

UNIVERSITY OF CAPE COAST

EFFECT OF REWARD ON THE PERFORMANCE OF TEACHERS IN
SOME SELECTED SENIOR HIGH SCHOOLS IN THE GA WEST
MUNICIPALITY

GRACE ADJOA BINEY

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TEACHERS IN SOME SELECTED SENIOR HIGH SCHOOLS IN THE GA
WEST MUNICIPALITY

BY

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Business Administration Degree in Human Resource Management.

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DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of this work has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date.....

Name: Grace Adjoa Biney

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: Date.....

Name: Dr (Mrs). Elizabeth Annan-Prah

ABSTRACT

This study investigated to determine whether the assertion of providing initiatives leads to improved performance of teachers in the Ga West Municipality. Hence, the purpose of the study was to establish effects of rewards on performance of teachers in some selected senior high schools in GA West municipality. The first research objective sought to identify the motivation practices while the third research objective examined the influence of rewards on performance. The study employed a quantitative research approach and descriptive survey as the study design. The study was on the views of 291 respondents (teachers) from the study area with a self-administered questionnaire as the main research instrument. The results were analysed using linear regression with the help of the Statistical Product and Service Solutions (SPSS 22.0 version) software. The study found that motivation practices in senior secondary schools are effectively implemented my management. The study also found a significant influence of both intrinsic and extrinsic rewards on performance of second cycle teachers in the municipality. Specifically, the study found; opportunity for promotion, career development, staff abilities to accomplish tasks and management trust in staff as the strongest predictors of performance of teachers. Therefore, the study recommends that teachers should be given an opportunity to develop and enhance their career, management should trust teachers by them to participate decision making processes of the school. The study also recommends that government should put in place structures such as book and ICT, rent, vehicle allowances that will ensure that condition of service of the teachers are improved.

KEY WORDS

Reward System

Employee Performance

Intrinsic Motivation

Extrinsic Motivation

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DEDICATION

To my lovely family

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CHAPTER ONE

INTRODUCTION

Introduction

This section of the research presents the introduction, background of the study and the statement of the problem. The purpose of the study follows with a general objective of the research work. The specific objectives of the study were next followed by the research questions. The significance of the study also gives both the social and scientific significance of the research work. Lastly, there is the organisation of the study which gives a chronological order of the main chapters.

Background to the Study

The importance of motivation and rewards in every organisation cannot be underestimated and it is measured as one of the most essential initiatives that bring many advantages to any organisation to implement them very well. Rewards and motivation are prerequisites for better employee performance. In a similar way, Aydogdu and Asikgil (2011) assert that in view of rapidly changing business environment, it must not be forgotten that the growth and competing power of the organization through the performance of their employees depend on committed, highly motivated, satisfied and innovative human resources (Aydogdu & Asikgil, 2011). Most organizations are concerned with finding and exploring factors that affect employee performance because rewards has been found to be one of the main organizations' policies which can increase the performance of staff and increase the

outputs of organizations (Yamoah, 2013). Reward systems can actively engage and renew the overall sense of community and mission of an organization.

Interest in improving public education is growing not only in developed nations but worldwide. In the education sector, attaining educational objectives in a population depends to a large extent on the provision of effective, efficient, accessible, viable, and high-quality services by teachers who, technically, are driven by rewards (Awase et al, 2003). In this era, the willingness of teachers to work and stay in the sector depends on the extent to which they are adequately rewarded (Awase et al., 2003). Ideally, every employee will put up a better performance if the incentive packages are rewarding and in line with the capacity to meet the needs of the individual. In this regard, while economic factors play a crucial role in the motivation and retention of teachers, (Yamoah, 2013), other factors are equally as important to keeping their loyalty. The employees in the education sector have specific features that cannot be ignored, and rewards can play an integral role in many of the compelling challenges facing education sector today.

Reward systems consists of all organization components – including people, processes, rules and decision-making activities involved in the allocation of compensation and benefits to employees in exchange for their contribution to the organization (Turk, 2008). Rewards systems are much more than just bonus plans and stock options but they often include intrinsic incentives and extrinsic types like promotions, re-assignment, non-monetary bonuses, vacation holidays or simple “thank you” from a manager. Since high morale and productivity go hand in hand, it is however imperative on employers or managers to reward employees when they

hit organizational targets and stretched standards set by the organization. Rewards remain one of the strategies employed by human resource managers to attract and retain suitable employees.

Extrinsic rewards may take the form of cash bonuses, recognition, promotion and other incentives (Duberg & Mollen 2010). They added that when employees are rewarded, they get work done. Scholars such as Islam and Ismail (2008) further opined high wages being the respondents' utmost factor that motivates them, which means that income or money is considered as an effective motivator. Within the private and public sectors, scholars have further opined that the private sector corporation turns to link employees' satisfaction with the provision of financial (salary and high-powered incentives) rewards (Manolopoulos, 2007).

Intrinsic rewards are mostly qualitative in nature and cannot be quantified. For example, more respect, recognition, career development, responsibility, learning opportunity, etc. Whereas extrinsic rewards are more of quantitative in nature. Nearly all organizations invest in the provision of rewards to motivate their employees to get the desired results and the education sector is no exception. The only way teachers will fulfil the employers' dream is to share in their dream (Kotelnikov, 2010). Reward systems are the mechanisms that make this happen. A properly administered system of rewards has the capacity not only to improve incentives for quality workmanship and staff performance but also strategically attract skilled teachers to join the educational sector whereas the reverse may lead

to unproductive performance and even to a high incidence of staff turnover (Wilson, 2004).

The teaching profession in most developing countries leaves much to be desired. The conditions of service compared with other sectors raise many questions about the increasing importance of Teachers' motivation for efficient performance in our educational systems has not always received attention despite the obvious leading roles they play in the classroom towards attaining educational objectives (Cole, 2002). This situation has remained a very serious problem. Yamoah (2013) lamented that the situation of teachers in the school system in the Sub-Saharan African, Ghana to be precise is so bad that it had reached "an intolerable low point". The societal image of the teachers in terms of their purchasing power, social status, etc, has made the profession unattractive. Its members had gone through harrowing experiences in the hands of the political office holders in the current political dispensation. For instance, there are several occasions, the primary and senior high school teachers went without salary for several months. They were compelled to seek for alternative means of livelihood to meet their basic needs. To secure their full attention back to school had not been very easy for subsequent administrations (Yamoah, 2013).

The ill treatment and non-professionalization of teaching job breeds dissatisfaction and hamper classroom effectiveness and productivity. In the face of frustration, low morale, harassment, condemnation and job-dissatisfaction, teachers had been accused of being responsible for the poor performance of students in examinations, especially externally conducted types, their involvement in

examination malpractice, cultism and other negative vices (Yamoah, 2013) in the profession. Ghana, like most developing countries is faced with similar challenges.

Statement of the Problem

Ghana Education Service as a corporate entity must not overlook the concept of reward in ensuring the performance of employees. The compelling and competing demands devoid of adequate reward packages facing the sector are affecting the best delivery of teaching to Ghanaians (Appiah, 2011). The poor condition of service of teachers, particularly, the poor infrastructure of the school and the low level of salaries, absenteeism, poor staff attitudes, indiscipline, and intermittent shortage of material resources unquestionably reflect the negative levels of commitment and lack of professionalism. These serve as a powerful disincentive to workers efficiency. So, the question is, are there reward packages and how effective are these reward packages to teacher performance?

According to Appiah, (2011), even though the Ghana Educational Service claims it instituted a number of reward packages for staff including annual rewards to attract, housing schemes, car loans, maintenance allowances, study leave with pay, recent and yet to be implemented allowances for deprived area teachers to motivate them to retain and single spine salary structure that will boost up teachers commitment and boost staff performance, anecdotal evidence has revealed conflicting messages with regard to its effect. It is presumed that productivity drops due to the learning curve involved in understanding the nature of the job and the organization (Sutherland, 2004). There is a strong correlation between reward and job performance (Danchev & Ilgun, 2013). Based on these assertions there exist the

need to and assess the effect of reward on the Performance of teachers using teachers of Ga West Municipality as a case Yamoah (2013) adds that for institution such as Ghana Education Service to increase performance, it should have highly committed teachers with right attitude toward work. This study assesses the effect of the rewards on the performance of teachers in the Ga west municipality.

Purpose of the Study

The main objective of the study is to find out the extent of influence of reward schemes on performance of senior high school teachers in the GA West Municipality.

Research Objectives

Specifically, the study seeks to achieve the following objectives:

1. To identify the rewards available to SHS teachers in GA West Municipality
2. To assess the perceived effects of reward systems available to SHS teachers in the GA West Municipality.
3. To examine the effect of intrinsic and extrinsic rewards on performance of staff of senior high school teachers' in the GA West Municipality.

Research Question

The following research questions have been formulated to help achieve the objectives of the research. These research questions include:

1. What are the reward packages available to SHS teachers in GA West Municipality?

2. How do you perceive the effect of reward packages available to SHS teachers in the GA West Municipality?
3. To what extent does intrinsic and extrinsic rewards influence performance of staff of senior high school teachers' in the GA West Municipality?

Significance of the Study

Identifying the relationship between rewards system and teacher performance, as well as identifying some of the challenges in the reward system of SHS teachers of GA West Municipality, will inform major stakeholders of institutions such as the Ministry of Education, and Ghana Education Service and Ghana Government in formulating policies geared toward addressing challenges associated with reward payable to SHS teachers, low motivation and high staff turnover in the Ghana Education Service. This will help in reducing the teacher's dissatisfaction and boost their morale to make them more committed to their job. It is also hoped that this study would encourage more interest in research and pave the way for an in- depth study of the problems on reward system and performance on a wider dimension than has been pursued in this research.

Delimitation

The study seeks to find out the effects of reward system on teachers' performance in the three senior high schools in the GA West Municipality. This gives a total of three hundred teachers from senior high school in the Municipality. No doubt, it will be practically difficult to reach all these teachers. Hence, the scope

of the study is restricted to three hundred teachers with hundred teachers from each of the Senior High School in the municipality.

Limitations

The research work to be carried out may be limited by time because the study is carried out alongside academic work. Funds will also limit this study because they are needed in the preparation and administration of questionnaires. There will also be the issue of reluctance on the part of respondents (particularly employees) to release vital information for fear of victimization by management. Despite these limitations, the study will explore every necessary available information to attain the set objectives

Organisation of the study

The study is organised in five chapters. Chapter one consists of the background to the study, problem statement, purpose or objectives of the study, research questions, significance of the study, limitations of the study, scope of the study and organisation of the chapters. Chapter Two consists of the review of literature relevant to the topic, theories relating to the study and a conceptual framework and definition of some concepts. Chapter Three consists of the strategies adopted in data collection, the sample and sampling technique, research design, administration of research instruments and data analysis plan. Chapter Four presents' results and discussion of the main findings of the data collected from the field data collection exercise while Chapter Five presents the summary, conclusions drawn from the study and recommendations and suggestions for future research.

