

Teachers Motivation in Senior High Schools in Ghana: A case of Ghana Senior High School

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Abstract

Motivation involves both extrinsic and intrinsic types. One must intrinsically be motivated before accepting a new challenges followed by entrinsic motivation for best achievement. In this study, the reseacher used census sampling technique whereby all 85 respondents were used for the case study as a result of the fairly small total population of respondents. The researcher used both primary and secondary sources in gathering data. The data used in compiling this work have been gathered from the staff and management of Ghana Senior High School, through the administration of questionnaires and personal interviews. The data views and responses of the staff and management, were analyzed and interpreted to find out the influence of motivation on teachers in the school in question. Findings of the study revealed job enrichment and merit pay as requirements for increasing the motivation of teachers of Ghana Senior High School-Koforidua. The researcher suggests that effective strategies such as job enrichment and merit pay could adequately be implemented by management to increase the motivation of teachers at Ghana Senior High School-Koforidua .

Keywords: Intrinsic, Extrinsic, Motivation

1 introduction

Thousands of books and articles have been published about how to motivate a workforce. Not surprisingly, there are many conflicting views. In the days of old, you could either wrack your donkey rear with a stick or dangle a carrot in front of its nose when you wanted it to move. Something similar holds in the field of motivation. According to Tanja Parsely 2008, rewards will lead to attitudinal shifts that will lead to change in behavior which will result in a better motivated workforce.

1.1 Background of the study

According to Green (2009), 'motivation is a set of energetic forces that originates both within as well as beyond the individual's being to initiate work related behavior and to determine its form, direction, intensity and duration'.

Motivating employees was an important topic as far back as 1789. Samuel Slater, a pioneer who introduced textiles manufacturing to America was concerned about creating a work setting where it was comfortable for workers to do their jobs. Other effort to create a positive motivational working climate ranged from George M. Pullman's company down to Henry Ford's profit sharing plan. The Edison Electric Illuminating company of Boston provided tennis courts and bowling alleys. Other firms planted gardens for workers or constructed libraries and athletic facilities to keep their workers happy.

Motivation theories attempts to explain why people behave in the way they do. The question of what motivates workers to perform effectively is not an easy one to answer. The difficulty is that, the researcher involved has to make assumptions about the motives for the behaviors observed and recorded. Thus there is always an element of subjectivity in any judgment made about motivation. The link between motivation and management practices is crucial to management success.

Employees are the greatest single asset available to an organization. In its factual sense, organization is people: In view of this, people are the only assets that can work actively towards organizational goals.

Motivation in its simple terms can be described as the behavior caused by a stimulus but directed towards a desired outcome as indicated in the model below:

Stimulus → Appropriate Behavior → Goal or Desired outcome.

In this model, the stimulus could be a need, drive or incentive of some kind, example the need for food. An appropriate behavior for the need for food would be to pull into a motorway restaurant. The goal or desired outcome would be the relief of hunger, pangs and at best, the enjoyment of a satisfying meal.

Even though there are other factors such as individual knowledge and skills, the nature of task, the management style adopted as well as the organization's climate, all play a part in the result people achieve with regard to effective performance, motivation holds the key features, that determines the extent to which the individual

desires to place his or her knowledge or skill at the disposal of others and better still, the shrug of the effects of obstacles or difficulties in so doing of which teachers of Ghana Senior High School are no exceptions. It is in this light that the researcher in this study seeks to find out how teachers of Ghana Senior High School are influenced by motivation with regard to their job performance.

1.2 Organizational profile

Ghana Senior High School - Koforidua (GSHSK) formally known as Ghana Secondary School (Ghanass) - Koforidua was established in May 1943 as a continuation from the then form four systems, now Junior High School. The school has a student population of two thousand two hundred and sixty – three with employee population of one hundred and six which comprises eighty – five teaching staff and twenty – one non – teaching staff. Ghana Senior High School offer courses in General Arts, Visual Arts, Home Economics, General Science, Business Studies and Agricultural Science.

1.3 Problem statement

There are many reasons why managers are continually under distress in organizations. Resources – Human, Material and technology are, but a few issues confronting managers daily. More importantly, the human aspect has questions that have perplexed and fascinated managers of Ghana Senior High School for a long time. These questions include: What makes some teachers perform better than others? What makes some teachers seem better satisfied in their job than others? How can we improve the motivation and job satisfaction of teachers? When and under which conditions do teachers particularly feel bad about their jobs? What do teachers like and dislike about their jobs? The problem of this study therefore is to identify the influence of motivation on teachers of Ghana Senior High School.

1.4 Research objective

The general objective of this study is to investigate the influence of motivation on teachers of Ghana Senior High School.

