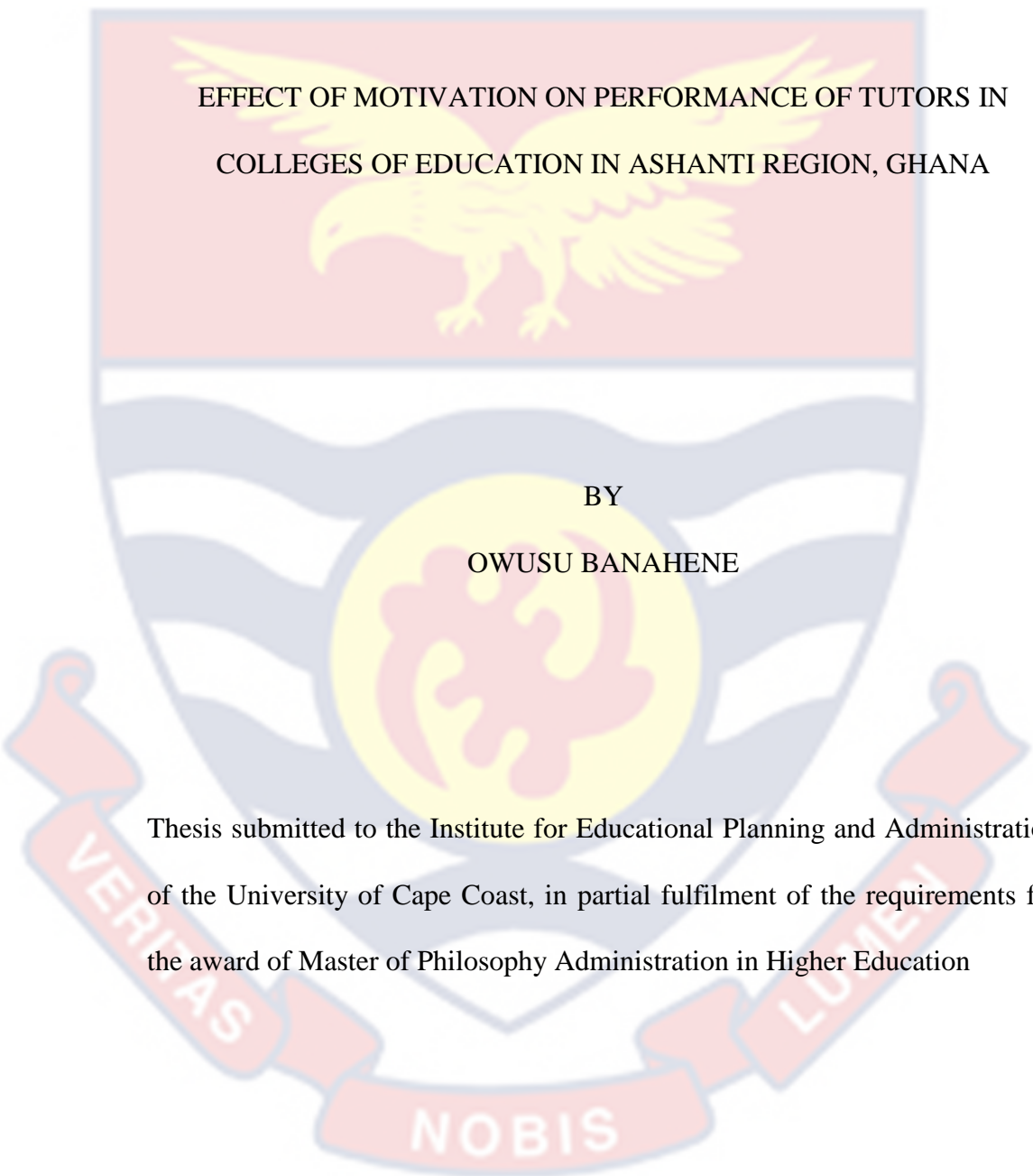


UNIVERSITY OF CAPE COAST



EFFECT OF MOTIVATION ON PERFORMANCE OF TUTORS IN
COLLEGES OF EDUCATION IN ASHANTI REGION, GHANA

BY
OWUSU BANAHENE

Thesis submitted to the Institute for Educational Planning and Administration
of the University of Cape Coast, in partial fulfilment of the requirements for
the award of Master of Philosophy Administration in Higher Education

MAY, 2023

DECLARATION

Candidates' declaration

I hereby declare that the submission of this of this thesis is the true finding of my own researched work presented towards the award of a master of philosophy degree in administration in higher education, and that to the best of my knowledge no part of it has been presented for another degree.

Candidate's Signature:.....

Name:.....

Date:.....

