

The Influence of Motivation on Performance of Teachers in the Hohoe Municipality of Ghana

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Abstract

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. Consequently this study investigated the effect of motivation on the performance of primary school teachers in the Hohoe Municipality of the Volta Region. Specifically, the study sought to find out whether motivation of teachers had any effect on their morale to perform. A descriptive survey research design was adopted where a total sample of 135 respondents including teachers, head teachers, school management committee members (SMC) and the Hohoe Municipal Education Officer (MEO) constituted the respondents for the study. Primary data was collected using structured questionnaires for teachers as well as key informant interview guides for head teachers and the MEO. A focus group discussion was also held with SMC members in the area. Consequently, both qualitative and quantitative data were collected. Findings revealed a significant influence of motivation on the performance of teachers in the municipality through existing reward systems (e.g. salary, bonuses, promotion). In order to improve teacher motivation and performance at work, the study recommended increase in salary of primary teachers to match the increased cost of living, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance among teachers.

Keywords: motivation, performance, reward system.

1. Introduction

One of the most important factors that move every humans to achieve their goal is motivation. It is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. Globally, many organizations are relying on employees for success and competitiveness (Mayo *et al.*, 2010). Hence, motivation has become a familiar concept and being used by most organisations as a tool for organizational success all over the world. Understanding what motivates an employee has always been a key challenge for managers, but considering the importance of it for an organization's success, one has to continuously attempt to understand it better. With human capital gaining prominence over financial capital in the recent times, it becomes all the more important. Today, the competitive advantage of a business is determined by its people. Hence, the use of good motivation is becoming more and more critical (Armstrong, 2006).

According to psychologists, 'motivation' is a force that determines the direction of the person's behavior, level of effort and performance in an organization (Gareth, 2000). From the management perspective, it drives efforts to satisfy the needs, desire and wishes of individuals (Maicibi, 2003). Staff motivation, therefore, in institutions refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best (Lubanga, 2006). In institutions, staff motivation and welfare help to uphold the staff firmly together and inspire them to achieve set goals.

Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self-applied. Examples of intrinsic motivation are achievement, challenge and competence which are derived from performing one's job well (Afful-Broni, 2004). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Mankoe, 2006).

Performance refers to the outcome from any economic activity and in secondary schools it is basically on teachers' academic performance like teaching and marking, preparing report forms, attending staff meetings, schemes of work and lesson plans. However, accordingly to Armstrong (2003), performance is the behavioral aspect that defines the way in which organizations, teams and individuals get work done. Taking all together, Armstrong (2003) contends that, performance is a function of motivation, and ability to cope with the task in a given environment. Performance as a function of motivation, and involves achieving business objectives and responsibilities from the perspective of the judging party.

According to American Psychological Association's Psychologically Healthy Workplace Award, winners report an average turnover rate of 9% compared to 41% nationally. It further stated that only 30% of their

employees report unsatisfactory reward management practices as compared to 73% nationally. This is an indication that reward systems affects labour turnover and performance in the organization. Another study by Towers Perrin (2008) on 50 global economies revealed that those with highly engaged employees due to effective reward management systems increased operating income by 19% and earnings per share almost 28% over one year. However, companies with low employee engagement levels showed declines of 32% in operating income and 11% in earnings per share. According to the 2010 annual report of Vodafone Group Plc, the company had a turnover rate of 15.8% in 2008, 13% in 2009 and 13% in 2010.

Many reasons have been attributed to the failure of some Ghanaian organisations in their bid to achieve their goals. Common among them is low employee motivation that mostly concentrate on financial rewards (Gneezy, Meier & Rey-Biel, 2011). Most organisations in Ghana typically place more emphasis on traditional rewards that are typically extrinsic and financial in nature in the bid to motivate the employees to achieve competitive advantage. These managers often pay too much attention to financial rewards at the expense of non-financial rewards such as work/life balance, employee recognition, job enrichment, career development, job security, and sense of affiliation, which all bear relational and personal orientation to the work itself. More often than not, these motivations are not equitably distributed and consequently employees are discontented and dissatisfied (Fehr & Fischbacher, 2004).