To be able to attain this general objective, the research will look at the following specific objectives.

- To identify the type of motivational practices adopted by management at Ghana Senior High School.
- To determine how motivational policies are designed by management at Ghana Senior High School.
- To identify effective strategies for increasing the motivation of teachers at Ghana Senior High School.

2.0 literature Review

According to Green (2009), ‘motivation is a set of energetic forces that originates both within as well as beyond the individual’s being to initiate work related behavior and to determine its form, direction, intensity and duration’. Employees are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen. Managers can motivate employees by setting in motion the conditions required for motivation, namely; confidence, trust, satisfaction and creating an environment that reinforces those conditions. Green recognizes three of Herzberg’s motivators as being crucial in motivating people. These are recognition, interesting work and responsibility. He says, over and above monetary reward, what people crave is praise. They need assurance that their efforts are known, valued and appreciated. Sometimes all it takes to satisfy this deep desire is a sincere “well done”, preferably delivered in front of their peers. Making people work interesting means driving away boredom because it’s a great de-motivator. Make their work meaningful and you will spur them to realize their own highest potential. Giving people additional responsibilities implies not only giving them extra work, but work that is important and requires a higher level of knowledge and skill. A study using Herzberg’s theory to compare what motivates public – and private sector employees showed that in employees of both sectors, the motivation to work tended to emphasize intrinsic, motivating factors. The other interesting result of his work was that public sector workers tended to value extrinsic or hygiene factors significantly more than the workers in the private sector. An argument that ensue from Herzberg’s theory that says intrinsic factors would be ranked as the most important influences on job satisfaction while extrinsic components would be ranked as low importance by workers. Therefore, it seems that items which could be identified as intrinsic motivators and meeting expectations are an important part of achieving high levels of job satisfaction or at least preventing dissatisfaction. However, these findings, though supported by workers in research have not treated a major movement away from money being seen by many managers as a major motivator or at least an important factor influencing a person’s willingness to work.

Kim and Garman (2008), defines motivation as the driving force within an individual by which they attempts to achieve some goal in order to fulfill some needs or expectations. These inner-striving conditions described as wishes, desires, drives, urges, aspirations, and needs of human beings direct, control or explain their behavior. They found that employees’ personal lives affect their attitudes and behaviors at the workplace. They discovered

this when examining the relationship between financial stress and work outcomes including pay satisfaction, work time use and absenteeism. Results of their exploration showed that employees who had high levels of financial stress had lower levels of work. The inevitable consequence is poor productivity. They recommended that employees should give financial education classes to reduce financial stress from their employees. They agree to the corporate leaders belief that it is simply good business to satisfy workers needs for good working conditions. Thus 'a fair day's pay and social interactions'. They further cite other studies that highlight the relation between participative management or participative decision making and job satisfaction. Several studies have been demonstrated that participative decision making can be beneficial to workers' mental health and job satisfaction. According to these authors, the basic assumption of participative management is that sharing managers' decision-making power with employee will enhance performance and work satisfaction. They maintain that the main issues of the quality of life movement are enhancing employee satisfaction, improving intrinsic motivation and helping employees to feel good about their work and jobs. Therefore, job satisfaction was one of the earliest anticipated outcomes of empowerment. Many managers, union leaders and scholars share the belief that participative management practices have substantial positive effects on performance and satisfaction at work. In recent research regarding public-service motivation, Brewer, Selden and Facer (2009) suggest that policy makers and public managers should consider employees in decision making process as one of the strategies for advancing public-service motivation.

Kini and Hobson (2008) agree with the concept of content and process theories by suggesting that, content theories are concerned with the identification of important internal elements and the explanation of how these elements may be prioritized within the individual. Employees bring to a work situation their feelings, beliefs and a repertoire of behavior which determine their modus operandi on day to day basis. It is for this reason that managers constantly seek to understand, explain and if possible to predict the nature of their employees' behavior. Content theories of motivation attempt to explain and describe factors within the person that energize, direct, abstain and stop behavior. They provide a framework for managers to gain insights about their employees' internal state; while process theories on the other hand focus on certain psychological processes underlying action and place heavy emphasis on describing the functioning of individual's decision system as it relates to behavior. Process motivational theories attempt to explain and describe some of the factors typically outside the individual that energize, direct, sustain and stop behavior.