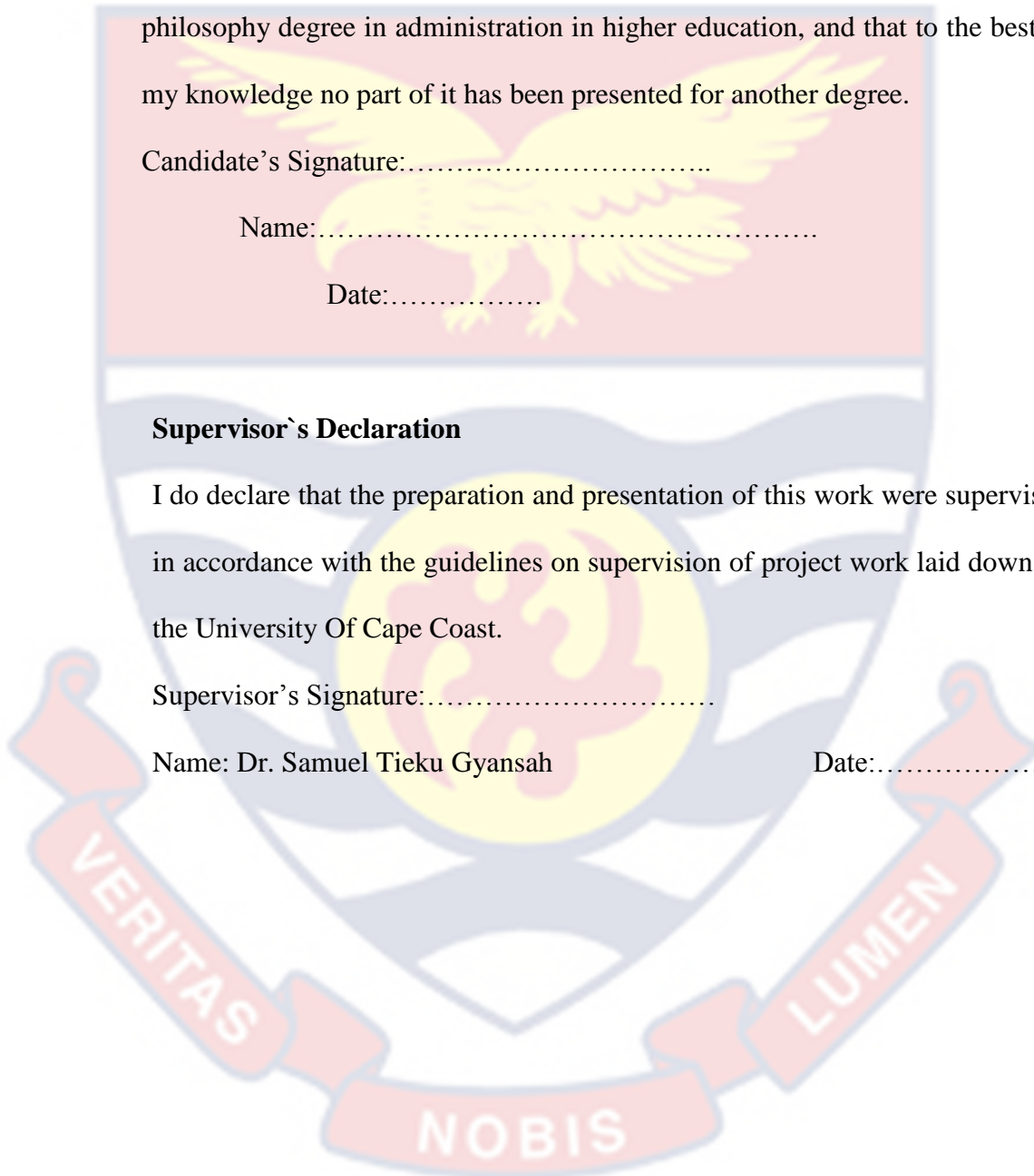
Supervisor's Declaration

I do declare that the preparation and presentation of this work were supervised in accordance with the guidelines on supervision of project work laid down by the University Of Cape Coast.

Supervisor's Signature:.....

Name: Dr. Samuel Tieku Gyansah

Date:.....