A number of schools have resorted to use different motivational practices to influence teachers and improve on their performance. Despite the possible strategies put in place by the administrators in order to increase the performance of teachers in most schools in Volta Region, there has been a variation in performance of schools in the Hohoe Municipality over the years. There are a lot of problems regarding the quality of teachers in terms of teaching methods, counseling and training, professionalism and performance. Such problems are related to the inadequate supervision and guidance of teachers, limitation of budget, accessibility of professional teachers, influence of the media, unfriendly school climate and environment, and lack of support from various stakeholders. All quality limitations of the education components lead to the lower quality of graduates. The issue of poor academic performance of students in Hohoe Municipality has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Hohoe Municipality and Volta Region at large. The quality of education depends on the teachers as reflected in the performance of their duties.

Over time, pupil's academic performance in both internal and external examination had been used to determine excellence in teachers and teaching (Ajao, 2001). Teachers have been shown to have an important influence on student's academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe 2001).

This study was designed to determine if the influence on teacher's motivation will promote their performance which will go in a long way to have an impact on the students.

1.2 Research Methodology

The study was carried out in the Hohoe Municipality in the Volta Region. It has thirty primary schools which include twenty-two government aided schools and twenty-two primary schools. The study area was considered appropriate because of the low performance of teachers despite the various monetary and non-monetary motivators given to them. Besides, the area has a high concentration of primary schools. The study used a descriptive and correlational research design because of the nature of the variables that were at hand to produce data. The study was carried out among teachers in 12 primary schools in the Hohoe Municipality. Overall, 135 respondents participated in the study which include 113 teachers as primary respondents, 12 head teachers, 1 Municipal Education Officer (MEO) as key informants and 9 School Management Committee (SMC) members.

A list of all primary schools in Hohoe Municipality was obtained from the Municipal Education office and used to select schools for the study. Primary schools were categorized into private and government owned. By stratifying the primary schools according to ownership, it facilitated comparison of motivators and teacher performance in each category of schools. Out of the 30 primary schools in Hohoe Municipality, 12 primary schools were studied. They include 6 private aided and 6 government aided which is to help attain a balanced representation in the sample.

Twelve (12) head teachers of the selected schools were purposively selected as well as one Hohoe Municipal Education Officer (MEO). However, 9 members of the School Management Committees also participated in one focus group discussion. The SMC members participated in the study to represent parents' views regarding teachers' performance in schools. The MEO participated in the study because he is the government representative and supervisor of the education standards and also the welfare of teachers in the Municipality.

Questionnaire was the major instrument that was used in data collection. An interview guide was designed and administered to key informants to capture qualitative information. One focus group discussion composed of

9 SMC members was organised to capture views of parents' representatives regarding the how teachers are motivated as well as their performance in primary schools. The main sources of secondary data included schools reports to teacher welfare committee minutes, reports and publications, public records and statistics. From these sources, location of the study area, population characteristics and existing literature related to the topic were obtained.

To ensure validity and reliability of instruments, the instruments were developed and rigorously pre-tested. After the questions are designed, they were pre-tested to a tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to realign them to the objectives. The study administered one type of questionnaire to teachers and using Cranach Reliability Test, Alpha Values of 0.753 were attained, implying that the tool was suitable for assessing the effect of motivation on teacher performance in primary schools in Hohoe Municipality. Data from the semi-structured interviews was entered in a computer and Statistical Package for Social Scientists (SPSS) programme was used to do the analysis.

