can withstand challenges and to ensure that management attends to employee's needs and grievances. According to Surette, et al. (2006), motivation is the force that energises behaviour, gives direction to behaviour and underlines the tendency to persist, even in the face of one or more obstacles. Smith, Cronje, Brevis and Vrba (2007) state that motivation is one of the factors that directly affect employees' performance and that manager can play a major part in the motivation of their employees. Motivation is an inner desire to satisfy an unsatisfied need. Motivation is what drives employees to behave in certain ways. Employees are motivated to do what is in their best interest. If employees perceive that their best interests are closely linked to the interest of the organisation they work for, they will probably be motivated to achieve the organisation's goals.

Motivation

According to Porter, George and Richard (2007), the performance that world class employers look for in their employees rests on ability and the support received from the employers; however, motivation is often the missing variable. Despite the fact that motivation is a frequently and extensively studied topic it remains a difficult and complex term to define. A number of largely independent areas of research have explained employee motivation, usually emphasizing different factors and concepts, using different conceptual schemes and languages, and examining different fields of study and organization units. Hence, a satisfactory answer to the question "What is motivation?" has proven elusive as, according to Ifenedo (2011), the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Partial theories and answers abound.

According to Fredrick (2011) motivation is the desire within a person causing him or her to act. Robbins and Judge (2011) also believe motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. Parley (2008) explained further that the term 'motivation' can refer variously to the goals individuals have, the ways in which individuals choose their goals and the ways in which others try to change their behaviour. Bagshawe (2011) defined motivation as the drives within a person that account for the degree, direction, and persistence of effort expended at work.

According to Quratul (2011:3) a motive is "something needed or desired that causes a person to act". "Motivate", in turn, means "to provide with a motive," and motivation is defined as "the act or process of motivating". Consequently, motivation is the performance or procedure of presenting an intention that energizes a person to capture some accomplishment. Motivation is derived from the word "motivate", meaning to move, push or influence to proceed for fulfilling a want. This explanation identifies that in order to attain assured targets; individuals must be satisfactorily energetic and be clear about their destinations. Motivation is an internal drive to satisfy an unsatisfied need and the will to accomplish.

Motivation is a procedure that initiates through a physiological or psychological want that stimulates a performance that is intended at an objective. It is the concluding product of interface among personality behaviour and organizational distinctiveness. Motivation is a set

of courses concerned with a kind of strength that boosts performance and is directed towards accomplishing some definite targets (Quratul, 2011:3). According to Bill (2011:2) a work environment that fosters motivation and engagement leads to higher performing employees and successful companies. Best practices in human behaviour have it that there are a group of common motivators and de-motivators. Motivators: These are achievement, recognition, the work itself, responsibility, advancement and growth. Potential De-Motivators or Hygiene Factors: these are company policies and administration, supervision, relationship with supervisor, working conditions, salary, relationship with peers, personal life, relationship with subordinates and status.

Types of Motivation

Broadly, motivation may be classified as either extrinsic or intrinsic. According to Robbins and Judge (2011), extrinsic motivation occurs when things are done to or for people (employees) to motivate them. These include rewards, increased pay, promotion, praise, awards, and punishments such as disciplinary action, withholding of pay or criticism. Intrinsic motivation, on the other hand, is provided by the work itself and is associated greatly with engagement. It may come in the form of a feeling of accomplishment or recognition (Robbins & Judge, 2011).

METHODOLOGY

Research Approach

In this study, the researchers used quantitative research methodology. According to McMillan and Schumacher (2010) quantitative research designs put emphasis on objectivity in measuring and describing phenomena. As a result, the research design maximizes the objective by using numbers, statistics, structure, and control. The researchers used the quantitative research approach to put emphasis on objectivity in measuring and describing the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis.

Research Design

The research design used in this study was the survey. In a survey research design, the investigator selects a sample of subjects and administers a questionnaire or conducts interviews to collect data. Surveys are used to describe attitudes, beliefs, opinions and other types of information (McMillan and Schumacher, 2010). This design was suitable for this study in the sense that it helped to gather data in the schools to describe and elicit opinions from the teachers' and the officials' on the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis.

Study Area

The study area was Kaladan Circuit of Education in the Tamale Metropolis, which has eleven (11) primary schools and nine (9) junior high schools. There are ten (10) government aided schools, and four (4) private basic schools. The area of the study was identified as a place where there were poor academic performances of students.