CHATER TWO

LITERATURE REVIEW

Introduction

Within the following chapter of the literature review, the researcher has incorporated the findings of other key research studies similar in nature to the current research in order to attain significant information regarding the key variables of the research study. This chapter also discussed theories found relevant for the research questions. Additional information was gathered from different scholarly articles, research papers, journals and reference books that shed further light on the various rewarding methods that can be used to improve the performance of the employees working in an organization. Not only were the key variables studied in depth, sub variables that are necessary for the sustenance of employee performance, like job satisfaction and employee motivation were also studied in detail.

Theoretical Review

Blinder (1999) asserts that, when certain conditions are present, rewards motivate performance. Employees' morale is boosted when they perceive that behaviour will lead to certain outcomes that are attractive. With this, employees have the belief that performance at a certain level is required. As employees do not understand how rewards are attached to performance, the responsibility is on management to clarify the availability of rewards and how they are allocated. The theoretical framework of this study is basically two important and relevant theories.

These theories are motivational theories and they underpin this research work. Therefore, rewards and how it affects performance will be discussed below based on the following theories:

Vroom's Expectancy Theory

In his book work and motivation (Vroom, 1964), the expectancy theory was propounded to throw more light on the equity theory. Vroom (1964) posits choices made by individuals are based on their perceived expectancy that certain rewards will follow and avoid ones that will attract unfavourable or indecent outcomes e.g., demotion or suspension. In light of this, pay and many other performance-based rewards will remain important to employees (DeNisi & Griffin, 2001). According to Vroom, motivation is a direct function of the value placed on effort-performance and performance rewarded relationships. This suggests that an employee's expectation of a particular outcome must be driven by motivation and behaviour. However, the theory is silent on the specific expectations required by individuals in any situation (Vroom, 1964).

The expectancy theory again holds that individuals modify their behaviour with respect to an impending outcome (Chen & Miller, 1994). Individuals, in deciding the extent of effort to put into work behaviour are likely to consider the following: valence, instrumentality and expectancy. These factors commonly referred to as "VIE" influence motivation in a combined manner, employees are made aware that increased effort leads to higher performance hence values rewards (Ryan & Pointon, 2005). A similar notion is held by Jones, George and Hill (2001),

in that the expectancy theory focuses on all three aspect of motivation: input, performance and outcome.

In effect, the forces that drive performance are expectancy, instrumentality and valence. These are expressed mathematically by Vroom in the following form. Motivation= E+I+V. E=expectancy, I=instrumentality and V=valence.

Expectancy

Employees have different expectations and levels of confidence about what they are capable of doing. Management of an organization must discover what resources, training, or supervision employees need to make them believe that their effort could translate into performance. Expectancy is about the perceived reason that a certain level of effort will lead to a specified level of performance. In essence, hard work leads to a high level of performance which would in turn be rewarded. Expectancy is the perceived bridge between effort and performance of the organisation (Vroom, 1964).

Instrumentality

The perception of employees as to whether they will actually get what they desire even if it has been promised by a manager. In other words it is the relationship between performance and outcome or the link of performance to a likely result. Instrumentality on a scale is from strongly positive, zero to strongly negative. Performance of a task comes with the certainty that it will end with a particular outcome. An employee is aware that zero means no linkage of performance to a task and an eventual outcome. Strongly negative is where employee is sure of no relation among task performance and an outcome

(Champion, 2008). Instrumentality is high upon a firm link between employee performance and outcomes.

Valence

This is the value an individual places on a reward or the preference for a specific outcome. It could be the emotional orientations people hold with respect to outcomes (rewards). Outcomes affect individuals or employee's effort when it is valued by that individual (Bateman & Snell). Bateman and Snell again posit that valence begins from strongly positive then zero to strongly negative. Outcomes highly valued (strongly positive), outcomes individuals do not value (zero) and outcomes that could be avoided (strongly negative). The primary motivator to undertake a task is not in just any reward, but the reward that the person holds high or wants. An outcome shows positive valence if the employee prefers having the specified reward to not having it. An example of such positive rewards is extrinsic rewards such as pay, recognition, and the likes.

Expectancy, Instrumentality, and Valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. Choice making at the work setting is emphasized by the expectancy theory. The choice of behaviour relies on the notion of rewards attached to it. This is because the level of energy displayed to achieve a certain level of performance will be adequately rewarded (Doneelly, Gibson & Ivancevich, 1997).

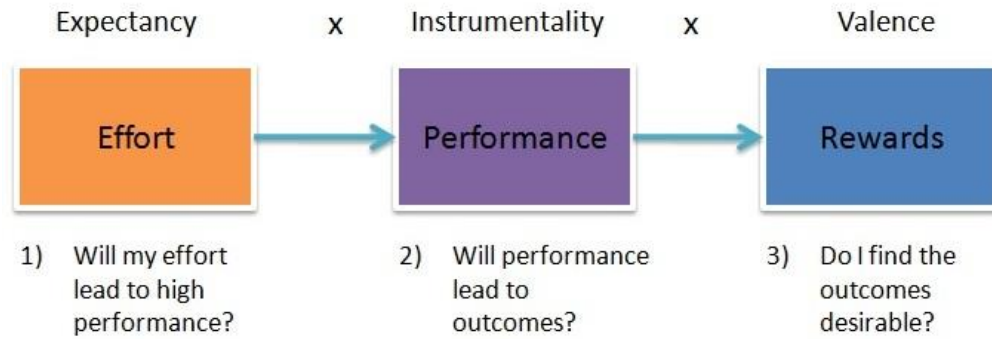


Figure 1: Vroom's Expectancy Model

Source: Author's Construct (2018)

The theory above is relevant to this study in the sense that motivation is the most important factor that drives every human being to realize his or her goals. It guides employees or people to stay focused on the way to success despite the difficulties that may arise (Baumeister & Voh, 2004). Vroom (1964), explains motivation as a process governing individual choices amid diverse forms of voluntary activities. From 1960 to date, employee motivation has been used to tailor the work environment and incentive structures to exploit as much as possible workers' available reserves of skills, ideas and other potential benefits to an organisation (Bobbins & Judge, 2008).

Vroom's expectancy theory (1964), applies to this study in that people and for that matter employees will only stick to behaviour that results in rewards and do away with ones that attract undesirable outcomes. The theory suggests things that managers can do to help their employees become self-actualized. This is because such employees are likely to work at their maximum creative best when their needs are provided. Things such as pay, and other performance-based rewards are encouraged by this theory. This relates to the study because the expectancy

theory recognizes the need to offer rewards and the study goes further to find out the effects these rewards have on employee's performance.

Expectancy is of essence in Vroom's theory because it affirms the popular saying that "to whom much is given, much is expected". After employees have put in their utmost best, they look forward to a certain response in the form of rewards. Employee's expectations link their effort to performance. This study tries to satisfy the research objective of what extrinsic motivation means to employees whether it affect their performance or otherwise. According to Banjoko (2002), Vroom's expectancy theory of 1964 is an attempt to explain an individual's motivation to achieve a particular goal or performance objective which is described in terms of what outcomes are important to the individual as a result of achieving that goal and the kind of value attached or place on the result. It against this backdrop that this study seeks to reveal the kind of effects motivation has on an employee's performance.

Vroom's expectancy theory (1964) is of the view that employee's effort leads to performance which in turn attract rewards. Rewards may be positive or negative but the more positive the reward; the more employees become highly motivated to put in extra effort. On the other hand, the negative the reward, the less likely the employee becomes motivated. This study seeks to find out how employees of the insurance organisations react to the several extrinsic rewards available to them.

Goal-setting theory

Management deem goal setting as a way to improve and maintain performance (DuBrin, 2012). The motive behind goal setting theory is that, when individuals set goals, they know what to do and the kind of energy to put into its achievement. In attaining a goal, current and expected performance is compared and if there is a short fall, employees endeavour to bridge the gap. The goal setting theory's implication for practice is that under the relevant conditions, it will be an important tool for motivating employees. With DuBrin (2012), Greenberg (2011) and Newstrom (2011), the following among others must be considered in an attempt to employ goal setting as a motivation and performance enhancer. Goal must be difficult but attainable because it will bring the desired increment in performance. Self-efficacy according to Bandura (1997) is a key factor in the attainability of goals. With high self-efficacy, employees will set higher goals upon the belief that they are achievable and therefore employees' self-efficacy must be built and reinforced.

Group goal setting is as important as individual goal setting. However, the bottom line of these goals is compatibility since combining them is more effective than when they stand alone. Same goals by individuals in a group bring about satisfaction and make those individuals productive. A research by Kristof-Brown & Stevens (2001) on project teams indicated that a fit between individual and group performance goals led to greater individual satisfaction and contribution to the team. Furthermore, Locke and Latham (1990) points out that the following steps could make goal setting more successful. Goals should be specific instead of

unclear. Statements like decrease cost by 4% in the next four months is more appropriate than try to decrease cost. Again, goals should be challenging but not unreachable because unreachable goals will cause employees to reject rather than accept them and they will not have the feeling of success from chasing those goals (Locke & Latham, 1990). Lastly, quality standards must go with challenging goals so that quantity is not pursued instead of quality. Even though goal setting theory is backed by a lot of empirical studies, it still has some limitations which includes but not limited to combining goals with monetary rewards. This makes employees set easy rather than challenging goals. Secondly, the theory is not tested in complex task settings (Imperial, 2004).

This theory is relevant to this study because Edwin Locke's goal setting theory proposes the intention to work towards a goal. This is a major source of motivation and it informs an employee on the amount of effort to be used to do what needs to be done. Atkinson (1958) showed that task difficulty was related to performance in a curvilinear way, which means moderately difficult task or very difficult require a lot more effort. After putting in great effort, employees achieve their goals and need to be rewarded. The theory applies to this study due to the fact that it would help to find out the motivation behind the achievement of set goals by employees.

Again, the goal setting theory is of conviction that an employee would want to develop competence by mastering difficult situations when he or she is of learning goal orientation. In disparity, the person with performance goal orientation demonstrates and authenticates competence by seeking favourable judgment. By

this study, the management of the selected senior high schools would be informed on whether their staffs are of the performance or learning orientation. Research shows that goal learning orientation has a positive impact on work-related behaviour and performance (VandeWalle, Brown, Cron & Slocum, 1999; Button, Mathieu & Zajac). This behoves on the management of the senior high schools as well as the Ghana Education Service to find out whether the kind of rewards or motivation for its employees is making them learning goal or performance goal oriented.