2.0 Literature Review

2.1 Theories of motivation

Various theories of motivation help management to understand employee behavior and how reward could be employed to realize organizational growth. These theories of motivation are categorized into Need Based and Cognitive Process theories. Need based theories of motivation suggests that needs are arranged in a hierarchy and emerge in a particular pattern, in which certain groups of needs emerge first and must be satisfied before other needs. The need based theories of motivation to be discussed are Maslow's Hierarchy of Needs; which identifies that within a person's existence, there are five hierarchies of need levels which are physiological needs, safety needs, social needs, esteem needs and self-actualization needs. Another need based theory is the Alderfer's Existence, Relatedness and Growth theory which further reduces Maslow's hierarchy of needs into three levels of needs, Existence, Relatedness and Growth. The second group of motivation theories, called cognitive process theories, recognizes that motivation is based on a person's thoughts and beliefs. These theories attempt to explain the sequence of thoughts and directions that energizes, directs and control behavior. The cognitive theory to be reviewed is; Equity Theory; which highlights that motivation is strongly influenced by the desire to be treated fairly and by people's perception about whether they have been treated fairly.

2.2 Maslow's Hierarchy of Needs Theory of Motivation

Maslow's hierarchy of needs is almost certainly the best-known theory of motivation extensively used by managers. The theory argues that within a person's existence, there is a hierarchy of five need levels: physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. The physiological, safety, and social needs together are lower level needs or survival needs, while esteem and self-actualization needs together are higher level needs, or growth needs.

The physiological needs comprise food, water, shelter, and clothing, which are accomplished by use of money. The survival needs are powerful motivators for people to report for work to earn money. People, whose survival is threatened, will work in any job so that they can earn money to meet their lower level needs. Also, the safety needs can be covered by indirect financial rewards such as benefit schemes that may include medical cover, pension plans and disability insurance, while higher classify needs such as the esteem needs, can be attained through use of merit-based pay (Bagraim, 2007; Shields, 2006; and Swanepoel et al., 2003).

2.2.1 Implications of Maslow's Theory of Motivation

Maslow's theory highlights that organizations must identify the level of needs at which the employee is present at, and then the needs must be addressed as a drive for motivation. If the basic needs such as physiological and safety needs are not met, organizations will not be able to fulfill the other levels of needs indicated. Not all employees are directed by a similar set of needs. It is through this realization that organizations are required to tailor reward programs that suit an employee's needs.

2.2.2 Critics of Maslow's Theory of Motivation

Abraham Maslow's hierarchy of needs is one of the most popular models in leadership writing. Developed in 1948, the hierarchy of needs is pervasive across many disciplines, including business, management, marketing, parenting, technology, education and psychology. Although Maslow's hierarchy of needs theory is very accepted and useful for motivation purposes, it has not been supported by sufficient empirical evidence (Armstrong, 2001). It is argued that fundamental human needs are non-hierarchical, and are ontologically universal and invariant in nature. For instance, part of the condition of being human and also being affected by poverty, may result from any one of these needs being frustrated, denied or unfulfilled. Again, the order in which the hierarchy is arranged, (with self-actualization as the highest order need) has been criticized as being ethnocentric by Geert Hofstede.

His criticism of Maslow's pyramid as ethnocentric may stem from the fact that Maslow's hierarchy of needs neglect to illustrate and expand upon the difference the social and intellectual needs of those raised in individualistic societies and those raised in collectivist societies might have. Maslow created his hierarchy of

needs from an individualistic perspective, being that he was from the United States, a highly individualistic nation. Since the hierarchy was written from the perspective of an individualist, the order of needs in the hierarchy with self-actualization at the top is not representative of the needs of those in collectivist and other cultures.

2.3 Alderfer's Existence, Relatedness and Growth Theory of Motivation

Clayton P. Alderfer's theory is a model that appeared in 1969 in a psychological review article entitled "An Empirical Test of a New Theory of Human Need". In a reaction to Maslow's famous hierarchy of needs, Alderfer distinguishes three categories of human needs that influence workers behavior; Existence, Relatedness and Growth. Alderfer classified all human needs into three broad needs as follows:

Existence needs: These needs are basic material needs for one's existence or survival. Psychological and safety needs (such as hunger, thirst and sex-Maslow's first two levels).