Walkup (2008) showed in a group study that motivated and satisfied employees are critical to the success of organizations, especially service industries. Motivated and happy employees are the best way to ensure that customers receive great service and keep returning. Russ Umphenour, one of the executives who participated in this focus group study remarked, "Good services are driven by satisfied customers who are driven by satisfied employees". Optimal staffing has been shown to impact directly on staff morale and job satisfaction, which in turn transfers to the customers' experience and the bottom line. In his study of the effects of organizational communication on job satisfaction and motivation, illustrate that role clarity problems lead to stress, tension, anxiety, dissatisfaction, turnover, lack of job interest and less innovation. They also indicated that different workers from different working environments have varying degrees of role clarity needs. He showed that the link between intrinsic job characteristics and job satisfaction is stronger in richer countries, countries with better governmental social welfare programs, more individualistic countries and smaller power distance countries. By contrast, extrinsic job characteristics are strongly and positively related to job satisfaction in all countries. In addition, he found that intrinsic job characteristics tend to produce motivating satisfaction in countries with good governmental social welfare programs irrespective of the degree of power distance, while they do not tend to work so in countries with poor governmental social welfare programs as well as large power distance culture.

Kirkman and Shapiro (2007) maintain that job satisfaction and organizational commitment are important because they have, in turn, been associated with other positive organizational outcomes. For example, Kirkman and Shapiro cite other authors who assert that employees who are more satisfied with their jobs are also less absent and less likely to leave. They are more likely to display organizational citizenship behavior and satisfied with their lives overall. Employees who are more committed are less likely to intend to leave their jobs or are actually less likely to experience stress, more likely to perform well and behave professionally. Internationally, commitment has been linked to lower intent to leave in India and to higher organizational citizenship behavior in Israel and New Zealand. They cite a few reasons for their skepticism: The ranges of things we measure to gauge job satisfaction distract from what's really important and distorts the true state of our organizations. I've observed that there are few things that are critical for technical people's happiness: cool work, fair pay, good relationships and a reasonable believes that the future holds more of the same. Most of the things we measure are important only if these primary things are missing, in which case there is already a problem. He further claims that it's not that workers' dissatisfaction is unimportant, but alleviating it shouldn't be the manager's primary focus. Instead, he proposes that we should look at their motivation, which he believes more important for your collective success. People who are motivated are focused on their work more than on their personal satisfaction.

Motivated teams can operate at many levels of job satisfaction. Motivation can also be a great source of job satisfaction.

2.2 Theoretical framework

2.2.1 Expectancy theory

A quite popular explanation of process motivation, developed by Victor Vroom is the expectancy theory, rated as one of the most prominent motivation and leadership theories. The majority of the early studies tested the accuracy of the expectancy theory in predicting employee behavior. Victor Vroom defines motivation as a process governing choices among the alternative forms of voluntary activity. In his view, most behaviors are under the voluntary control of the individual and are consequently motivated.

Expectancy refers to the individual's belief concerning the likelihood or subjective probability that a particular behavior will be followed by a particular outcome such as level of performance. Several studies have been quoted for and against expectancy theorists, for example, Humphreys and Einstein (2008) have it that expectancy theory focuses on individual perceptions of the work environment and the interactions of that context with one's personal expectations. Since we believe a comprehensive model must include aspects of individual personality, an expectancy paradigm is a logical starting point. Based upon this generic framework of expectancy theory, we agree that a comprehensive model of work motivation must include the concepts and elements of effort, individual abilities and perceptions of directed behavior, intrinsic and extrinsic rewards, satisfaction and perceived equity. As a result, these authors feel strongly that additional variables are present in the expectancy theory of motivation such as follower self – concept. A contribution of Shamir, House and Arthur (2007), proposed the motivational importance of the self – concept of followers within the leader / follower or dyad. They theorized the transformational effects of charismatic leaders, where the results of increased follower motivation by assisting those followers in the maintenance and enhancement of the self-concept. Follower motivational development has given rise to a concept of motivational development. The idea being that individuals might move through stages of motivational development whereby initial behaviors may be motivated by simple enjoyment but maturity and experience may lead that individual to elicit certain behaviors for things like status or personal fulfillment. Critics of expectancy theory say theorists differ on how they define concepts (e.g., effort, motivation) and how they measure them. They also differ on research designs. No systematic approach being used across investigations. Expectancy theory does not specify which outcomes are relevant to which individual in which situation. Expectancy theory creates an implicit assumption that all motivation is conscious. Individuals are assumed to consciously calculate the pleasure or pain they expect to attain or avoid; then a choice is made. Although, it is generally accepted that individuals can't always be conscious of their motives, expectancies and perceptual process, expectancy theory says nothing about subconscious motivation. Studies testing this model have relied on employees from single organization who were doing the same or similar jobs. These studies seriously limit and restrict a range of expectancies and instrumentalism. These types of studies raise questions about generalizing the results of these studies to other situations.