Study population

The population of this study comprised of all teachers and Circuit Education Officials at the basic schools in the Kaladan Circuit Education of the Tamale Metropolis. According to Saunders et al, (2007) population is the complete set of cases from which a sample is selected whether it describes human beings or not. In addition, White (2005) describes population as all possible elements that can be included in the research. The population is a collection of

objects, events or individuals having some common characteristics that the researcher is interested in studying.

Sample size and sampling technique/procedure

Two sampling techniques were employed in this study: At the initial stage, stratified sampling technique was used to group the basic schools in the circuit into four different strata of schools within the circuit. De Vos (1998) explains that stratification consists of the study population being divided into different strata which are mutually exclusive, with members who are homogenous with regards to some characteristics. According to White (2005), stratified sampling is a kind of sampling technique mainly used to ensure that the different groups or segments of a population get sufficient representation in the sampling. The desired number of persons is then selected within each of the different strata. It means drawing the number of people according to the number of people per stratum.

Within the four different strata of schools, simple random technique was then used to select twenty five teachers from each of the strata making it 100 sampled sizes of basic school teachers in the circuit. With the Circuit Education Officials, only simple random technique was used to select the 20 participants through the use of the lottery method. In all, 120 teachers and Circuit Education Officials constituted the sample size of the study.

In using the simple random sampling technique to select the sample size, the researchers ensured that each teacher in a given school in each stratum or each Circuit Education Official in the office was assigned a unique number. Each number was then placed in a hat and mixed thoroughly. The researchers then picked numbered tags from the hat. All the individual teachers or education officials bearing the numbers picked became subjects of the study. In this technique, each member of the population had an equal chance of being selected as a subject.

In the sample size selection, two fundamental factors were been put into consideration as suggested in the work of De Vaus (2002). These were the measurement of accuracy required for the selected sample and the degree of divergence in the study population in relation to the characteristics employed in categorising the sample.

This is seen in table 1.0

Table 1: Sample Size and Sampling Technique

Target Group	Estimated Population	Sample Selected	Research Used	Technique
Teaching Staff	315	100	Questionnaire	
Circuit Education Officials	45	20	Questionnaire	
Total	360	120		

Source: fieldwork survey, July 2015

Research instrument

The researchers used questionnaires to collect data from the respondents. Closed-ended questions were used. To validate the research instrument, researchers ensured that the instrument produced data that were reliable and valid. The questionnaires consisted of a set of systematically structured questions used by the researchers to get the needed information on

the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis. McMillan and Schumacher (2010) highlight the point that for many good reasons, the questionnaire is the most-widely used technique for obtaining information from subjects.

Data Sources

The main sources of data used for the study were primary and secondary data. The data collected from both primary and secondary sources constituted the basic information from which conclusions were drawn regarding the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis. Questionnaires were the main data collection tools that the researchers employed to collect data from the sample frame. Data are primary if they have been gathered according to one's rational and interpreted by one to make a point which is important to one's own argument. Primary data was collected in order to solicit responses directly from the field concerning the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis.

Data analysis

Data analysis is a step in the research process where the investigator summarizes data collected and prepares it in a format to determine what occurred. For quantitative studies, data analysis means summarizing the numbers, whereas for qualitative studies, it involves reviewing the narrative data to determine trends. McMillan and Schumacher (2010), state that quantitative data are summarized using simple descriptive statistics (e.g. frequencies, mean, mode, range and graphs). The data was edited, coded and then manually entered into Excel and checked for data entry errors. The coding involved using integer numbers for categorical type responses using 1 for the first (top or left-most) response and "n" for the "nth" response.

Furthermore, the data was copied into statistical packages for social sciences (SPSS) and Statistical17.0 and plausible checks were conducted and inconsistent data was cleared appropriately. Statistical tests were run. The statistical techniques used can be summarized as follows: Firstly, descriptive statistics were used in order to form an appraisal about the response (results) achieved. A combination of mean, standard deviations, skewness, frequencies and histogram plots were used. This histogram plots were overlaid with an appropriate normal distribution curves for the data. Descriptive statistical tools such as graphs, frequency tables and percentages were used to show the results of the data. Moreover, results were produced in order to look for patterns of relationships. The study used descriptive tools in the analyses of the collected data, in order to give a pictorial explanation to the textual presentation.