Relatedness needs: These are needs that desire to establish, maintain and develop inter-personal relations. Social and external esteem (involvement with family friends, co-workers and employers-Maslow's third and fourth levels).

Growth needs: These are needs for the fulfillment of one's development as well as internal esteem and self-actualization (desires to be creative, productive and to complete meaningful task-Maslow fourth and fifth levels).

In addition, the ERG model acknowledges that if a higher need remains unfulfilled, the person may regress to lower level needs that appear easier to satisfy. This is known as the Frustration Regression Principle and vice versa referred to as Satisfaction Progression.

2.3.1 Implications of Alderfer's Existence, Relatedness and Growth Theory of Motivation

Organizations must appreciate that an employee has several requirements/needs that must be satisfied at the same time. According to the ERG theory, if the organization focuses exclusively on one requirement at a time, this may not successfully motivate the employee. The frustration-regression aspect of the theory has an auxiliary influence on workplace motivation. For instance, if an employee is not provided with development or learning opportunities in an organization, the employee may revert to meeting the relatedness need such as socializing needs. However, if the environment or circumstances do not permit, the employee may revert to the need for monetary rewards to satisfy those socializing needs. The earlier the organization comprehends and determines this, the more steps it will take to fulfill those needs which are unfulfilled until such time that the employee can pursue growth.

2.3.2 Critics of Alderfer's ERG Theory of Motivation

In Clayton Alderfer's ERG theory, the fact that the needs are not strictly demarcated goes against the theory. This is one of the important reasons for lack of popularity for Alderfer's theory. The term 'relatedness' used in the theory is particularly confusing; and like other content theories, it fails to contribute effectively to human resource management.

2.4 Adam's Equity Theory of Motivation

Equity theory suggests that employees compare their pay with what other employees get as their pay. Satisfaction with pay is connected with the pay employees receive from their organizations compared with the amount received by others. The theory also indicates that pay satisfaction depends on the difference between the actual pay received by employees and what they feel they should have received (Armstrong and Murlis, 1994).

According to Bagraim (2007), employees who perceive that they have been under-rewarded or over-rewarded, restore equity by changing their own inputs, or choosing a different person for comparison, or ultimately quitting the job. Equity theory is vital because it highlights the fact that employees are not only concerned with the absolute amount of rewards they receive, but with the rewards they receive relative to the rewards of others. Therefore it recommends that managers should not underpay or overpay some of their employees, but ensure that every employee is treated fairly.

2.4.1 Implications of Adam's Equity Theory of Motivation

Employees compare themselves with other employees who do not put in the inputs that are equal to the outputs they receive. They tend to compare themselves with other employees to find out if they are being treated fairly. Also, employees may seek the balance between their inputs and outputs and it is not always possible to give them correct balance. However, to give a fair outcome to all employees, the managers should try to understand the employees better. They should know what the employee are aiming for and try to give them the best possible reward they expect.

2.4.2 Critics of Adams Equity Theory of Motivation

A number of criticisms on equity theory concern the artificial laboratory conditions in which the theory was tested. Yet, another more pertinent issue is whether the theory as suggested by Adams (1965) really holds. Most studies have been unable to answer this as it requires the theory to be evaluated within each person's value system. Traditional research on equity theory only measures whether the work effort increases or decreases, but

fails to test whether the magnitudes of these increases or decreases are in line with what equity theory will predict. Hence, at best, this theory provides weak support for Adams model because a variety of alternative models are able to make the same predictions (Joeri, 2012).