2.2.2 Equity theory

Stacey Adams, while working as a research psychologist with the Electric Co. in Crotonville, New York, developed and tested an equity theory of motivation. The essence of the equity theory of motivation is that employees compare their efforts and rewards with those of others in similar work situations. This theory of motivation is based on the assumption that individuals, which work in exchange for rewards from the organization, are motivated by a desire to be equitably treated at work. A key management role is the maintenance of employee perceptions of equity in the workplace. Equity exists when employees perceive that the ratio of their inputs (effort) to their outcomes (rewards) is equivalent to the ratios of other similar employees. Inequity exists when these ratios aren't equivalent: an individual's own ratio of inputs to outcomes could be greater or less than that of others (Gibson et al, 2007). In essence, this theory proposes that individuals are motivated to maintain fair or "equitable" relationships between themselves and to change those relationships that are unfair, "inequitable" (Kini Hobson, 2008:605). Statistics of this theory, firstly, questioned the extent to which inequity that results from overpayment rewards, leads to perceived inequity simply because employees are seldom told they're overpaid. Secondly, equity focuses on short term comparisons. What about long term comparisons? Equity theory ignores reactions to experienced inequity. It's not like that two people will react somewhat differently to the same magnitude of inequity if they believe different things caused the equity. Practical terms, what the theory says is that if employees judge their inputs (efforts) in the organization to be rewarded fairly and justly in comparison to others doing the same job, employees will be motivated to work even harder to earn those rewards. If however, employees perceive that their inputs (efforts) are not rewarded fairly and justly in comparison to others doing the same job, employees will be less motivated and therefore exert less efforts in their jobs. In this context the role of managers is critical in ensuring that employees: Don't feel short-changed by the organization; Inputs (efforts) are recognized and remunerated fairly; and Outcomes are in pay

and benefits are fairly and justly distributed amongst all shareholders. This will in turn ensure that tensions and negative attitudes are not allowed to take root, which may assist in keeping workers happy and productive.

2.2.3 Job design theory

Job Design (JD) seeks to identify task characteristics of jobs, how these characteristics combined to form different jobs and their relationship to employee motivation, satisfaction and performance (Kini and Hobson, 2008). The Hackman – Oldham job characteristics model, a derivative of this theory developed in Japan contends that providing employees with task variety, task significance, task autonomy and feedback, will lead to three critical psychological states (experienced meaningfulness of the work, experienced responsibility for outcomes and knowledge of the actual results) which, in turn, will lead to high internal motivation, high quality work performance, high work satisfaction and low absenteeism and turnover (McAfee, Quarstein and Ardan, 2006).

2.2.4 Maslow's hierarchy of needs

One of the most widely cited and discussed content motivation theory is the need hierarchy model proposed by Abraham Maslow. Maslow defined human need as Physiological - the need for food, drink, shelter and relief from pain. Safety and security - the need for freedom from threat; that is, security from threatening events or surroundings. Belongingness, social and love - the need for friendship, affiliation, interaction and live. Esteem - the need for self esteem and for respect from others. Self actualization - the need to fulfill oneself by maximizing the use of abilities, skills and potential. Maslow's theory assumes that a person attempts to satisfy the more basic needs (physiological) before reacting behavior toward satisfying upper level needs (self-actualization). Lower order needs must be satisfied before a higher order need such as self – actualization begins to control a person's behavior. According to Maslow, a satisfied need is a cause to motivate. When a person decides that she's earning enough pay for contributing to the organization, money loses its power to motivate.

2.2.5 McGregor's theory x and theory y

McGregor's theory X is based on the assumption that people are inherently bad. This represents a pessimistic view of human nature. According to this theory, people do not really want to work. They have to be pushed, closely supervised and threatened with some type of punishment. He believed that workers have little or no ambition, prefer to avoid responsibility and will seek security as their major goal.

On the other hand, McGregor's theory Y is premised on the assumption that people are inherently good. This reflects an optimistic view of human behavior. According to this theory, work is as natural to people as play or rest. People's attitudes toward work depend on their previous job experiences and the conditions surrounding the job itself. If employees are able to understand and relate to their organization's goals, they will tend to be somewhat self-directed and will not need to be threatened or coerced into working. When given the proper encouragement, people will seek, rather than avoid responsibility and will often exercise considerable imagination and creativity in carrying out their duties. The above work climate or environment also promotes a Pygmalion effect (enhanced performance that results from others having positive expectations of us) where workers know that the supervisor/manager expects more from them. As a result, they simply perform more than expected. When a manager has high expectations about his employees, his expectations tend to become self-fulfilling prophecies. If a manager believes his employees are good, employees tend to behave in pleasing ways. Base on these, it can be deduced that a manager's negative attitude toward employees, that is characterized by mistrust, punishment and general disrespect, only helps to engender mistrust, disrespect, sabotage and generally negative attitude in employees. No one wins in this situation. Even the organization that feeds everyone suffers. Conversely, a manager's positive attitude toward employees that is characterized by trust, support, openness, unconditional mutual respect can help instill the same values in employees. This creates a win-win situation for all including the organization.