RESULTS AND DISCUSSIONS

Background of Respondents

Analysis of the data gathered showed that 90% of the sample that responded to the administered questionnaires was of the teaching staff category while the remaining 10% were non-teaching staff.

Educational background of respondents

Responses received indicated that schools in the Kaladan Circuit had a well-educated workforce. The analysis showed that 1% of respondents held a Master's degree, 23% held bachelors, 71% of respondents held diploma, and 3% held other certificates. There were 2 missing answers to this question. Detailed information on this, including the percentages of the specific outcomes, is given in Table 2.0.

Table 2.0: Distribution of Respondents level of Education

N		Frequency	Percentage	Cumulative %
Valid	Masters degrees	1	1%	1%
	Bachelor's degree	23	23%	24%
	Diploma	71	71%	95%
	Others	3	3%	98%
	Total	98	98%	100
Missing	System	2	2%	100%
Total		100	100%	

Source: Researchers' Field Survey (2015)

Motivation Packages at the Ghana Education Service

The analysis indicated that on the question of whether there were motivation packages in the Ghana Education Service, 25 respondents (representing 25% of the sample) strongly disagreed, 44% of respondents disagreed, 14% held a moderate view that there were motivation packages in the Ghana Education Service and finally, 7% agreed that there were motivation packages in the Ghana Education Service. This information is provided on Table 3.0 below:

Table 3.0: Distribution of Responses on GES Motivation Packages

N	Response	Frequency (Persons)	Percent (%)	Cumulative Percent (%)
Valid	Strongly disagree	25	25	25
	Disagree	44	44	69
	Neutral	14	14	83
	Agree	7	7	90
	Strongly agree	0	0	90
Missing		10	10	100
Total		100	100	100

Source: Researchers' Field Survey (2015)

The two forms of motivation packages that emerged at the top or dominated the rest in the study were job flexibility and the opportunity for further studies. The results showed that there was a flexible work design and schedule in GES that majority of the respondents were thrilled about. Also, the opportunity for further studies was seen as a motivation package driving teacher motivation and performance. The opportunity for further studies in Ghana Education Service was high as majority of respondents indicated they were pursuing varied further study programs.

From the analysis, respondents averagely agreed to the statement that there was job

flexibility in GES. Specifically, 33% of respondents strongly agreed to the statement, 37% agreed and 10% were indifferent. However, 3% strongly disagreed while 7% disagreed. The details of the above discussions are provided in Table 4.0 below:

Table 4.0: Distribution of Responses on Flexibility of Job Design in GES

N	Response	Frequency (Persons)	Percent (%)	Cumulative Percent (%)
Valid	Strongly agree	33	33	33
	Agree	37	37	70
	Neutral	10	10	80
	Disagree	7	7	87
	Strongly disagree	3	3	90
Missing		10	10	100
Total		100	100	100

Source: Researchers' Field Survey (2015)

The analysis of responses indicated that 21% of respondents strongly agreed that there were opportunities for further studies, 39% agreed in principle to the statements while 23% express a moderate view on the question. However, 12% either strongly disagreed or disagreed to the statement. The distribution of responses is provided in Table 5.0 below:

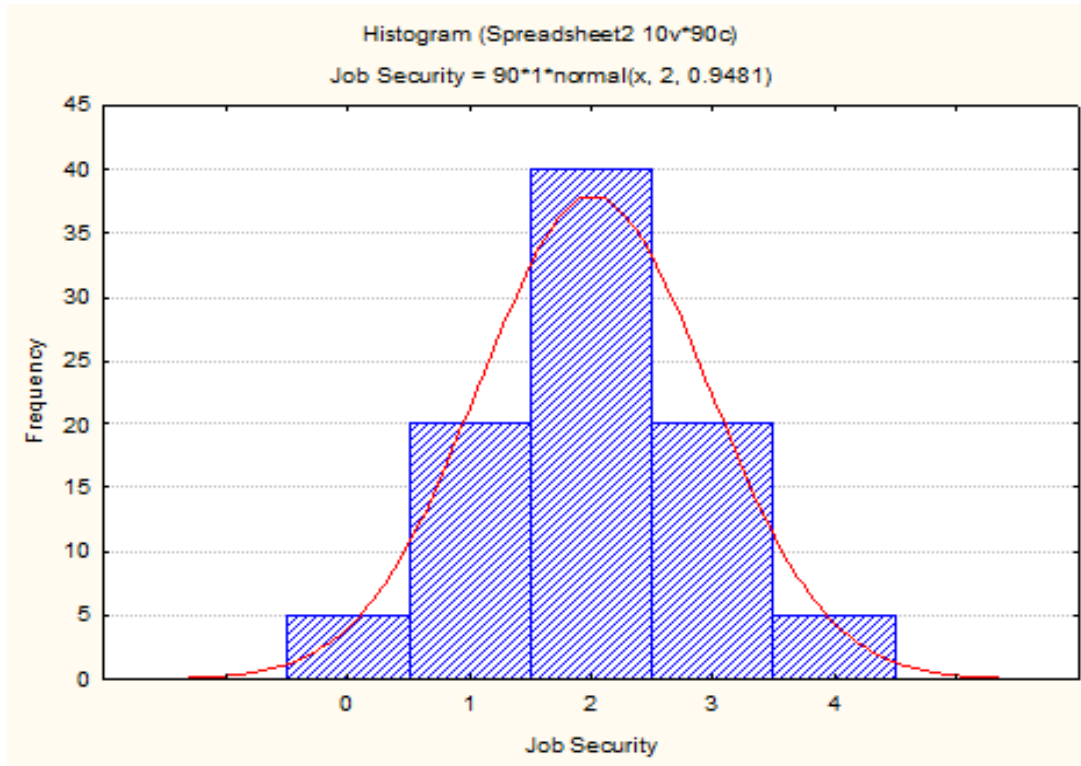
Table 5.0: Distribution of Responses on Opportunities for Further Studies at GES

N	Response	Frequency (Persons)	Percent (%)	Cumulative Percent (%)
Valid	Strongly agree	21	21	21
	Agree	39	39	60
	Neutral	23	23	83
	Disagree	7	7	90
	Strongly disagree	5	5	95
Missing		5	5	100
Total		100	100	100

Source: Researchers' Field Survey (2015)

On the specific individual motivators, respondents indicated that job security played a pivotal role in motivating the teacher and in fact served as an important variable for the decision to enter into the service.

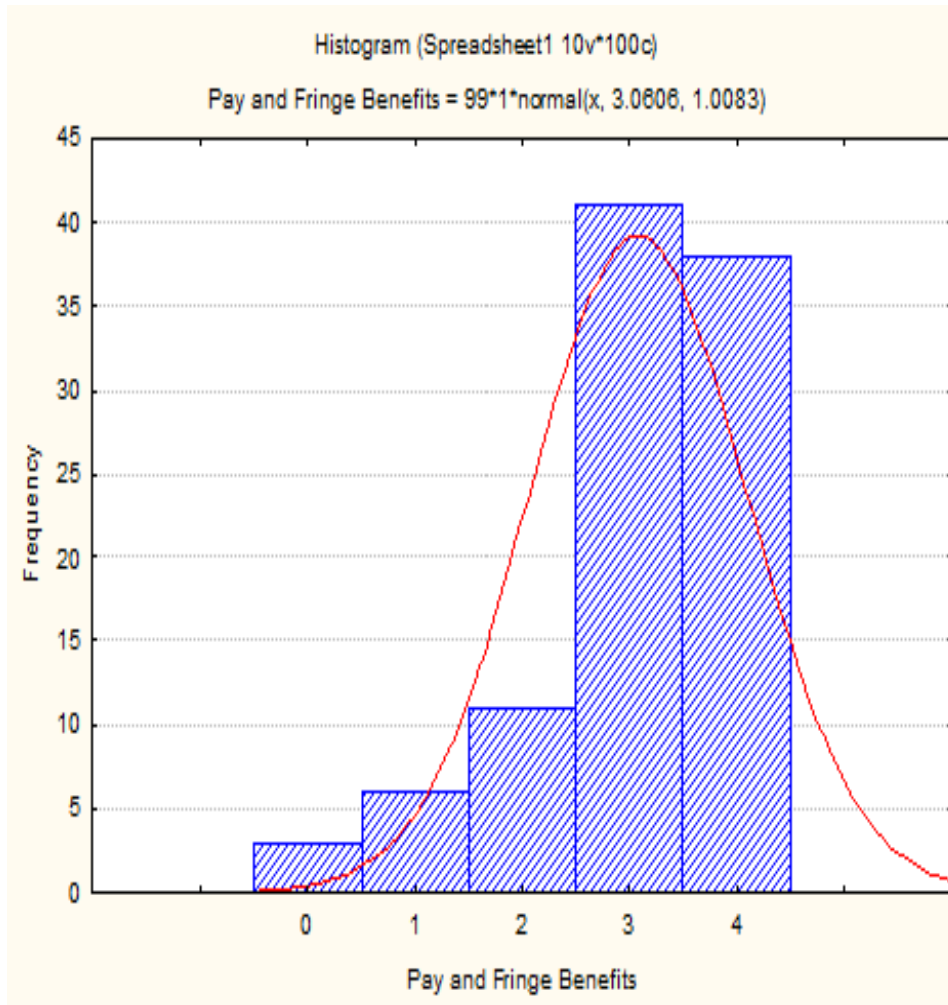
Figure 3.0: Histogram of Responses on the role of Job Security