2.5 Empirical Evidence

2.5.1 Relationship between motivation and job performance

According to Kerr, *et al.*, (2005) a motivation system illustrates the exchange relationship between the organization and employees. It defines the contributions from employees and the responses an individual can expect to receive from the organization as a return for their performance (Kerr, *et al.*, 2005). Motivating the excellent and outstanding performance is to appreciate contributions of employees and acknowledge their efforts publicly (Whitaker, 2010). The empirical research conducted by Azasu (2009) shows that organizations that introduce the total regular motivation systems have better performance than companies that do not apply the strategy. According to Lawler *et al.*, (2006), reward system is needed to motivate performance and encourage employees to enable them to improve their skills and capabilities.

The study of (Gross, *et al.*, 2004) mention that many organizations do not realize the causal relationship between their performance and a motivation strategy. In order to attract and retain the top performers at the affordable and sustainable costs, management needs to ensure their total rewards strategy is properly aligned with the organization strategy (Hansen, 2007; Taylor, 2010).

Adams, *et al.* (2008) further added that the imbalance between employees' contributions and the returns of their performance cause employees tend to be unsatisfied with the workplace and not motivated. If the reward system is attractive and employees perceive they may get the rewards, they will change their behaviors and tend to exert more effort into their work in order to achieve the required performance (Zhou, *et al.*, 2009). Motivated employees are more willing to contribute vigor and dynamism to the organization. This improves the quality and quantity of work performed and subsequently brings significant improvement to the organization (Hooi, 2007; Unnikrishnan, 2009). Hooi (2007) suggests that organization should recognize employees' satisfaction as a vital goal to achieve because it affects the organization's profitability, productivity, employee retention and customer satisfaction. It is believed that satisfied and motivated employees will generate better customer satisfaction and subsequently bring positive impact to the organizational performance (Banker, *et al.*, 2007; Hooi, 2007).

Kohn's (1993) research findings is of a different view in the determining the relationship between motivation and performance. Kohn's (1993) research indicates that, motivations are not effective in the long term. Kohn's (1993), research indicates that, a reward can be effective in controlling a behavior but it does not support people in developing a good value system, nor does not help students become critical thinkers, self-directed learners (Kohn, 1993).

Motivational Rewards are rooted in control – they are given for performing something that another individual has defined as desirable. The net result is people feel punished (Kohn, 1993). Rewards damage relationships; one person clearly has power over the other as the giver of the reward (Kohn, 1993). Even within groups rewards can foster a hostile climate. Another reason Motivational rewards stifle motivation is that they ignore reasons. According to Kohn, rewards do not require any attention to the reasons that the trouble developed in the first place (Kohn, 1993). The greatest reason that rewards stifle intrinsic motivation is that they discourage risk taking (Kohn, 1993).

In summary, the research by Kohn (1993) shows that rewards make people feel controlled, they discourage teamwork and cooperation and they discourage risk taking. It seems easy to conclude that rewards do not help teachers become intrinsically motivated teachers.

2.5.2 Motivation and the total Reward Systems

Every motivation system brings components such as learning and development together with aspects of the work environment, into the benefits package. In the total reward and motivation system both tangible and intangible rewards are considered valuable. Tangible rewards arise from transactions between the employer and employee and include rewards such as pay, personal bonuses and other benefits. Intangible rewards have to do with learning, development and work experience. Examples of these types of rewards are opportunity to develop, recognition from the employer and colleagues, personal achievement and social life. The aim of total reward is to maximize the positive impact that a wide range of rewards can have on motivation, job engagement and organizational commitments. (Armstrong & Brown, 2006).

A motivation system also reflects both extrinsic and intrinsic motivations. Extrinsic rewards are defined as those remuneration factors that are external to the job such as pay, work condition, security, benefits, promotion contract of services and work environment.

An intrinsic motivation is defined as acts of doing an activity for its inherent satisfaction rather than for some separable consequence (Ryan and Deci, 2000). It fulfills employee's intrinsic factors or motivators, thus motivating him. Examples include by giving challenging task, getting involved in decision making process, giving a higher rank in hierarchy etc. All these rewards do not require any increased in salary but the employee is

still being motivated, feeling a sense of satisfaction of being given the opportunity of working at a higher management rank.