2.2.6 Opponent process theory

This is an interesting theory of job satisfaction by Landy (2007) which hypothesizes that job attitudes emanate from a person's physiological state. Opponent process theory assumes that when you experience an extreme emotional state, central nervous system mechanisms attempt to bring you back from a state of emotional equilibrium or neutrality. In returning to neutrality, the emotional state may even surpass equilibrium and progresses to the opposite emotional state. For example when you were first appointed to your job, you probably felt happy, even elated. This positive emotional state waned over time to a neutral state or perhaps to a slightly depressed or unhappy state. Opponent process theory presents an intriguing explanation of why job attitudes change over time and why workers may become bored with their jobs they once found satisfying. It does not explain, however, why some workers are continually either very satisfied or dissatisfied with their jobs. The opponent process theory inculcates high performance Cycle theory which is really an integration of work motivation and job attitude theories. This model uses the motivational framework of goal setting and predicts that high goals need high success expectations lead to high performance. High performance, in turn, produces

rewards, satisfaction and commitment to future goals. The model also considers the influence of personal and situational factors, such as ability and task complexity.

2.3 Types of motivation

Sansone C., Harackiewicz J M., (2009) in their book 'Intrinsic and Extrinsic Motivation' - the search for optimal Motivation and performance indicated that motivation can be categorized into extrinsic and intrinsic types of motivation.

2.3.1 Extrinsic Motivation

Extrinsic motivation is caused by the expectation of external sanctions to their own behavior. It is expected to achieve a reward or avoidance of punishment or of any potential unintended consequences. In other words, the conduct is instrumental: it becomes a means to an end. For example, by obtaining an economic, social or psychological reward (a bonus, the approval of their peers or recognition of your supervisor.) Or it can be taken to avoid unpleasant consequences (the refusal of a salary increase, the rejection of others, or loss of confidence by his boss). Extrinsic motivation depends on another, other than the acting individual. That one can perceive a behavior, or you can evaluate it according to their standards. And also has the option of providing or not the rewards or punishments. Thus there is no guarantee that the conduct which the individual believes will lead right to the goal that promoted such behavior. Extrinsic motivation arises from incentive motivation and consequences that is contingent on the observed behavior.

2.3.2 Intrinsic Motivation

According to Green (2009), employees are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen. Managers can motivate employees by setting in motion the conditions required for motivation, namely; confidence, trust, satisfaction and creating an environment that reinforces those conditions. Green recognizes three of Herzberg's motivators as being crucial in motivating people. These are recognition, interesting work and responsibility. He says, over and above monetary reward, what people crave is praise. They need assurance that their efforts are known, valued and appreciated. Sometimes all it takes to satisfy this deep desire is a sincere "well done", preferably delivered in front of their peers. Making people work interesting means driving away boredom because it's a great de-motivator. Make their work meaningful and you will spur them to realize their own highest potential. Intrinsic motivation is caused by the gratification derived from implementing the individual's own behavior. The behavior is expressive: it is both means and end. The realization, for example, is a challenging job for which you have the skills, means that the activity is in itself satisfactory. With intrinsically motivated behavior, the motivation comes from internal needs and the satisfaction provides spontaneous activity. The intrinsic motivation by contrast, dispenses with any externality (Self-sufficient). Therefore, the emerging theories of motivation emphasize the importance and potential of intrinsic motivation without reinforcing means to the role of the external sanctions.

2.4 Factors to consider when designing motivational policies for teachers

According to the Motivation Policy for Teachers of Ghana Senior High School – Koforidua (2005)', teachers motivational policies will be considered by the following factor:

2.4.1 Concerns of the parents teachers association (PTA)

The parents teachers association (PTA) is an autonomous body that comprises the union of parents who have brought their wards to school and the teachers of their wards. The Parents Teachers Association (PTA) of schools play the major role as far as teacher motivation is concerned. In most cases, the motivation of teachers is initiated and implemented by the Parents Teachers Association (PTA).

2.4.2 Teacher performance

According to Robbins and DeCenzo's report in their book "Supervision Today," every employee within a company is different and, therefore, is motivated to perform well for different reasons. Due to the differences within an organization, it is important for a manager to get to know his/her employees and understand what motivates their performance. "If you're going to be successful in motivating people, you have to begin by accepting and trying to understand individual differences.