One of the implications of the goal setting theory is that goals must be specific (Locke & Latham, 2002). According to Locke (1968) the assumption of goal- setting theory is that people's goals or intentions play an important part in determining behaviour. Goal-setting theory focuses on the process of setting goals themselves. Locke submits that the natural human inclination to set and strive for goals is useful only if the person both comprehends and accepts a particular goal. Also, people would not be motivated if they do not have the skills required to achieve a goal. Individuals strive to achieve goals in order to satisfy their emotions and desires. Goals guide individuals' responses and actions. Goals direct work behaviour and performance and lead to certain consequences or feedback.

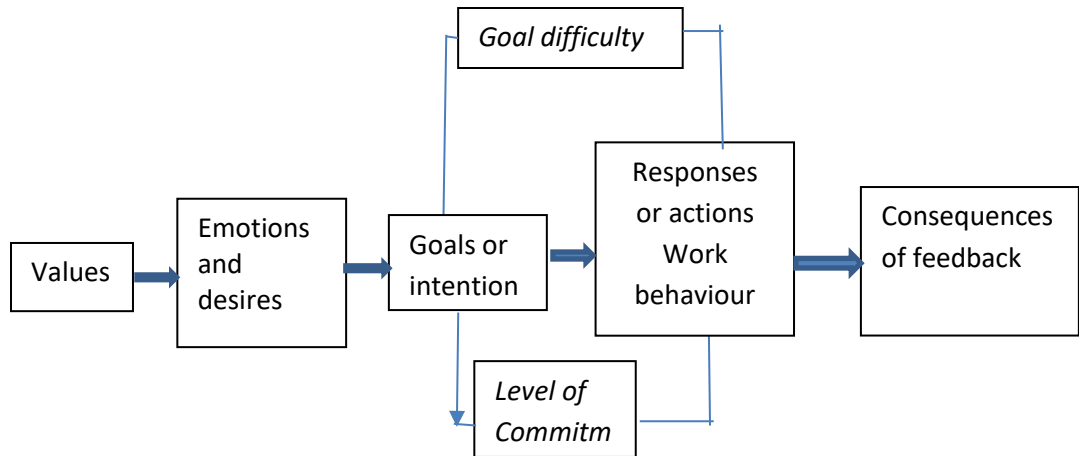


Figure 2: An Illustration of Locke’s Theory of Goal- Setting

Source: L. J. Mullins, *Management and Organizational Behaviour*, Pitman Publishing, London, p. 511

This applies to this study in the sense that it will inform the management of the public senior high schools on the need to set quantifiable goals for teachers so as to ensure good performance from its staff. It is not always helpful to ask employees to work hard or improve but rather targets or goals must be set for them to achieve. Lunenburg (2011) quoted Locke and Latham (2002) as revealing that goals help to achieve desirable organizational goals and also reduce turnover, tardiness and absenteeism.

Conceptual Review

This section helps enhance knowledge with respect to the constructs used in this study. It will consider how the various concepts operationalized in literature will be addressed. Reward system will be the first to be addressed with much

emphasis on its meaning, objectives and benefits, components and types. Employee performance will also be discussed.

Concept of Reward System

Generally, researchers and scholars have given several definitions to the concept of reward system. Obisi (2003) posits that reward system is a prize given to employees as an inducement towards their performance. Robert (2005) explained reward system as the process of developing and implementing strategies, policies and systems which help the organization to achieve its objectives by obtaining and keeping the people it needs and increasing their motivation and commitment. Reward system according to Armstrong (2001) consists of an organization's integrated policies, processes and practices for rewarding its employees in accordance with their contribution, skill and competence and their markets worth. The reward system is developed within the framework of the organization's reward philosophy, strategies and policies and contains arrangements in the form of processes, practices, structures and procedures which will provide and maintain appropriate types and levels of pay, benefits and other forms of reward.

According to Samuelson et al. (2008), rewards control our behaviour. Consequently, to make employees work in a desired direction, it is important that companies use rewards which stimulate the desirable behaviour. Johnson & et al (2010) outlines the aims of reward system to include: attract, retain and motivate employee, to support the attainment of the organization's strategic and short term objectives by helping to ensure that it has the skilled, competent, committed and well-motivated work force it needs, to meet the expectations of employees that they

will be treated equitably, fairly and consistently in relation to the work they do and their contribution. Further, it is of significant importance that the reward system is designed in a way that makes the individual or the group feel they are able to influence the results. The concept of reward system also includes all investment made in the organizations human capital and tool that management can use to channel employee.

Types of Employee Rewards

Intrinsic Rewards

Richard, Ryan and Deci (2010) define intrinsic rewards are those rewards that are inherent within a job and are available in job for example employees' ability, receiving appreciation, recognition, challenges and achievement, and behavior that shows understanding and concern as to enhance awareness, ability and confidence in the person being mentored. Torrington and associates (2009) used a different term for non-cash rewards i.e. nonmaterial rewards and concluded non-cash rewards tend to increase the job satisfaction in employees particularly employees that show high productivity as compared to other employees.

Mahaney and Lederer (2006) added that intrinsic rewards also include status, recognition, praise from superiors and co-workers, personal satisfaction, and feelings of self-esteem. This means that a person who is intrinsically motivated will find a solution to a problem because it is challenging and will give him or her feeling of pleasure after solving it. When employees have pride in their work and believe their effort is important to the success of the organisation they work hard to produce quality results.

Recognition

Rukhamani et al. (2010), define recognition as the ability to identify and acknowledge an employee, usually by a senior manager or supervisor, for a positive thing done in the course of their work. It is important that management identifies and recognises their employees for their exemplary performance. Wang (2014) argues that recognition is an intrinsic motivation that is essential in driving employees to feel valued. Hafiza et al. (2011), in a study conducted in the Singapore hospitality industry found the existence of a direct relationship between employee recognition and employee performance; $r(0.644)$; $p \leq 0.05$.

The study was conducted on 400 employees, and it indicated that in cases where managers gave employees recognition for work well done in timely manner, there was a significant increase in performance. Employees were asked to indicate the reasons as to why there was an increase in their performance due to recognition by their managers. Majority of the respondents (72%) indicated that they felt valued by their managers, and felt their work mattered. Hafiza et al. (2011) concluded that managers in the hospitality sector should constantly affirm and recognize their employees as a way of enhancing their performance.

Some of the ways in which organizations can offer recognition to their employees include acknowledging the employee performance publicly, providing employees with a day off, and providing them with good office working space (Njambi, 2014). Tremblay et al (2010) who studied the motivational needs of employees and performance found that recognition from managers to employees

was a significant driver of performance in the hospitality industry in South Africa. Recognition therefore is a significant motivator to performance since it not only enhances employee's impetus to good performance, but also enhances employee management relationship (Hafiza et al., 2011).

Tumwet (2011) in her study on effects of employees' incentive on performance in Private Universities in Kenya focusing on Kabarak University found that the use of social recognition such as compliments results in enhanced performance. This is even more effective if done consistently and equitably.

Employee's ability to Perform Task

Rukhmani, Ramesh and Jayakrishnan (2010) in a study conducted in Pakistan on the effect of intrinsic rewards on employee's performance, established that an employee's ability is significantly related to their performance. In the study, the employees' performance appraisal score was evaluated against their belief that they had the ability to perform their duties. Employees, who indicated that they had confidence in their ability to perform, actually did well in the performance appraisal compared to those who did not have confidence in their ability. Leadership is a key factor that influences the perceptions employees have about themselves. Effective leaders know the importance of modelling the way for employees so as to build their confidence in their ability to perform their duties.

In a study conducted in the hotel industry by Possenried and Plantenga (2011) in the UK on effects of rewards on employee performance, it was established that there exists a significant relationship between employees' ability and employee's overall performance. Further, the study concluded that in hotels where

managers had established mechanisms for enhancing employee's ability, performance had increased significantly.

To a large extent, most employees' performance suffers when their supervisors fail to show confidence in the employee's ability to perform (Tippet & Kluvers, 2010). Managers therefore, have the ability to enhance or diminish employees' ability to perform. Organizations that have established training and other capacity building programs exhibit a higher level of employees' ability to perform and the resultant effect on overall organizational performance is positive (Rukhmani et al., 2010).

Trust of Management

Deutsch-Salamon and Robinson (2011) define trust as the manager's ability, or organization's ability and willingness to be vulnerable by placing positive expectations on an employee's good intentions to perform and achieve organizational objectives. Zhou, Zhang, and Montoro-Sánchez, (2011) posit that collective trust is more important to employee performance than individual trust. They further argue that a similar mind-set ensures that employees are working together towards a common goal, and as a result, enhances performance. Employees, who feel that they are trusted by their organization, are more willing to accept responsibility, and go an extra mile in ensuring that they meet organizational performance objectives (Tippet & Kluvers, 2010).

Deutsch-Salamon and Robinson (2011) conducted a study on the impact of trust on organisational performance and established that trust among the employees led to development of high levels of responsibility and the willingness of employees

to be accountable for their own performance as well as the performance of their organization. There exists a significant relationship between employee trust in management and organizational performance (Zare, 2012). In another study conducted by Richard, Ryan and Deci (2010) in Canada on the impact of trust on employee performance, they found the existence of significant relationship; $r(0.762)$; $p \leq 0.05$. The study was conducted on 20 independently operated hospitality firms, mainly in hotel business. The main objective was to examine whether the trust employees felt from their managers was the reason for improved organizational performance. It established that when employees perceived trust from their managers, they worked extra to enhance and validate the belief managers had placed in them, and consequently, there was enhanced performance.

Extrinsic Rewards

Extrinsic reward (also known as financial or tangible or monetary) is mainly financial in nature. It is called “extrinsic” because it is external to the work itself and others (managers of organization) control its size and whether or not it is granted. Farooqui and Nagendra (2014) define extrinsic rewards as employee compensation or rewards in form of fringe benefits, payments and other tangible benefits employees’ get from an organization for achieving set objectives, or just for being part of the organization. In most hospitality organizations, extrinsic rewards take the form of salary and wages, annual leave payment, vacation payment as well as annual bonuses (Siti-Nabiha et al., 2012). Farooqui and Nagendra (2014) explained that extrinsic rewards are external to the task of the job like pay, work condition, fringe benefits, security, promotion, contract of service and the work

environment. Besides, Yapa (2004) mentioned pay, promotion, interpersonal rewards, status and fringe benefits as external rewards.

Promotion

Quite similar to the former type of rewards system, promotions tend to affect the long-term satisfaction of employees. This can be done only by elevating the employee to a higher stage and offering a title with the increased accountability and responsibility due to employee efforts, behaviour and period serving a specific organization. This type of reward is vital for the main reason of redundancy and routine. The employee is motivated in this type of reward to contribute all his efforts in order to gain managements trust and acquire their delegation and responsibility. The issue revolved around promotion is adverse selection and managers must be fair and reasonable in promoting their employees

Financial Rewards

Wages and salaries are defined as the monthly payments that employers pay their employees for services rendered based on contractual agreements (Boselie, Dietz & Boon, 2015). The terms salaries and wages are often used interchangeably in reference to financial rewards given to employees by employers. However, salaries and wages are not one and the same. Salaries are payments or compensation to permanent employees, or long serving contractual employees, while wages are payments to casual or short term contractual employees (Pratheepkanth, 2011). In the hospitality sector, salaries and wages are sometimes used to enhance organizational competitiveness, equity and motivation for employee performance.