2.5.3 Components of motivation systems.

Intrinsic rewards may be just as important as extrinsic rewards in motivating employees to have a better performance (Harpaz, 1990). (Deci, 2000) further states that people will be intrinsically motivated when they experience interest, happiness and enjoyment in performing an activity. Intrinsic motivation exists in the activity itself without giving any apparent reward.

(Zhou, *et al.*, 2009) mentions that people are no longer working simply for pay. They pay attention on personal growth such as improvement of capabilities, acquisition of new knowledge and valuable skills. Moreover, (Pollack, 2004) states that several intrinsic rewards such as great autonomy, recognition, flexibility in the work schedule can be used extensively by organizations in order to motivate employees. Accordingly to (Yukl, 2002), recognition of employees' performance can be in the form of praise, awards or through ceremonies.

Extrinsic rewards are usually referred to the monetary rewards that are provided by an organization through the person who has significant influences on employees' working behavior.

Extrinsic rewards are proved to have strong association with continuance commitment of employees to the organization (O'Reilly, *et al.*, 1986, Caldwell, *et al.*, 1990). The external rewards motivate employees to perform value-added tasks to organization they served (Prendergast, 1999; Bonner, S. and G. Sprinkle, 2002). There is an enhanced attention to various forms of extrinsic motivation because most of the activities involved by people are not inherently attracting and interesting (Deci, 2000; Gagné, *et al.*, 2005) due to most organizational activities not intrinsically motivating (Gagné, *et al.*, 2005); greater focus on extrinsic motivation and in particular the emphasis on different types of extrinsic motivation is essential for a better understanding of motivation and employees behavior in organizations.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions often use fringe benefits as a means of improving on the teachers' performance (Dessler, 2003) and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

In institutions, there are no clear policies of determining how these fringe benefits are paid neither are they based on superior or low performance indicators. When performance and expectations are high and motivation is very low, this reduces morale in them as well as performance (Maicibi, 2003). In most institutions, administrators do not give enough recognition to their members of staff regarding the schools' staff actual performances and lack information on who performs what, when and to what extent.

The nature of working conditions in any organization lays a basis for good performance. According to Herzberg as quoted by Maicibi (2003), the working conditions properly manipulated by the management and leadership hence, job satisfaction and subsequently motivation in employees. The nature of working conditions in institutions capture the conditions in which employee work, and are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003).

As conceptualized by Herzberg (2003), good working conditions create job satisfaction and motivation of employees and where such conditions are inadequate, lead to dissatisfaction of employees; others leave the organization and develop negative attitudes towards the organization thus affecting their performance at the work place. Ssekamwa (2001), contends that clean environment, classroom, staffroom, adequate rooms for teachers, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in schools. In similar development, Robbins and Maicibi (2003) assert that most employees prefer physical surroundings that are not dangerous and uncomfortable, prefer working relatively close to home in a clean environment with modern facilities, adequate tools and equipment. In some schools, teachers are adequately provided with enough institutional materials like laboratory equipment, chalk, textbooks and adequate furniture which enable them to perform above average through experiments and teaching than those which do not.

4. Results and Discussions

The results obtained from the study are documented and discussed in the ensuing sections.

4.1 Components of the Reward System

Respondents' views were sought on what makes up the reward systems in their various schools. The results are presented in Table 1.

Table 1: Results on respondents' view on the components of reward system

H₀: Observed frequencies are equal to expected frequencies

Components of reward systems	Frequency			χ^2 df(2) = 5.990	Interpretation
	Agree	Neutral	Disagree		
Salary increase	114 (91%)	11 (9%)	0	188.31	Significant
Commission received	102 (81.9%)	23 (18.1%)	0	136.11	Significant
Consistency of bonus policy	114 (91%)	11 (9%)	0	188.31	Significant
Bonus received on occasions	114 (91%)	11 (9%)	0	188.31	Significant
Promotional opportunities	114 (91%)	11 (9%)	0	188.31	Significant