2.4.3 The nature of the teachers' job

One motivator for employees is a feeling that the job itself is worthwhile. According to Dr. Sunil Ramlall in his article "A Review of Employee Motivation Theories and their Implications for Employee Retentions with Organization", these employees feel personally responsible for their work and believe that is a meaningful job. Employees who take personal responsibility for their work and believe that it is making a positive impact will strive hard to perform very well, leading to employee loyalty and improved productivity.

2.4.4 Work Environment of the Teacher

Employees have a desire to be part of a company with a positive and encouraging work environment. Motivating input and strong working relationships during the workday will provide an environment that employees will want to be a part of. According to "Supervision Today," this involves focusing employees on achievement and

maintaining equity in the workplace. This idea of equity has to do with the perception employees have of their importance in relation to others within the company. If employees do not believe they are treated with equity they will not perform well.

2.4.5 Public Recognition

Sandy Smith, in "Motivating Employees in Tough Times," points out the importance of recognizing employees who work daily to live out the values of a company. Employees like to receive acknowledgment and praise from managers of a job well done. Companies that make public recognition a part of their normal protocol will create an environment for employees to perform well. Praise is an excellent motivator.

2.5 The influence of motivation on job performance

In Abraham Maslow's theory of needs and McGregor's theory X and Y, it is pointed out that motivated employees always look for better ways to do a job, thus their morale is boosted and are ready to go the extra mile as far as their task is concerned. Motivated employees are more quality oriented. With this they point out that the results of motivation and job satisfaction is quality and efficiency. They further maintain that motivated workers are more productive. Thus the end result of quality and efficiency is increase in productivity.

A report made by Cassandra B. Whyte (2007), points out that motivation directs employee's behavior toward particular goals. When employees are both intrinsically and extrinsically motivated with regard to a target, they put in positive behaviors towards the achievement of such target. Motivation also leads to increased employee effort and energy towards their jobs. It serves as an energy booster to employees and encourages them to put in extra effort with regard to their jobs. Increased in initiation of, and persistent in, activities as pointed out by Cassandra in her report is another attribute of satisfied employees well motivated. Motivation also enhances cognitive processing employees. Apart from the impart motivation has on employees, it also assist management to determine what consequences are reinforcing. The ultimate influence here is that, lead to improved employee job performance.

2.6 Strategies for increasing motivation

2.6.1 Job Enrichment

According to Michael and Paul, 2008, job enrichment provides employees with an opportunity to grow psychologically and mature in a job. Job enrichment attempts to make the job itself motivational. Research indicates that jobs higher in enrichment factors result in higher satisfaction; however, research also indicates that enriched jobs require more training time and result in slightly higher anxiety and stress. Job enrichment increases a job's range and depth, which refers to the number of activities and the autonomy, responsibility, discretion, and control.

2.6.2 Merit Pay

A study by Milkovich and Newman, 2008, reveal that, in order to motivate, a salary plan must demonstrate that good performance leads to higher levels of pay, minimize any negative consequences of good performance, and relate other rewards to good performance. The money that employees receive is actually a package made up of salary, and other fringe benefits such as transport, housing, furniture, medical allowance. Others include meal subsidy and utility allowances. The money that employees receive is actually a package of salary and benefits. Theories of motivation suggest that salary and benefits have influence on effort and persistence. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. In Herzberg's two-factor model pay is a maintenance factor that should not contribute significantly to motivation. In expectancy theory, pay can satisfy a variety of needs and influence choice and behavior, while in equity theory, pay is a major outcome that one compares with other employees.

2.6.3 Flexible working Hours

According to Pierce, 2009, flexible time is intended to ensure that the work of the organization is accomplished and, at the same time, to permit employees and their supervisors to establish work schedules that recognize individual and family needs. Organizations are faced with an increasingly diverse workforce that includes nursing mothers, single parents with young children, employees with very different responsibilities, and those taking classes or pursuing degrees to improve skills and abilities or for self-improvement. The concept of flexible working hours has motivational appeal to many of these workforces. Research indicates that flexible scheduling can be motivational in that job satisfaction is improved and absenteeism reduced. The ability to accommodate employee needs is a healthy and positive approach to motivation.

2.6.4 Incentives

Motivation increases with greater incentive value. In the context of climbing competitions, one may be motivated by the possibility of placing in the cash. For most, the true incentive are the feelings experienced in cranking a hard climb, winning a comp, or as Jerry Moffatt says "just burning someone off." Incentive motivation gets stronger the closer you are to the event or your goal. Set lots of short-term goals, in addition to a

couple long-term aims, to shoot for (and hopefully achieve) on a regular basis. Too long a delay between your actions and their payoff makes it more difficult to stay motivated. This explains why an active “tick-list” (a detailed list of routes to do) is such a great motivator. If you are regularly sending routes on that list then it’ll be awfully easy to train between climbing trips.