Corby, White and Stanworth (2015) argue that while salaries and wages are used by hospitality sector firms to enhance equity and fairness in compensation of their employees, they are not strong enough as factors to enhance employee motivation towards enhanced performance. Pratheepkanth (2011) equally argues that salaries and wages can only enhance employee performance to a certain threshold. Once the threshold has been reached for individual employees, salaries and wages are no longer perceived as motivational, or having capability to enhance performance. Advancing similar thoughts on the inadequacy of salaries and wages, Dobre (2013) notes that salaries only enhance employee performance when they still have need security and financial stability. However, at the point when an employee feels financially stable and secure, salaries or wages are no longer a factor that motivates or enhances their level of commitment or performance.

Boselie et al. (2015) argue that salaries and wages have the capability to place an organization at a competitive level if the level of salaries and wages offered by the organization are more competitive compared to what is being offered by other hostility sector firms. To attract and retain highly qualified employees who have the ability and skills to enhance organizational performance, it is necessary that hospitality firms offer competitive salary and wage packages (Naithani, 2010). According to Akanbi (2010) hospitality firms, just like other sector firms, have used salaries over many decades to reward not only employee performance, but skills, knowledge, and ability.

Contrary to Corby et al. (2015) assertions that salaries and wages do not enhance employee performance, Rukhman, (2010) and Zare, (2012) argue that

salary payment in the hospitality sector is significant to employee performance. They go on to say that if hotels within the hospitality sector do not pay their employees well; they become demotivated, resulting not only in poor performance, but also high turnover. Burton (2012) argues that although salaries and wages significantly enhance employee performance, the effect is usually measured on low cadre employees and rarely on mid-level to top level management to whom salaries are no longer a motivator for performance. They are motivated more by other benefits like vacation, insurance, and mortgage.

Usually annually, Bonuses motivates the employee to put in all activities and efforts during the year to achieve more than a satisfactory appraisal that increases the chance of earning several salaries as lump sum. The scheme of bonuses varies within organizations; some organizations ensure fixed bonuses which eliminate the element of asymmetric information, conversely, other organizations deal with bonuses in terms of performance which is subjective and may develop some sort of bias which may discourage employees and create setback. Therefore, managers must be extra cautious and unbiased.

One of the extrinsic rewards offered by employers is paid vacations that firms in hospitality sector extend to their employees as a way of motivating them towards performance (Tippet & Kluvers, 2010). Burton (2012) defines paid vacation as incentives employers give to employees in form of a fully paid for vacation intended to make them take rest from work. Lotta (2012) conducted a study in the United State of America on effects of paid vacation on top managers in hotel sector. The study covered four five star hotels (Marriott, Hyatt Regency,

Sheraton, Holiday Inn, and Hilton). It established the existence of a positive relationship between paid vacations and top managers' performance. The study did not cover the entire employee population, and hence was criticized by Boselie et al., (2015) who argued that top level managers' experiences and views do not necessarily reflect the feelings of majority of employees in the hospitality sector, who often work in supervisory to lower level jobs.

In the recent times, firms in the hospitality sector have realized the importance of paid vacations for employees. As such, most hotels in the hospitality sector are offering their employees opportunities for fully paid for vacations in any of their affiliated hotels across their operational regions (Njambi, 2014). For instance, Tourism Promotion Services offers employees and their spouses a fully paid for vacation in any of the East African Serena Unit once a year (Asiamah, 2011). These services are available to every employee from the lower cadre to top management. However, the extent to which these vacations enhance employee performance has not been determined by the hotel. Equally, a study has not been conducted to determine the uptake of these paid vacations by employees, making it difficult to quantify whether there exists any significant relationship between paid vacations at Tourism Promotion Services and employees' performance (Njambi, 2014).

Fairness enhances motivation and trust, and employees' commitment to an organization. Various studies have indicated that motivated employees have a higher level of performance compared to employees that are not motivated (Akanbi, 2010; Richard et al. 2010; Farooqui & Nagendra, 2014; Siti-Nabiha et al., 2012).

Hafiza et al. (2011) argue that more studies need to be conducted to provide clarity on the extent to which paid leave influences employee performance in the African context. As it is, most studies as indicated above are conducted in the developed world and therefore generalization might not provide the actual realistic situation for most African employees working in the hospitality industry.

Rewards Packages in Senior High Schools

Every organization has reward peculiar to it. The same reward can take different nomenclature from one organization to the other. However, the few commonly employed organizational rewards include: pension schemes, official cars, loan for purchase of personal cars, subsidy for housing rent, education leave with pay, health benefits, vouchers scheme as an alternative to a direct cash bonus, promotion to the post of head teacher, special awards and certificates (Adelabu, 2003). The Ghana Education Service (GES) in July – September, 2003 report, listed well over forty most common benefits/rewards enjoyed by Ghanaian teachers generally which include leave allowance, transport allowance, housing/rent subsidy, end of year bonus, paid annual leave, long service award, gratuity and pension payments, among others.

Concept of Employee Performance

The success or failure of an organisation has to do with the job performance of its employees. The success of employees at work by extension furthers the success of the organisation for which the employee works. The responsibility lies with managers to hire employees with the right skills, knowledge and abilities for the job and once the hiring process is done, managers must ensure that an

employee's work is closely in line with the organisational goals and objectives. This implies that employee performance is the main driver of organizational performance and without it the overall productivity would be inadequate. Employee Performance according to Allens and Helms (2002) is the alignment of the organizational, individual and team efforts to the attainment of goals of the organization based on the employee's expectations, skills, assessment, feedback and improvement. Herbert, John and Lee, (2000) posit that employee performance is defined as the employees' outcome or contribution in reference to the attainment of set goals.

According to Chei et al (2014), employee job performance should be explained with respect to behaviour other than results. He opines that employees would want to increase results with disregard to other things due to the fact that result-based measures are not always functional to an organization. Rotundo (2000) throws more light on the above assertion with the following. Many researchers try to conceptualize employee job performance, but a classical definition pays attention to behaviour of individuals and not results or outcomes of these behaviour or actions. Yang (2008) describes employee performance as what an employee does and what he/she does not do. Performance includes quality and quantity of output, presence at work, accommodative and helpful nature and timeframe of output.

Employee job performance may be looked at the individual, group, unit or the organization as a whole in terms of output being quality, creativity by employees in achieving such quality output and or any other important things necessary to an organization's growth. In organizations, rewards come after

performance has been assessed and most often high performance by employees is seen as the end product of individual ability and motivation (rewards). Performance as a construction and to define it is to determine its properties together with dimensions. Performance has an abstract nature and its definition is based on reference to other concepts on which performance is built. Since some concepts are a higher level of abstraction, their explanation is done through other concepts hence they are called constructions (Dessler, 2003).

Afshan et al. (2012) assert that performance swings between efficiency and effectiveness. However, performance according to Chei et al. (2014) is a level of an enterprise's competitiveness attained by a state of effectiveness and efficiency that ensure sustainable market presence. Performance has a part to play in the concept of creating wealth or value for an organisation. Job performance is regarded as a relation between cost and the value of benefits obtained by an organisation (Lorino, 2001).

Employee Perception of Reward/Motivation

The employees' perception towards the transparency of a reward practice depends on two characteristics which refer to the communication and complexity. The need for a transparent system involves the preferences towards having a clear communication of how the reward are distributed and offered and also the concerns on the understanding of the methodologies, measures and targets used while introducing any rewards. The employees need to understand the connection between the company's business objectives, how they contribute, and how they are rewarded. Perceived uncertainty decreases the effectiveness of incentive

compensation (Gibbons, 1998). Ivana, Lovorka, and Nevenka (2009) founds that reward practice must satisfied a full and open transparency regarding awards, the communication of the availability of the rewards, the criteria to be satisfied, and the identification of the award recipients. Porter, Lawler, and Hackman (1975) states that the reward process as being transparent should be demonstrated by the clarity of the link between the extra effort and the reward being given. He was also concerns with the way rewards are administered within the reward system by suggesting that, in order to acquire positive motivational properties, the distributed incentive scheme rewards made by organizations have to be performance-dependant based. Any deviation in this ratio causes a state of inequity (Locke and Henne, 1986).

According to Janssen (2001), empirically those managers who perceived the effort-reward fairness perform better than managers who perceive they are unfairly rewarded. In other words, those who perceived themselves are equally rewarded based on their achievement compared to others, they will turns to be satisfied and also will insists to performs better for the future to grab the other promised rewards by the employer. Even though the need for having fairness in rewarding others in one organization seems to be clearly understood theoretically, biased, inaccurate and inflated, the performance evaluations have often been reported in economic studies (Prendergast, 1999).

The new-introduced reward offers should be salient, non-discriminatory and noticeable so then employees are eligible to performing the required tasks. Such actions of one particular employee to inform the other employees that was

appraised as being in a state of below their average performance would make the respective employees being unhappy in the short run, such as the title of ‘The Employee Of the Month’ and even more, the existence of the inaccurate or untrue and undifferentiated evaluations can reduce the effectiveness of rewarding in organizations (Prendergast, 1999). Hence, the perceived fairness is expected to have a positive relationship with the reward effectiveness in one respective organization.

According to Baker (2002), the definition of controllability is the extent to which the employees are able to control or influence the outcome. The effect regarding a certain amount or degree of effort on the employees performance measurement should vary as minimum as possible in order to have such control over one’s reward. Therefore, it can be claims that the stronger the degree of the perceived controllability over the reward practice is, the higher will be the level of effectiveness of the reward towards achieving the employees’ performance. According to Brian (1991), the employees must believe that the rewards are contingent upon the performance. In other explanation, the rewards are directly linked to performance where a given level of performance is an absolute precondition for receiving the reward.

The employees are also must believes that they have the necessary skills or abilities to perform at the required level in the organization. If the employees believes in otherwise, then consequently there will be no reward would help. Instead of it, an appropriate form of orientation and training may be the alternative answer. Galbraith (1973) claims that the reward system should be aligned to

motivate employees' performance that is consistent with the firm's strategy, attract and retain people with the knowledge, skills, and abilities required to realize the firm's strategic goals, and create a supportive culture and structure.