Source: Researchers' Field Survey (2015)

Interestingly, responses on pay and fringe benefits revealed that these factors were the most cherished among all the others and played the most vital role in teacher motivation. According to the analysis, 79% of respondents held this position. Only 9% held a dissenting position that pay and fringe benefits do not necessarily motivate teachers. Statistically, the mean response value of the distribution was 3.1 with a standard deviation of 1.01 as depicted in figure 4.1.3. The distribution is negatively skewed with a coefficient of -1.22. Statistically, all the descriptive statistics are sufficient. The shape of the distribution and other relevant information are depicted on Figure 4.0 below:

Figure 4.0 Histogram of Responses on the role of Pay and Fringe Benefits on Teacher Motivation.



Source: Researchers` field survey (2015)

On the statement of whether teachers were satisfied with the motivation packages and their condition of service, responses indicated that the teachers were not satisfied with their condition of service. The responses received indicated that 26% of the respondents strongly disagreed to the statement, 48% disagreed and 7% stayed neutral. However, an interesting observation was that 8% and 1% of the respondents agreed and strongly agreed respectively to the statement. Detailed information on the distribution of responses is provided in Table 6.0 below:

Table 6.0: Distribution of Responses on Satisfaction with Motivation Package at GES

N	Response	Frequency (Persons)	Percent (%)	Cumulative Percent (%)
Valid	Strongly disagree	26	26	26
	Disagree	48	48	74
	Neutral	7	7	81
	Agree	8	8	89
	Strongly agree	1	1	90
Missing		10	10	100
Total		100	100	100

Source: Researchers' Field Survey (2015)

Findings of Motivation packages in Ghana Education Service

The study found that education service applied a combination of both intrinsic as well as extrinsic methods of motivation on teachers. It therefore confirmed (Robbins & Judge, 2011) that extrinsic motivation occurs when things are done to or for people (employees) to motivate them. It was observed that teachers received rewards, increased pay, promotion, praise, awards, and punishment such as disciplinary action, withholding of pay or criticism. Intrinsic motivation, on the other hand, is provided by the work itself and is associated greatly with engagement. It may come in the form of a feeling of accomplishment or recognition.

On the other hand, the study found that some teachers claimed that there were inadequate motivation packages in the Ghana Education Service. For instance, teachers as 25 respondents (representing 25% of the sample) strongly disagreed that motivation packages in Ghana Education Service were adequate, 44% of respondents also disagreed to that statement, 14% held a moderate view that the packages were adequate and finally, 7% agreed that the packages were adequate. The response by the participants of the study confirmed the statement by (Double, 2013) that the fallen standard of education was due to the lack of motivation and incentives for teachers in the educational system. That the poor attention given to teachers' problems has resulted to teachers going on strike to register their dissatisfaction.

Furthermore, the study revealed that teachers were not satisfied with their condition of service as indicated by 26% of respondents, who strongly disagreed to the statement that teachers' conditions of service was adequate, 48% also disagreed and 7% stayed neutral. However, 8% and 1% of the respondents agreed and strongly agreed respectively to the statement that teachers' conditions of service were adequate. Kenneth (2006) claims that teachers' working conditions are students' learning conditions. Although most contemporary efforts to improve student pass rate have targeted teachers' motivations and capacities, inadequate working conditions seriously undermine any potential these efforts may have. Without focused attention to the adequacy of teacher working conditions, improvement in learners' performance is extremely unlikely. In addition, Matthew (2012) states that the conditions in which teachers work matter a great deal to them and, ultimately, to their students. Therefore, providing a supportive context in which teachers can work appears to contribute to improved student achievement. Favourable conditions of work predict higher rates of student academic growth.