2.6.5 Positiveness

Confident, positive climbers are highly-motivated, successful climbers. Conversely, if you have a lack of confidence or are constantly negative about things, then your motivation is probably about 20,000 leagues under the sea. Maybe more than any other trait, your degree of positiveness (in general) is something you learned as a child. Fortunately, a day-to-day effort to turn your negative thoughts around can have dramatic effects on your confidence and degree of motivation. You must first become aware of your negative thoughts. Statements questioning the value of training or predictions of poor performances may be the most common among climbers. Learn to immediately counter these thoughts with something positive. Use self-talk and self-instruction such as “this will help me build strength,” “stick it,” or “I can do it.”

2.7 Ghana education service

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCDC 247 and subsequently amended by NRCDC 252, 357 and SMCD 63. The GES is governed by a fifteen-member council and other divisions at the GES headquarters. The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service. The Ghana Education Service is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training.

2.7.1 Teachers motivation as provided by the Ghana Education Service.

Under the Civil Service Law 1993, PNDC Law 327, The Government, the Ministry of Education and the Ghana Education Service in 2010 replaced the Ghana Universal salary structure (GUSS) with the Single Spine Salary Structure (SSSS) where the Ministry of Education, the Ghana Education Service and the leadership of the various teacher unions agreed on a 15 percent salary increment as teachers retention premium as a motivation package for teachers.

The Ghana Education Service in 1995 instituted an award scheme to appreciate the role played by teachers of the Ghana Education Service in the delivery of quality education. This award is given on yearly bases to motivate best performing teaching and non teaching staff. Winners of this award are given a two bedroom house built at the location of their choice and a car.

3.0 RESEARCH METHODOLOGY

Ghana Senior High School – Koforidua (GSHSK), Eastern region, is chosen as the case study. GSHSK is located in Koforidua, New Juabeng Municipal Assembly. It is wholly owned by the government of Ghana. In this study, the researcher employed a cross-sectional design approach in which information is elicited from teachers of Ghana Senior High School in a number of different conditions in order to assess the influence of motivation on them.

3.1 RESEARCH DESIGN

In this study, the researcher employed a cross-sectional design approach in which information is elicited from teachers of Ghana Senior High School in a number of different conditions in order to assess the influence of motivation on them.

3.4 RESEACH POPULATION AND SAMPLING TECHNIQUE

The total population for this study is made up of all the teaching staff of Ghana Senior High School Koforidua. The total population is eighty – five. For the purpose of this study, census sampling technique was used to sample out respondents, therefore all the 85 respondents were used for the study. This is due to the fact that, the total population is fairly small, and that the data could be collected from all the respondents. As a result of this, all 85 respondents were used. Instrument employed to retrieve information include interviews and questionnaire. However questionnaires were used in this case. Questionnaires were chosen over interviews because respondents felt reluctant to disclose certain vital information which they deemed confidential. The questionnaires were made of both closed ended and open ended questions. Open ended questions have possible answers to the questions provided but closed ended does not have any possible answers for the respondents to choose from and thus expects the concrete opinions of respondents. To ensure that all aspects of the research are analyzed before drawing relevant conclusion, statistical package for social science (SPSS) version 16 was used to analyze the data.

4.0 FINDINGS

.Findings from the 50 questionnaires distributed to respondents revealed that extrinsic motivation is the type of motivation adopted by management of Ghana Senior High School. – Koforidua. Factors such as the requirement of the national best teacher award scheme, teacher performance and the work environment of teachers, the major factor considered by management of Ghana Senior High School in designing motivational policies for teachers is the concerns of the parents teachers association. With this, teachers meet with parents to design and implement better motivational packages for teachers. Out of the responses given by teachers, the most paramount was that motivation help to release pressure on teachers' salaries also motivation encourages teachers to make quality decision regarding their roles. itbrings about change in teachers performance and that inadequate motivation increases stress associated with work and brings about frustration coupled with confusion among teachers of Ghana Senior High School. moreover, compensation on job performance encourages teachers to meet targets . Finally, job enrichment and merit pay are the two effective strategies for increasing motivation in Ghana Senior High School.

4.1 SUGGESTIONS

After a thorough research on the influence of motivation on teachers of Ghana Senior High School, the researcher came up with the following suggestions:

The researcher discovered that intrinsic motivation is a major type of motivation for an effective job performance in Ghana Senior High School. However management of Ghana Senior High School adopts only extrinsic motivation. The researcher therefore suggests that management of Ghana Senior High School could use intrinsic motivation hand in hand with extrinsic motivation in encouraging teachers for effective job performance. Designing motivational packages for teachers is vital in teacher motivation scheme and as such cannot be undertaken only by management. In view of this, teachers, parents and management must come together to decide on which compensation is available for which performance.