As discussed by Bretz, Milkovich and Read (1992), the current performance of the employees can be uplift by having a well-developed performance appraisal, reward and the bonus system. So, the rewarding programs itself should have to influence the employees' performance in the positive way as expected by the employer. They also add that the performance ratings can theoretically be used to identify further training needs, management problems, and candidates for promotions, job rotation, and dismissals layoffs.

Empirical Review

Empirical Literature on Rewards and Employee Job Performance

Several studies have been conducted on rewards and performance. Many variables have been brought up to mean that when rewards are present, employees tend to give their utmost best in terms of performance. Studies have shown that the reward process is a major control mechanism available to organizations (Kim, 2010). Kim (2010) made a case that individual employee performance is the unit of overall organisational performance. This is because the sum of performances of all individuals adds up to make the overall organisational performance. Articulating further upon the of the performance of an employee author Kim denoted that individual performance contributes to team performance and team performance contributes to departmental performance and performances of all departments show

the organisational performance and reward system of a firm is used as a tool to monitor performance of employees as well as a method to motivate employees.

Wright (2007) also implied a positive relationship exist between the presence of rewards and employee performance. This is because in contractual terms, organisations offer rewards whereas employees offer performance. Research conducted by Fareed, Abidan, Shahzad, Umm-e-Amen, & Lodhi, (2013) in the telecommunication sector of Okara city, on the impact of rewards on employee job performance and job satisfaction proved that there is a constructive relationship between rewards and job satisfaction hence higher employee performance.

Nazir, khan, Sur, Shah, and Zaman (2013) find out the relationship between rewards and employees' performance. A survey of 23 United Kingdom Universities revealed that UK Higher Education has competitive advantage because it offers extrinsic rewards to faculty and makes them more satisfied. A review to identify the relationship between rewards and employee performance revealed that demographic factors do not have impact on job performance rather rewarding elements such as pay; bonus, fringe benefits, appreciation and empowerment have significant relationship with job performance. Seventy-seven questionnaires were filled by Malaysia's tourism companies; coefficient analysis and ANOVA were used to analyse the variables. However, the research recommended that the rewards should be administered according to needs due to the fact that employees with strong financial standing prefer intrinsic rewards to extrinsic rewards.

Garlic (2009) did an online study of 1913 full-time employees and asked people to rank 14 potential performance incentives in order of importance. The

incentives included extrinsic rewards like cash bonus, gift cards, award points and travel awards. Cash incentive emerged as the most selected incentive by three out of four people representing 74% of people surveyed. Nine out of ten (89%) listed cash bonus as their topmost preference. However, the results showed that offering cash bonus does not really have an impact on employee performance despite it being almost everyone's choice. Again, Njanja, Maina, Kibet and Njagi (2013) research on rewards, precisely cash bonus on employee performance revealed that cash bonus does not have any positive effect on employee performance. Correlation research design was adopted by the researchers.

Duberg and Mollen (2010) carried out a research on reward systems within the health and geriatric care sector with the problem of the study being how reward systems in health and geriatric care affect the quality of care given. The aim was to extend the knowledge of the quality care given by health and geriatric in the presence of rewards. Through a qualitative approach six leaders in private and public organizations were interviewed with two leaders working in geriatric care and four in health care. Findings revealed that pay/salary is an important aspect of the reward system; bonuses and shares were seen to create an enjoyable workplace than it motivates employees to be more efficient. Other results showed that in public organizations, there are limited conditions for working with reward systems due to lack of resources or large organisation structures with old traditions.

Njanja, Maina, Kibet and Njagi (2013) did a study on the effects of reward precisely on cash bonuses on employee performance and the results revealed that cash bonus does not have any effect on employee performance. The research

employed correlation research design. Similarly, Angari (1999) carried out a field study on incentives and its role in raising the level of employee performance. The outcome proved there was no satisfaction for incentives and financial incentives ranked first to other types of incentives. Al-Aydi (2005) revealed a weak relationship between incentive system and the level of performance as well as wages systems and the level of performance. The same research which investigated the effects of incentives on the level of performance revealed a strong correlation between rewards and the level of financial performance, appropriate promotion system and level of performance.

Barringer et al (2005) conducted a quantitative content analysis of the narrative descriptions of 50 rapid- growth firms and 50 slow-growth firms. Findings confirmed that employee incentives were the difference between the rapid-growth and the slow-growth firms. Financial incentives and stock options were provided to employees of the rapid-growth firms. This caused employees to show high level of performance and they showed ownership interest in the firm therefore a portion of the business risk is shifted to the employees.

Conceptual Framework

The conceptual framework of this study is based on three independent variables namely: intrinsic rewards which include recognition, trust, employee ability and opportunity for career development and extrinsic rewards which include financial rewards and promotion with the employee performance as the dependent variable. The influence of the independent variables on the dependent variable is illustrated in figure 1 below.

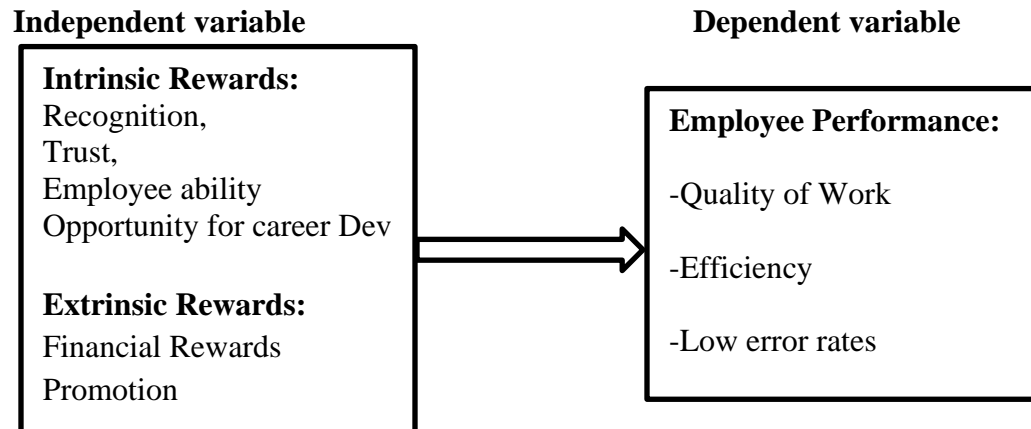


Figure 3: Conceptual Framework

Source: Author's Construct, 2020.

From the above conceptual frame, the type rewards system adopted can influence employee performance in the context of this study. The variables to be considered in association with the reward system are intrinsic rewards which include recognition, trust, employee ability and opportunity for career development and extrinsic rewards which include financial rewards and promotion. Thus, high performing effective reward system in organisations have a culture that encourages employee performance and vice versa (Namusonge, et al., 2012). Therefore, employees are more willing to participate in decision making, goal setting or problem-solving activities, which subsequently results in higher employee performance (Okechukwu & Hilda, 2014).

Chapter Summary

This chapter has discussed the literature review about the topic under study. In addressing the issue, the theories underpinning the study were first discussed.

This was followed by the explanations of concepts and later the empirical analytical literature on reward system. Thus, the chapter was indirectly divided into two parts. Part one identified and explained the theoretical models and conceptual orientation on which the study was hinged. Finally, the last section focused on empirical literature of the relationship between reward system and employee performance with a conceptual framework within the context and scope of the study also discussed.

CHAPTER THREE

RESEARCH METHODS

Introduction

The Chapter of the study discusses the Research methods. The research method is discussed in terms of research approach, research design, profile of study area, population, sampling procedure, data collection instruments, data collection procedures methods, data processing and analysis and chapter summary. The chapter further discusses how these methods in the research were used.

Research Approach

This study uses quantitative methods which entails systematic empirical studies and involve mathematical and statistical works. The quantitative research approach was adopted for this study. Babbie (2010) defines quantitative research approach that it emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating, pre-existing statistical data using computational techniques. Gratton and Jones (2009) posit that quantitative approach is about quantifying or given numerical values in the process of collecting and analysing data. It also makes researcher gather information in numbers which can be statistically analysed to establish its reliability. Quantitative research approach was used due to the fact that it would give the researcher the room to gather numerical data and generalize findings across groups of people and also to help in explaining

a phenomenon. Additionally, it enables data to be in numbers and statistics, often arranged in tables, charts, figures, or other non-textual forms.

Research Design

A descriptive research design was employed for this work. According to Mouton (2001) a research design is the blueprint or a plan of how a research is to be conducted. It reveals the kind of study undertaken to provide suitable answers to the research problem. According to Aggarwal (2008) descriptive research is dedicated to the collecting of information about important environments or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but comprises proper analyses, interpretation, comparisons, identification of trends and relationships. The descriptive research design made it possible to investigate the research problem and also make the researcher study the variables under study into details.

Yin (2002) describes the scope of a descriptive research design as an empirical analysis that scrutinise a contemporary phenomenon within its real-life context particularly when the margins between phenomenon and context are not clearly apparent. In other words, it also relates to the common readers' everyday experience and facilitate an understanding of complex real-life situations (Soy, 1997). Specifically, the researcher employed the descriptive survey which made it possible to study a portion of the entire population by way of questionnaires. Check and Schutt (2012.) define survey as “the collection of information from a sample of individuals through their responses to questions”. This research design also enabled the researcher to describe responses from respondent statistically to aid in

generalization. Survey research is a useful and appropriate method to research that has clear benefits in helping to describe and explore variables and constructs of interest. Survey research, like all research, has the potential for a variety of sources of error, but several strategies exist to reduce the potential for error.

Study Area

The study sought to determine effects of different constituents of rewards on the performance of two senior high school teachers in the Ga West Municipality, specifically Saint John's Grammar and Amasaman Senior High School. The Ga-West Municipality (GWM) is predominantly rural, with a population of 215,824, based on projected population estimates from the national housing and population census (Ga-West Municipal Health Directorate, annual report, unpublished). Seventy-six percent of the land area of the Ga-South Municipality (GSM) is predominantly urban and peri-urban while 24% is rural areas. There are three (3) public senior high schools in the municipality. The Municipality forms part of sixteen (16) Metropolis, Municipalities and Districts in the Greater Accra Region. It occupies a land area of approximately 284.08 sq km with about 412 communities. Ga West Municipality was chosen for this study because it consists of many schools compared with other municipalities in Greater Accra.



Figure 4: Map of Ga South Municipal District in the Greater-Accra Region

Source: https://en.wikipedia.org/wiki/Ga_South_Municipal_District

Population

According to Leedy and Ormrod (2010), population can be seen as the target group about which the researcher is interested in gaining information and drawing conclusions. The target population of this study consisted of all senior high secondary schools in GA West Municipality. According to data from the management of the three senior high schools, there are currently over 300 teachers in the Municipality. The rationale for selecting teachers from these schools was because of recent performance of these schools. As a result, the researcher feels confident that they could help to provide an in-depth study of the problem.