The study revealed the existence of Job flexibility or flexible work design and

schedule in the Ghana Education Service. About 33% of respondents strongly agreed to the statement that there were flexible job design and schedule in the Ghana Education Service, 37% agreed and 10% were indifferent.

The study discovered that the opportunity for further studies was a very important variable driving teachers' motivation and performance in the area of the study. The study revealed that the opportunity for further studies in Ghana Education Service was high as majority of the respondents were pursuing varied study programs. For example, 21% of the respondents strongly agreed that there were opportunities for further studies, 39% agreed in principle to the statements and 23% expressed a moderate view on the question. However, 12% either strongly disagreed or disagreed to the statement.

The study revealed that specific performance targets as effective motivational techniques on performance were not set for teachers. But rather the only benchmark for assessing their performance lies within the performance of their students or pupils during national examinations. This is contrary to (Quratul, 2011), who explains that employee's performance fundamentally depend on many factors like performance appraisals, employee motivation, employee satisfaction, compensation, training or development, job security and several others. That a motivated employee is responsive of the definite goals and objectives he or she must achieve. Therefore, employees put their efforts in that direction.

The study found that teachers of the Kaladan Education Circuit were of the view that motivation was very critical to their performance. For example, 34% of respondents strongly agreed to the statement, 49% agreed, and 15% held a neutral view to the statement. To enhance the performance of employees, governments and public institutions should formulate and adopt comprehensive policies on employee motivation (Frederick, 2011). Volkova (2013) in the literature opines that improvement in student performance cannot occur unless there is some way of getting teachers to enhance their productivity and performance. That, teachers are important national assets and the overall performances of students depend upon the way they are put to use.

The study revealed that job security played a pivotal role in motivating teachers and that it served as a variable for the decision to enter into the service. For example, 5% strongly disagreed that job security played a pivotal role in motivating the teacher, 20% disagreed, 40% held a neutral view, 20% agreed and 5% strongly agreed. This confirmed Maslow's theory that safety or security needs are motivational factors. Most teachers importantly need job security.

CONCLUSION AND RECOMMENDATIONS

The findings of the effects of motivation on teacher performances in the Kaladan Circuit of the Tamale Metropolis were highlighted for appropriate interventions. The causes of the poor academic performance of students of the Kaladan Circuit of Education, that had been blamed on the teachers by the general public was investigated in the study and found that the appalling working conditions under which these teachers prepared students towards their examinations have not been given the needed attention. These include poor infrastructures and inadequate logistics, laxity in upholding ethical conducts, low salaries and inadequate reward systems were the reasons for poor teacher performance in the area of the study. The salary levels were so low that teachers were classified among the poor who were not able to afford the basic necessities of life. This has made teachers to be engaged in business activities outside the classroom that took much of their time which should have been spent on the preparation of lessons.

The main findings of the study were that formal performance targets were not set in the schools; there were Job flexibility in GES as well as flexible work schedules; there were inadequate motivation packages in GES for the teachers, teachers were not satisfied with their

conditions of service in the schools; the opportunity for further studies was high and was seen as a very important variable in driving teacher motivation and performance; pay and fringe benefits were important motivators to teachers; and job security played a pivotal role in motivating teachers to enter the teaching service. In sum, job security was the second most important motivator apart from pay and fringe benefits. These are followed by job flexibility, authority, independence and recognition respectively.

Based on the findings the following recommendations were made:

That adequate motivation packages such as comparative salary, fringe benefits and allowances should be provided for teachers to keep them in the profession. Management of schools should design motivation packages that will tie reward to performance in order to introduce some level of fairness and competition among teachers. That motivation strategy should factor in both extrinsic and intrinsic factors that have the capacity to make a significant difference in teachers' ability to perform.

Furthermore, the conditions of service of teachers in the schools should be improved by providing proper school buildings, staff common rooms and canteens, adequate teaching materials, internet services, accommodations and proper supervision in schools.

It is recommended that the Government should do more of staff development in Ghana Education Service in the form of in-service training, apart from granting opportunities for further studies outside schools. This will enable teachers to obtain knowledge and skills without going far from their schools. In addition, GES should review its policy on Study Leave that is by providing adequate financial support for teachers who may embark on further studies. Those who complete their courses should receive salary increase or be moved to occupy higher positions in the service. Teachers, who contribute in the service at all levels should be recognised and given awards.

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