The researcher also suggests that teachers should be strategically lured, enthused and kept focused on their job content so that they remain motivated by building relationship of trust and understanding with teachers, parents and management balanced with the application of fair authority.

It was discovered regarding the study that there is one award made available to teachers and this is on the national level. The researcher therefore suggests an introduction of internal achievement awards for best performing teachers on yearly bases, to encourage best practices.

Finally, the main function of a teacher is to impact knowledge and social discipline to students. This requires a kind of relationship between teachers and students which determines the success of the teacher's objective. In view of this, the researcher suggests that a social milestone for unbroken service between teachers and students is in place to encourage a positive social relationship among teachers and students.

4.2 CONCLUSION

The researcher concludes that motivation is a major determinant of job performance in every organization of which Ghana Senior High School – Koforidua is no exception. As indicated by Green (2009), 'motivation is a set of energetic forces that originates both within as well as beyond the individual's being to initiate work related behavior and to determine its form, direction, intensity and duration'. In view of this, the motivation of teachers of Ghana Senior High School must adequately be designed and implemented for effective teacher performance.

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Number of teachers in each department

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid SCIENCE	21	24.7	24.7	24.7
GENERAL ART	44	51.8	51.8	76.5
BUSINESS STUDIES	12	14.1	14.1	90.6
HOME ECONOMICS	4	4.7	4.7	95.3
VISUAL ART	4	4.7	4.7	100.0
Total	85	100.0	100.0	

Table 2 Types of motivational practices adopted

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Intrinsic motivation	34	40.0	40.0	40.0
Extrinsic motivation	51	60.0	60.0	100.0
Total	85	100.0	100.0	

The statistics in table 1 shows that, out of the 85 respondents, 21 representing 24.71% are in the Science department, 44 representing 57.76% are in the General Art department and 12 which represent 4.71% constitute both Home Economic and Visual Art departments respectively.

Table 2 highlights the major types of motivational practices practiced in Ghana Senior High School– Koforidua. Out of the 85 respondents, 44 respondents representing 40% indicated intrinsic motivation while 51 respondents representing 60% indicated extrinsic motivation. This shows that the majority of teachers in Ghana Senior High School are extrinsically motivated to work.

Table 3 Factors management consider for designing motivational policies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Concerns of the parents teachers association	32	37.6	37.6	37.6
Requirement of the national best teacher award scheme	24	28.2	28.2	65.9
Teacher performance	11	12.9	12.9	78.8
Work environment	9	10.6	10.6	89.4
All the above	9	10.6	10.6	100.0
Total	85	100.0	100.0	

The table shows responses on what factors management consider in designing motivational policies for teachers of Ghana Senior High School. It is clearly shown that the concerns of the parents teachers association remains paramount in designing motivational policies for teachers of Ghana Senior High School by management.

Table 4 Method employed to increase the motivation of teachers of Ghana Senior High School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Job enrichment	33	38.8	38.8	38.8
Merit pay	33	38.8	38.8	77.6
Flexible working hours	19	22.4	22.4	100.0
Total	85	100.0	100.0	

According to the survey, job enrichment and merit pay are the two preferred methods that can effectively be employed to increase the motivation of teachers of Ghana Senior High School - Koforidua. It is so because when respondents were asked the method that can effectively be employed to increase the motivation of teachers of Ghana Senior High School, out of the 85 respondents, 33 representing 38.82% indicated job enrichment. Another 33 representing same 38.82% indicated merit pay and the remaining 19 respondents representing 22.35% chose flexible working hours.

Table 5 Some areas of life financial motivation support

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Meets electricity and gas expenses	13	15.3	25.0	25.0
solve some petty family financial problems	11	12.9	21.2	46.2
releases pressure on salary	20	23.5	38.5	84.6
Meets unexpected expenses	8	9.4	15.4	100.0
Total	52	61.2	100.0	
Missing System	33	38.8		
Total	85	100.0		

Regarding the table above. This clearly indicates that financial form of motivation in Ghana Senior High School has some relieve impact on the majority of teachers.

Table 6 Motivations bring about change in teachers performance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	41	48.2	48.2	48.2
Agree	44	51.8	51.8	100.0
Total	85	100.0	100.0	

Motivation can bring significant changes in the teachers performance based on the table above. That is, with proper design and implantation of motivational packages, employee performance level are likely to improve. This is clearly seen as presented in table.5 that out of the 85 respondents, 41 representing 48.24% strongly agreed and the remaining 44 representing 51.76% agreed to the statement 'Motivation brings about change in teachers performance'

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