Sample and Sampling Procedure

According to Malhotra and Birks (2007), sampling is the process of selecting a representative few or unit from a larger group or population, which is used as a basis of estimating certain characteristics or elements about the group or population. Bassey, (1995) also held similar view when it was concluded that sampling deals with the selection of respondents chosen in such a way that represent the total population as good as possible. The schools were purposively (purposive sampling technique) selected for the study because of recent poor performance of students from these schools. As a result, respondents from these schools will help contribute relevant information to the problem under study.

According to data from the management of the three selected schools, there are currently over 300 teachers in the Municipality. As a result, from each of the three (3) participating public secondary schools, 100 teachers were selected through the simple random sampling technique from each school making a total of 300

participants in all (see Appendix C). The rationale for selecting the teachers is based on the observation by Daniels and Terral (1979) who argue that, in a quantitative study, a sample size of 300 and above is enough to make inference about the entire population.

Sources of Data

Data used for this research was entirely from the primary source. Thus, the researcher obtained data from the target population for the research. Booth, Colomb and Williams (2008) opine that primary sources provide the raw data that is used first to test hypotheses and serve as evidence to support the research's claims. They add that documents from the target population which is studied forms part of the primary source of data. The primary data is essential in a research work because it is original and relevant to the topic of the research so the degree of accuracy is very high. Moreover, primary data is current and gives a realistic view about the topic under consideration

Data Collection Instrument

The data used was primary data and it was mainly questionnaire. The questionnaire was used because all the respondents were literates and could read and respond to the items without difficulty. The questionnaire items were carefully designed based on the objectives of the study. The questionnaire was pre-tested with 10 teachers from the sample size in order to check and ensure no irrelevant question was present in the questionnaire and hence assesses the content validity. The research instrument was divided into four sections. Part I comprised of

demographic information, Part II, comprised of closed ended questions concerning teacher motivation practices available at the senior schools, Part III comprised of closed ended questions concerning the relationship between reward system and motivation and This was done to get perceptions from teachers on issues of reward systems related to challenges, effects and strategies to improve teacher motivation. In the previous research it clearly demonstrates that the questionnaire is the convenient instrument used in collecting data (Suliman & Abdulla, 2005; Adomi & Anie, 2005). They were to use a 5-point Likert Scale weighed as follows: strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5).

Reliability and Validity

Reliability and validity are two key components to be considered when evaluating a particular instrument. Reliability, according to Bless and Higson-Smith (2000), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. The level of the reliability of an instrument is measured by Cronbach's Alpha value. A Cronbach's Alpha of 0.710 was recorded for the internal consistency and since it is above the standard 0.7, the scale can be considered as being reliable with the sample size (Pallant, 2005).

Saunders et al. (2009) explained that internal consistency involves correlating the responses to each question in the questionnaire with those to other questions in the questionnaire. The validity of an instrument, on the other hand, refers to how well and instrument measures the particular concept it supposed to measure (Whitelaw, 2009; Saunders et al., 2009). They further argue that an

instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be.

To ensure validity of questionnaires, the researcher reviewed other relevant literature that served as evidence and supported the answers found using the questionnaire, relevance being determined by the nature of their research question and their own judgement (Saunders, et al., 2009). Further, the designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

Table 1: Reliability of Measurement Instrument

Constructs	Cronbach Alphas
Financial Rewards	.810
Promotion	.728
Career Development	.737
Employees Ability	.830
Trust	.721
Recognitions	.720

Source: Field Survey (2018)

Analysis of table 2 shows that, all the six constructs measuring employee rewards have a minimum of 0.70. Cronbach alpha for the construct, ranges between a minimum of 0.721 and maximum of 0.80 indicating a reliability fit of the construct. These thresholds above 0.70 is consistent with the recommended threshold of 0.70 by Cronbach (1951).

Data Collection Procedure

The researcher administered the questionnaire to ensure proper coverage. The researcher first met the respondents and explained the purpose of the study to them and then discussed some of the items in the questionnaire with them, though care was taken in order not to interfere with the results. This also helped the researcher to get responses to the questions. The questionnaires were self-administered, and this resulted in establishing rapport with the respondents' and ensuring higher recovery rate. The questionnaires were administered on 20th June 2018 and collected on 25th June, 2018. 100% response rate was recorded, meaning all the 300 questionnaires that were distributed were fully filled by the respondents and returned accordingly.

Data Processing and Analysis

The purpose of analysing data in a research work is to obtain usable and useful information. It is against this backdrop that quantitative method of data analysis was employed for this study. Quantitative analysis is the use of tables or diagrams to show the frequency of occurrence and using statistics such as indices to support comparisons, through forming statistical relationships between variables to complex statistical modelling (Saunders et al., 2007). Results gathered from the field was edited, coded, analysed and converted into tables and percentages. Data for the various research questions were analysed using percentages obtained to show the distribution of response from respondents.

In analysing the data, categories were identified and put into themes for presentation and discussion. Both descriptive statistics and inferential statistics were computed. According to Welman & Kruger, (2005) descriptive statistics involve the description and summary of data, while inferential statistics involve the inferences that are drawn from the results using computer data analysis package known as the Statistical Package for Social Science (SPSS version 20.0) to help interpret the results.

Ethical Consideration

Researchers may encounter moral dilemmas due to using methods that are seen to have violation against human rights or possibly causing harm. Ample time was given to respondents to respond to the questions. This is to avoid errors and inaccuracies and misrepresentation of the study findings. Again, researcher's confidentiality was ensured as the information they provided solely used for academic purposes. The purpose is making the respondents feel more comfortable and confident to provide all the valuable information required. Due to this an introductory letter was secured from department and sent to the various study areas to ensure confidentiality.

Participants were made aware that responses to the questions are not compulsory and that they may withdraw from the study at any time. However, they were encouraged to fully participate in the survey. Thus confidentiality, self-determination and subject anonymity were strictly preserved at every level of the study. All efforts were made to ensure that respondents' identification or disclosure are not made public. An introductory letter was secured from the Human Resource

Department of School of Business in University of Cape Coast and sent to the headmasters of both senior high schools to ensure formal approval for the conduct of the study. Moreover, the participants were made aware that responses to the questions are not compulsory and that they may withdraw from the study at any time. However, they were encouraged to fully participate in the survey. Moreover, the questionnaire was designed in such a way that respondents' privacy was respected. All efforts were made to ensure that respondents' identification or disclosure are not made public.

Field Challenges

Data collection occurred at the schools. Collection was done by the researcher with assistance from two temporary employed individuals. Respondents who were present and willing to participate were engaged to complete research instrument. Respondents were a little reluctant to complete the questionnaire, explaining that they are in a hurry to go and teach. Other respondents also asked to take the questionnaire home and return them back. The researcher and the assistants were patient to allow all the individuals to complete the questionnaires despite their reluctance to do so at the first instance.

Chapter Summary

This chapter was to describe the methods used in achieving the aim of this study. It has revealed the study design and the researcher's reason for choosing a design. The population, as well as the sample size for the study and the sampling techniques used, had been discussed. For analysis sake, the chapter centred on the

methods for collecting the data and the instruments employed in collecting the data. The chapter has shown enough information about analysing the data and complying with an ethical stance. The next chapter which is Chapter four gives a presentation of the results of the collected and analysed data.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter focuses on analysing the data gathered from the field and also discusses the results of the data analysis. This chapter is divided into three components. The first section focuses on the demographic characteristics of the sampled respondents. The second section focuses on the reliability and validity of the data for further analysis. The third section then captures the multiple regression analysis specifying the relationship between the variables of interests. These have been organized in relation to the objectives of the study.

Demographic Statistics of Respondents

The study sought to identify the demographic characteristics of the respondents surveyed for the study. Demographic attributes that were investigated to assess the socio-economic characteristics of the respondents included the age of respondents, gender disposition, job class and level of education. Out of the 300 questionnaires administered, 291 were completed and returned. Table 2 presents a report of the demographic analysis. It is detected that the majority of the respondents are males, representing 51.21% (149 male respondents). Averagely, it is also identified that a significant percentage of the respondents also have been working with the school between 6-10 years.

Table 2: Demographic Statistics of Respondents

Profile	Statement	Frequency	Percent (%)
Gender	Male	149	51.21
	Female	142	48.79
Total		291	100
Years of Work	Less than 2 year	41	14.0
	2-5	92	31.6
	6-10	107	36.8
	11-15	45	15.5
	+15	6	2.2
Total		291	100
Level of Education	HND	115	39.5
	Bachelor's Degree	109	37.5
	Master's Degree	61	20.96
	Others	6	2.06
Total		291	100

Source: Field Survey (2018)

The level of education of study respondents was also investigated. Data on education level of teachers were gathered to assess the highest educational qualification of respondents. Four categories were created to assess this profile. The survey result revealed that majority of 115 respondents (39.5per cent) have their highest education qualification been HND, followed by First Degree 47 (24 per cent), Master Degree 61 (20.96 per cent) and other 6 (2.06 per cent). The result shows that at least all the respondents who responded to the questionnaire have education background before going into teaching work. The implication is that there is the need for a coherent HR strategy and policies that emphasizes on employee development and fostering strong staff capacity and quality.

Analysis of Objectives

The study formulated three main objectives for investigation. Objective one sought to investigate the motivation practices that apply in school. Objective two also analysed the perceived effectiveness of motivational practices. Objective three investigate the influence of the motivation practices on performance of teachers of the school.

Objective One: Common Reward Practices in Senior High Schools in GA West Municipality

This section of the study used mean score and standard deviation (SD) statistics to identify the motivational practices that apply in the construction industry. The table below shows the mean score and standard deviation of the motivation practices.

Table 3: Common Reward Package in SHS

Motivation Practices	Mean
There are Fair wages and salaries	3.305
There are incentive packages for teachers	3.213
Overtime payment for extra hours	3.274
There is a chance of internal promotion	3.240
Management provide challenging responsibility	3.673
Training and development programs	3.515
Providing challenging tasks	3.673
Teachers are recognised for their job	3.498
Employee are rewarded for job successfully done	3.388

There is positive working environment	3.161
Teachers participate in decision making	4.010
Management provides good supervision	4.089
Management trust in the abilities of teachers	4.192
Good relation between colleagues and management	4.082
Encouraging teamwork and provision of teaching materials	3.800
Provision of transportation facility, free meal, health services	3.811
Good working aids/tools and equipment	3.814
Work quality	3.749
Timeliness	3.374
Efficiency and Effectiveness	3.257
There are Fair wages and salaries	3.216
Valid N (listwise)	

Source: Field Survey (2018)

This analysis shows the most common reward packages available to employees of the school. From table 3 all the 22 motivational practices recorded average mean and standard deviation scores. Specifically, the most common motivational package to employees is “Management trust in the abilities of teachers” which recorded the highest mean of 4.192. This result means that, employees feel motivated and rewarded by the trust the management have in them that they would be able to discharge their duties well. This motivation element is very important most especially for teachers who require confidence and trust to deliver on their mandate.