Source: Field Data, July 2015 P<0.05

The table represents respondents view on the components of reward systems. Equal numbers of respondents (125/3=42) were expected to respond to each category (Agree, Neutral, Disagree). However observed frequencies were significantly different from expectations for all questions assessed (Salary increase, χ^2 (2, N=125)=188.31, $p < .05$), (Commission received, χ^2 (2, N =125) = 136.11, $p < .05$), (Consistency of bonus policy, χ^2 (2,N=125)= 188.31), (Bonus received on occasions $p < .05$ χ^2 (2,N=125)=188.31, $p < .05$), (Promotional opportunities, χ^2 (2, N=125)= 188.31 $p < .05$).

The results also show the frequency distribution of the study. It was observed that 114 (91%) of the respondents agree that salary increase is one of the components of motivation systems in the teaching occupation. Eleven (11) respondents were neutral, however, there was no responds to disagree to this assertion.

The results also show that 102 (81.9%) of the respondents agree that commission is part of teachers motivation. Twenty three were neutral; however, there was no respondent to disagree to this assertion. The results also shows that the bonus policy was consistent. 114 (91%) of the respondents agreed that the bonus policy of the both public and private schools were consistent. Eleven (9%) were neutral; however, there was no respondent to disagree on the consistency of the bonus policy.

The results also show that, 114 (91%) of respondents agree that they receive bonus on occasions. Eleven of the respondents were neutral; however, there was no respondent to disagree on bonuses received on occasions. The result also shows that 114 (91%) of respondents agree that promotional opportunities is a component of the motivation systems of the various schools. Four (4) of the respondents were neutral, However, there was no response to disagree on promotional opportunities.

The findings of this study is in tandem with the findings of some related researchers. The components of a reward system established in this study are related with the findings. Cole (2002) views extrinsic reward as any external or tangible reward item which is outside the individual and can be visible to others. It could include wages and salaries, fringe benefits, welfare measures, promotions incentives, money etc. Such tangible rewards are often determined at the organizational level, and may be largely outside the control of individual managers.

Huselid (1995) argues that extrinsic rewards are known as financial rewards which include salaries, bonuses, allowances and benefits. It comprises of monetary and non-monetary rewards.

4.2 Relationship between Motivation and the Performance of Teachers

To establish the relationship between motivation and the performance of teachers, respondents' views on the suggested was solicited. The results and subsequent discussions are presented in Table 2 and beyond.

Table 2: Responses on the relationship between motivation and teachers' performance

H₀: Observed frequencies are equal to expected frequencies

Statement	frequency			χ^2 (2) = 5.990	df	Interpretation
	Agree	Neutral	Disagree			
I am committed to teamwork	124 (97.7%)	1 (2.3%)	0	242.11		Significant
I take my time to understand students' problems	124 (97.7%)	1 (2.3%)	0	242.11		Significant
My enthusiasm for work has increased	108 (86.4%)	17 (13.6%)	0	112.97		Significant
I am willing to help at any time	108 (86.4%)	17 (13.6%)	0	112.97		Significant
I do my job effectively without Complaining	124 (97.7%)	1 (2.3%)	0	242.11		Significant
Having good working practices	119 (95.5%)	6 (4.5%)	0	214.03		Significant
I strive to be consistently accurate and professional in executing my task	125 (100%)	0	0	248.02		Significant

Source: Field Data, July 2015 P<0.05

The table represents respondents' views on the relationship between reward systems and cooperate performance. Equal numbers of respondents (125/3 = 42) were expected to respond to each category (Agree, Neutral, Disagree). However, observed frequencies were significantly different from expectations for all questions assessed (I am committed to teamwork, χ^2 (2, N=125) = 242.11, $p < .05$), (I take my time to understand students' problems, χ^2 (2, N = 125) = 242.11, $p < .05$), (Enthusiasm for work has increased, χ^2 (2, N = 125) = 112.97), (willing to help at any time, $p < .05$ χ^2 (2, N=125)=112.97, $p < .05$), (Doing my job effectively without Complaining, χ^2 (2, N = 125) = 242.11, $p < .05$), (Having good working practices, χ^2 (2, N = 125) = 214.03, $p < .05$), (Striving to be consistently accurate and professional in executing task, χ^2 (2, N = 125) = 248.02, $p < .05$).