The second most common motivational and reward package is the good environment that the school provides for staff. Analysis of data shows that, “There is positive working environment” which recorded the second highest mean of Mean=4.09, indicate that employees feel motivated when they are provided with positive work environment and work environment devoid of intimidation and poor treatment. Other common motivation and reward package at the school are good supervision from management provides (Mean=4.089), and good relation between colleagues and management (Mean=4.082).

In effect the analysis of the most common motivation and reward package available to staff of the school are management trust in employees, good working environment, good supervision and support, and better work relationship between colleagues and management.

Objective Two: Perceived Effectiveness of Reward Practices at Senior High Schools in GA West

The study sought to investigate the perceived effectiveness of the reward practices in the schools. The respondents were asked to rank how they perceive motivation practices of the school of a scale of 1-Very ineffective to 5-very effective. Table 4 below shows the average mean score and standard deviation of how construction workers perceive motivation practices. Six motivational practices/packages were examined to understand their effectiveness.

Table 4: Perceived Effectiveness of Motivation Practices at GA West Municipality

Reward Packages	Very Ineffective	Ineffective	Neutral	Effective	Very Effective
Recognitions	39 (13%)	18 (6%)	1 (3%)	181 (62%)	48 (16%)
Financial Rewards	10 (3%)	16 (5%)	11 (4%)	146 (49%)	112 (39%)
Career Development Opportunity	48 (16%)	147 (49%)	71 (24%)	15 (6%)	14 (5%)
Employees Ability to Perform Task	17 (6%)	35 (12%)	7 (2%)	135 (46%)	101 (34%)
Opportunity for Internal Promotion	12 (4%)	23 (8%)	9 (3%)	108 (37%)	143 (48%)
Trust of Management	28 (9%)	32 (11%)	3 (1%)	104 (35%)	128 (44%)
Average score of Effectiveness	8.5%	15.2%	6.1%	39.1%	31%

Source: Field Survey (2018)

From table 4, the analysis of the average score show that, on average, 39.1 per cent of the 295 respondents representing 115 perceive reward packages of the school are effective. This means that, staff have perception that management of the school are concerned about implementing the various reward packages in the school. Again, 31 per cent representing 91 of the 295 indicate that reward package of the school is Very effective. This is an indication that, employees of SHS have a strong perception that school management implement various reward packages of

the school. In effect, 70.1 per cent representing 207 out of the 295 indicate that they perceive reward packages of the school as effective. This finding is consistent with previous studies by Samuelson et al. (2008) and Johnson, et al. (2010) who found evidence that in an environment where employees feel happy, they always perceive motivation packages as effective and well implemented. Consequently, Johnson, et al. (2010) noted that, to make employees work in a desired direction, it is important that organisational leaders to use rewards which stimulate the desirable behaviour.

Regarding the individual reward packages, the first most perceived reward for teachers is financial reward. From the data analysis, 146(49%) and 112(39%) perceive that, various forms of financial rewards for SHS teachers in the most effective reward in their career. In a cumulative sense, 88 per cent perceive that financial reward is effective and management of significantly implement them. On the other hand, 10(3%) and 16(5%) perceive that, financial rewards are very ineffective and ineffective respectively. 8 per cent is a significant number of employees, hence, management should ensure that employees are well motivated to discharge their duties well.

The second most effective reward package is recognition. Analysis of the filed data revealed that, 181(62%) of the staff perceive recognition as effective, while 48(16%) perceive recognition is “very effective”. In effect, 229(78%) perceive that financial rewards are effective. However, a significant number of 39(13%) and 18(6%) perceive that recognition is very ineffective and ineffective respectively. This is an important concern of management of SHS because this is a

significant proportion. This finding is consistent with Wang (2014) and Hafiza et al. (2011) who found that recognition is an intrinsic motivation that is highly perceived as effective and it is essential in driving employees to feel valued., Consequently, the analysis of the data also shows that, teacher is much displeas about their career development opportunities. The date show that, 48(16%) and 147(49%) perceive career development opportunities as ineffective and very ineffective respectively. In a cumulative view, 195(65%) of the respondent perceive that, there are not opportunities for them to progress in their career.

Objective Three: Motivation Practices and Staff Performance

Objective three of this study investigates the impact of the motivation practices on performance of employees in the construction industry. A regression analysis between the performance as dependent variables and six motivational packages independent variables was performed; independent variables being: financial rewards, recognition, opportunity for career development, trust from management, opportunity for internal promotion and ability support to discharge duty. The dependent variable was workmen performance. It is important to carry out regression of the final constructs in order to determine the significance of the construct indicators and the correlation among the observed variables to achieve our study objectives. Table 5 shows the regression and ANOVA result to establish the relationship between our study variables.

Table 5: Model Summary of Motivation Practices and Staff Performance

Model	R	R	Adjusted R	Std. Error of the Estimate
			Square	Square

1	.488 ^a	.238	.225	.80799
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a. Predictors: (Constant), Fin.Rewards, Promotion, CarDev, Emp.Ability, Trust, Recorg.

Source: Field Survey (2018)

From model summary table 5, the study result showed a figure of 0.238, an Adjusted $R^2=0.225$, which shows that there is a fairly strong significant variation between rewards and staff performance. This implied that, there is a fairly strong degree of predictability of rewards to employee performance by 22.5% at a confidence level of 95%.

Table 6 – ANOVA Table of Motivation Practices and Staff Performance

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	58.078	5	11.616	17.792	.000 ^b
Residual	186.061	285	.653		
Total	244.139	290			

a. Dependent Variable: Emp_Perf.

b. Predictors: (Constant), Fin.Rewards, Promotion, CarDev, Emp.Ability, Trust, Recorg.

Source: Feld Data (2018)

From Table 5 and 6, there was a fairly strong and positive relationship between the study variables as shown by the R squared change figure of 0.238 where $P=0.000<0.05$ which shows that there is a fairly significant variation between all the motivational factors and performance of staff at a confidence level

of 95per cent. Additionally, this result shows that when all the six motivational practices are factored, they collectively impact performance of teachers of the school.

Multiple regressions

Multiple regression analysis was employed to test the impact of each of the five dimensions of motivation on workmen performance. Six motivational practices were identified and proposed as drivers of employee performance and these include: financial rewards, promotion, trust, employee’s ability, recognition and opportunity for career development. Multiple regression serves as a useful technique that can be used to analyse the relationship between a single dependent and several independent variables (Hair, et al., 2010). Table 7 shows the result from the analysis of the influence of these six dimensions of intrinsic and extrinsic motivation packages on performance of staff of selected senior high schools.

Table 7 – Coefficient Table for Motivation Practices and Employee Performance

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients B	T	Sig
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1 (Constant)	.467	.327		1.431	.154
Financial rewards	.106	.051	.111	2.067	.040
Internal promotion	.194	.051	.297	2.649	.000
Career dev. opportunities	.230	.057	.244	4.061	.000
Employees ability	.214	.052	.237	4.139	.000
Trust from Management	.231	.052	.236	2.143	.001
Recognition	.114	.053	.115	2.147	.033

a. Dependent Variable: Emp_Perf.

*** Significant at 1per cent, ** Significant at 5per cent, * Significant at 10 per cent

Source: Field Survey (2018)

Table 7 shows the result on how the seven dimensions of intrinsic and extrinsic motivation practice influence performance teachers. The next paragraphs provide discussion on the each of the six dimensions: financial rewards, internal promotion, opportunity for career development, employee ability, trust and recognition. The multiple regression analysis shows that there is significant influence of financial rewards systems on performance of teachers ($t= 2.067$, $\beta = 0.111$, $p=0.040<0.05$). Again, the result showed that promotion opportunities available for teachers significantly influence their work performance ($t= 2.649$, $\beta = 0.297$, $p=0.000<0.05$). This result therefore means that an improvement in financial reward systems such as fair pay, bonuses schemes, employee leave with pay and overtime payments by 1per cent increases the chance of higher performance of teachers by 11.1 per cent. Again, a change in internal promotion policy by 1 per cent will cause a 29.7 per cent change in performance of the teachers.

The significance level of both extrinsic motivation practices; financial rewards (fair wages and salaries, paid leave, bonuses) and promotion significantly influence performance of teachers. Importantly, these findings therefore, confirm earlier empirical research that found that financial rewards systems such as fair wages and salaries, internal promotions and timely payment of employee's rewards and remuneration positively impact on performance (Shanka, 2012; Selvakumar, 2016). The finding of this study confirms literature that indicates that, monetary incentives and compensation are motivators. William and Werther (1996) explain reward as what employees receive in exchange for their contributions to the organisation. This reward could come in form of salary, promotion, bonuses and other incentives. When the reward system is effectively managed, it helps to trigger employee performance. The findings also resonate with the finding of Brink and Berndt (2005) that organisations can influence performance level of employees when it rewards it employees well.

The study result found that there is a significant influence of opportunity for career development on performance of teachers in GA West ($t= 4.061$, $\beta = 0.244$, $p=0.00<0.05$). Again, the result means that creating opportunity for construction workers to advance their careers and grow by 1per cent increases the chance of higher performance by 24.4 per cent (0.244) all things being equal. The result also means that, employee training and development, internal promotion and giving more responsibilities and provide challenging tasks help them to advance their skill and experience for higher positions (Ennew & Waite, 2013). This finding confirms previous studies to the effect that opportunities for career development significantly

enhance performance (Krishnamurthy, et al., 2010; Selvakumar, 2016; Banerjee & Sah 2012).

On employee's ability, the result shows that there is a significant influence of employees' ability to perform the job and performance of employees ($t= 4.139$, $\beta = .237$, $p=0.00<0.05$). This result means that an improvement in the nature of employee's ability has the potential of enhancing performance of worker by 23.7 per cent (23.7per cent). This result confirms earlier empirical investigations that found that employee's ability, teamwork, good supervision and positive cordial workplace environment boost employee's confidence and improve their performance (Krishnamurthy, et al., 2010; Selvakumar, 2016).

On trust, the result shows that there is a significant influence of the trust that management place in them on their performance ($t= 1.649$, $\beta = .097$, $p=.001>0.05$). The result means that degree of relationship between employees and management; necessarily translate into high employee performance. This result was note expected as supervision and relationship are important in every organisation to boost performance. This result is consistent with earlier empirical investigation in that the nature of management in a company influences performance of employees (Krishnamurthy, et al., 2010; Selvakumar, 2016). The finding also supports the studies of Clarke (2001) which indicates that employees work hard when they have strong relationships with management and that management have high trust in them. This explain the efforts of organizations to encourage team building, project assignments involving work with colleagues and opportunities for interaction both on and off the job (Johns et al., 2001).

On recognition of teachers, the study found that recognizing the effort of teachers significantly influence their performance ($t=2.147, \beta=.115, p=0.033 < 0.05$). The result means that when management of the school regularly recognise the effort and contribution of the teachers improve by 1 per cent, there is the likelihood that performance will also improve by 11.5 per cent (.115). This result confirms earlier empirical investigation the found that recognizing employees for job done and encouraging them to work more helps them to work even harder (Choi 2007; Peiperl & Jones, 2001). The findings of the study support the literature that says creative strategies that go beyond pay and benefits and recognise employees for hard work is able to derive the best output from their employees (Kinnear & Sutherland, 2001).

In summary the result show that financial rewards (wages and salaries, bonuses and paid leave), internal promotion of teachers, opportunity for career development, staff abilities to perform work, management trust in staff and recognition of teachers are all important motivational practices for senior high school teachers in GA West. However, promotion, opportunity for career development, staff abilities, and management trust are the strongest motivational practices that significantly influence in performance of teachers. This study thus confirms previous study that found that motivation factors such opportunities for career development, among the many factors that pragmatically dominate employees' will to perform and achieve organizational goals (Nabi, et al., 2017).

Chapter Summary

The discussion of this chapter has focused on the relations between rewards system and teachers' performance at of selected senior secondary schools in GA West Municipality. Accordingly, this chapter has provided the findings and discussions which reflect on the core study objectives. The first section discussed the demographic features of those respondents which centred on sex, education, age, staff ranking and experience. However, the second section addressed the specific research objectives which included the advantages, effectiveness of motivational practices and their influence of performance. The goals of these three specific objectives were achieved.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discusses the summary of key findings, conclusions and recommendations based on the findings obtained. It also presents suggestion for further research work.

Summary of Key Findings

The purpose of this work was to estimate the relevance of employee motivation packages on the employee performance. The study concentrated on employees of selected senior secondary schools in GA West Municipality. Teachers were conveniently selected with the aid of random table. The research work adopted the quantitative research design and the survey approach. As a result, a questionnaire was designed and administered to 300 respondents upon which 291 questionnaires were actively used for the work. The study focused on three main objectives: (1) to identify motivation practices available at SHS in the municipality; and (2) to investigate the perceived effectiveness of motivation practices and (3) examine the influence of motivation (intrinsic and extrinsic) on performance of teachers in the municipality. Based on these objectives, the responses gathered from the field were quantitatively analysed. At the end of the study, the following key findings were obtained and are summarised according to the research objectives:

The findings of the study for the first objective are as follows: The empirical results of this study show that the motivation of the staff has advantages to the

organization in terms of improving performance of workforce in the achievement of its goals and objectives. It emerged from the findings that, in the senior high school, good supervision, positive working environment, participation in decision making and job security are the common motivation practices. These findings were arrived at based on the fact that these practices recorded the highest mean values.

On objective two of this research, the researcher investigated the perceived effectiveness of motivational practices at senior high school. The finding shows that, 70.1 per cent representing 207 out of the 295 indicate that they perceive motivational packages of the school as effective. On individual motivational packages, 88 per cent perceive that financial reward is effective and management of significantly implement them. Second, 229(78%) perceive that financial rewards are effective. However, 195(65%) of the respondent perceive that, there are not opportunities for them to progress in their career.

On the third objective, the study showed that there is a significant effect of motivation systems on performance of teachers in GA West Municipal Assembly. The study result showed that both intrinsic and extrinsic motivation practices significantly influence teacher performance. Financial rewards, promotion opportunities, opportunity for career development, staff abilities, management trust in staff and recognition are the significant drivers of staff performance. The result summarises that, financial rewards, promotion, opportunity for career development, staff abilities to accomplish tasks, and management trust in staff are the strongest predictors of performance of teachers.

Conclusions

Based on the findings of the study, the following conclusions are drawn. Good supervision, positive working environment, participation in decision making and job security confirmation are the common motivation practices in the construction industry. In senior secondary schools, intrinsic and motivation practices are effectively implemented in the schools. Given the growing need for organisations to derive best performance from employees, the findings of the study suggest that certain motivational variables are crucial in influencing performance of teachers. From this study, such extrinsic and intrinsic motivational practices such as financial rewards, internal promotion opportunities, opportunity for career development, staff abilities to execute task, management trust in staff and recognition of teachers are the motivation practices that significantly impact performance of staff. The study posits that a comprehensive blend of both intrinsic and extrinsic motivational variables that can enhance performance of teachers.

Recommendations

In view of the findings that evolved from the study, the following recommendations have been made for considerations in improving on the motivation practices of construction companies. The result of the study shows that workers do not perceive motivation practices as very effective but just effect. Management of senior high schools should provide effective implementation mechanism to improve implementation of motivation practices such as rewards, promotion, and opportunity for career development.

It emerged from the result that opportunity for career enhancement and staff ability to perform task are among the strongest predictor of staff performance. It is also recommended that workers should be given an opportunity to participate in the decision-making process of school. This is because participatory process can contribute significantly to improve productivity. This can also lead to improvement in employment security because workers gain greater involvement in the very issues that are of critical importance to staff. This can be done through the channel of communication between workers and management. Management must trust that staff has the ability to perform their teaching task.

The study also recommends that government should put in place structures that will ensure that staff condition of service welfare is improved. This can be done by linking an increment in salary to higher productivity. Also, other fringe benefits like free medical care, transportation, canteen services, provision of office equipment and tools to work with should be provided.

Suggestions for Future Research

Findings of this study and the implications discussed above provide some future research direction. The scope of this work was limited to only senior high schools institution in Ghana, future institution can expand this scope and focus on many public institutions in order to help deepen understanding on the effect of employee motivation practices in senior high schools. It will also be instructive to find out if there are significant differences in the way public and private senior high institutions in Ghana. This study used simple random sampling technique for collecting data from respondents. Future studies may explore other sampling

techniques such as convenient sampling techniques to widen literature on the relationship between motivation and performance of teachers.

Again, the study was context in some Accra metropolis and as such the research cannot be said to be very representative. The study therefore recommends that future studies may consider other regions or metropolis to widen literature on the issue.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Telephone: 03321 32440/32444 Ext. 219/220
Direct: 03321 37870
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Telex: 2552, UCC, GH.

**UNIVERSITY POST OFFICE
CAPE COAST, GHANA**



Dear Sir/Madam,

INTRODUCTORY LETTER FOR GRACE ADJOA BINEY

The bearer of this letter, Grace Adjoa BINEY is an MBA (Human Resource Management) student of the School of Business. She is writing her dissertation on “Effect of Reward System on Teachers’ Performance in the GA West Municipality: A Study of Some Selected Senior High Schools”.

We would be grateful if you could assist her with the filling of the questionnaires and any other information that she may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

Signed

R. O. M.

HEAD

APPENDIX B: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

RESEARCH QUESTIONNAIRE

INTRODUCTION

The researcher is a Master student at the university of Cape Coast. The researcher is undertaking a study on the topic “*Effect of Reward System on Teachers’ Performance in the GA West Municipality (A Study of Some Selected Senior High Schools)*”. This is in partial fulfilment of requirement for the award of a Master of Business Administration. Response provided for this academic purpose will be treated with extreme confidentiality. Please this exercise will take a few minutes of your time.

Thank you.

SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

1. Sex distribution

Male []

Female []

2. Years of Service at the School:

[a] below 2 []

[b] 2 – 5 []

[c] 6 – 10 []

[d] 11 – 15 []

[e] Above 15 []

3. Educational level

- [a] HND []
- [b] Bachelor's Degree []
- [c] Masters graduate []
- [d] Others []

SECTION B: MOTIVATION PACKAGES AVAILABLE

4. Which of the motivational package(s) is/are provided by your organisation?

Please tick as many as applicable.

Teacher Rewards available	1	2	3	4	5
There are Fair wages and salaries					
There are incentive packages for teachers					
Overtime payment for extra hours					
There is a chance of internal promotion					
Management provide challenging responsibility					
Training and development programs					
Providing challenging tasks					
Teachers are recognised for their job					
Employee are rewarded for job successfully done					
There is positive working environment					
Teachers participate in decision making					
Management provides good supervision					
Management trust in the abilities of teachers					

Good relation between colleagues and management					
Encouraging teamwork and provision of teaching materials					
Provision of transportation facility, free meal, health services					
Good working aids/tools and equipment					
Work quality					
Timeliness					
Efficiency and Effectiveness					

5. How effective is/are motivation packages at the School?

Where: 1-Very Ineffective, 2-ineffective, 3-Neutral, 4-effective and 5-very effective

No	Reward package	1	2	3	4	5
1	Financial Rewards					
2	Career development opportunity					
3	Trust of Management					
4	Recognition					
5	Opportunity for Internal Promotion					
6	Employees Ability to Perform Task					

SECTION D: REWARDS SYSTEMS

6. To what extent do you agree that your head teachers implement these rewards packages?

Where: 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly Agree

No	Motivation	1	2	3	4	5
A	Financial Rewards					
1	I received fair salary on regular monthly basis without delay					
2	The school gives me regular incentive					
3	I received overtime incentive after I achieve performance target					
4	The school gives me extra bonus for outstanding performance					
5	I receive overtime payment after in exceed my work hours					
B	Recorgnition					
	I receive assesement report from my supervisors					
	I am appreciated for my outstanding performance					
	Management reward hard work with promotions and citations					
C	Trust of Management					
1	I have authomy during my work					
2	The school gives my authority during my job periods					
3	Management trust trust in ability to deliver high quality job					
4	The school trust that my work schedule does not interfer with my personal-family needs					
D	Opportunity for Internal Promotion					
1	The school has a policy to promote from within the					

	school					
2	There is higher chance for promotion in the school					
3	Management reward hard work with promotions and citations					
E	Opportunity For Career Development					
1	The school provides me the opportunity to upgrade myself					
2	There is leave periods for all employees to take T & D courses					
3	The schools organises refreshal courses for teachers					
4	Providing challenging tasks					
F	Employees Ability to Perform Task					
1	Employees receive support to perform their task					
2	Employees possess the right capability to perform task					
3	The school provides logistics for employees to performance job					
4	Management trust the ability of employees to deliver their teaching job					

SECTION E: REWARDS AND PERFORMANCE

7. To what extent do you agree that rewards have influenced your performance?

Where: 1-Not Significantly; 2- insignificantly; 3- Neutral; 4- Significantly to 5- very significantly

No	Job Performance of Teachers	1	2	3	4	5
1	Because of rewards packages at the school I am now efficient and effective on my job					
2	Rewards from management of the school has influenced me to deliver quality work without errors					
3	Because of rewards packages, I am able to employ work within time and work schedule					
4	The rate of errors and deficiencies during work has reduced because I am more motivated					

APPENDIX C

Krejcie and Morgan's sample size determination table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384