The results also shows the frequency distribution of the study. It was observed that, 124 (97.7%) were committed to their work. One respondent was neutral; however, there were no respondent to disagree. It was also observed that, 124 (97.7%) took their time to understand students' problems. One respondent was neutral; however, there were no respondent to disagree. The result also shows that 108 (86.4%) of the respondents' enthusiasm for work increased. Seventeen (17) of the respondents were neutral; however, there was no respondent to disagree. It was observed that, 108 (86.4%) of the respondents were willing to help anytime they are called upon. Seventeen (17) respondents were neutral; however, there were no respondent to disagree. It was also observed that, 124 (97.7%) of the respondents do their job without complaining. One (1) respondent was neutral, however, there were no responses to disagree.

It was also observed that, 119 (95.5%) of respondents agree that they have and enjoy good working practices. Six (6) respondents was neutral, however, there was no respondent to disagree.

The result also shows that, 125 (100%) of respondents strive to be consistently accurate and professional in executing their task. There no response to disagree.

The findings of this study is in agreement with findings in other related research works. The empirical research conducted by Azasu (2009) shows that organizations that introduce the total rewards strategy have better performance than companies that do not apply the strategy. The results of research done by Azasu (2009) shows that a strong relationship exists between the rewards provided to employees and financial performance of organization. Reward system is the key to lead and reinforce employees' behaviors to support organization's strategy and this has a substantial effect on organization's performance (Balkin, et al., 2021).

According to Kerr et al., (2005) a reward system illustrates the exchange relationship between the organization and employees. It defines the contributions from employees and the responses an individual can expect to receive from the company as a return for their performance (Kerr et al., 2005).

According to Hooi (2007), motivated employees are more willing to contribute vigor and dynamism to the organization. This improves the quality and quantity of work performed and subsequently brings significant improvement to the organization. Hooi (2007) suggests that organizations should recognize employees' satisfaction as a vital goal to achieve because it affects the organization's profitability, productivity, employee retention and customer satisfaction. It is believed that satisfied and motivated employees will generate better customer satisfaction and subsequently bring positive impact to the organizational performance (Banker, et al.,

2007; Hooi, 2007).

5. Conclusions and Recommendations

5.1 Conclusions

In identifying the components of reward systems, the results from the research reveal that, all the components of reward systems used in the field work were part of the motivational system (salary, commission, consistency of bonus policy, bonuses, and promotional opportunities) in private and public schools in the Hohoe Municipality. With a significant level of all the variables greater than the P value (0.05), the observed frequencies were significantly different from expectations for all variables assessed.

In ascertaining the relationship between the motivational systems and teachers' performance, the observed frequencies were significantly different from expectations for all variables assessed. With a significant level of all the variables greater than the P value (0.05), the observed frequencies were significantly different proving that there exists a relationship between the motivational systems identified and the reward systems and performance.

5.2 Recommendations

It is recommended that, salary, commission, consistency of bonus policy, bonuses, and promotional opportunities should be considered in the formulation of reward policy and system. It is also recommended that management recognizes and appreciates the achievement of the employees when they accomplish outstanding tasks and targets.

Organizations must not only reward employees through financial benefits alone but also to look at other aspects which brings recognition and thus increasing intrinsic reward for employees to perform.

With these recommendations, we hope that the reward systems for teachers will be improved so that they will perform. An effective organizational reward system will help create a skilled, committed, competent and well-motivated workforce, one that ensures that the organization stays ahead of its competitors (Carter, 2002).

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