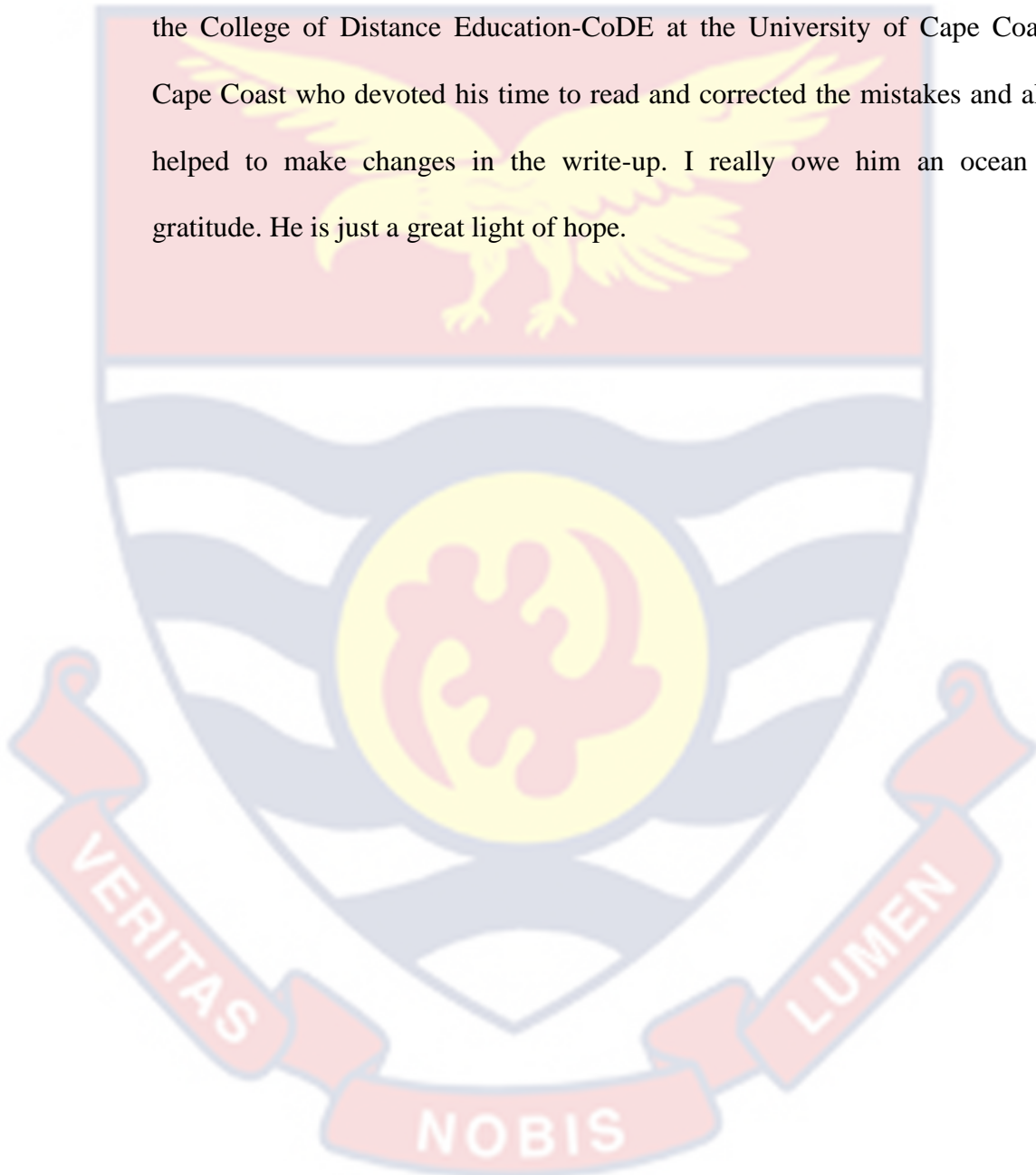
ABSTRACT

Motivation depicts the needs and wants that direct behaviour towards a set goals likewise productivity and its relation to performance. Though many have researched into this area and many discussions have been done on this topic, this study throws a deeper investigation into the independent variable- motivation and the dependable variable of employee performance in relation to Colleges of Education which is one of less attended to in our educational setting. This study focuses on the Effect of Motivation on Performance of Tutors in Colleges of Education in Ashanti –Ghana. All the Eight (8) Public Colleges of Education were selected to have an entire coverage working area. The objectives are to assess the effect of financial packages, effect of working environment and academic staff level of dissatisfaction with their working environment on Tutors performance. A population size of Three Hundred and Sixty-Seven (367) Male-231 and Female-136 with a sampled Size of One-Hundred Ninety-One (191) was used for the study. The study adopted the use of self-administered questionnaires to gather the required primary data. SPSS 21.0 STATA 13.00 version was used for the analysis. Descriptive and Regression statistical analysis technique were adopted. In conclusion, organisation/managers must know that employees are motivated by monetary rewards. With monetary rewards, all other extrinsic valuables could be fulfilled. It is recommended that though working environment, financial packages and staff working environment satisfaction are vital to tutors, management of the colleges of education must have a comprehensive motivation scheme in all aspect of an institution as it is directly proportional to the outcomes/performance of the employees. Also, all extrinsic factor have positive and significant effects on employees. This study provides good amount of knowledge on the importance of academic staff level of dissatisfaction coupled with working environmental factors for improving employee performance.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to the almighty god for guiding me to complete this study successfully.

I wish to thank my supervisor Dr. Samuel Tiekou Gyansah a senior Lecture at the College of Distance Education-CoDE at the University of Cape Coast-Cape Coast who devoted his time to read and corrected the mistakes and also helped to make changes in the write-up. I really owe him an ocean of gratitude. He is just a great light of hope.



DEDICATION

I dedicate this work to the almighty God for his abundant grace and favour granted unto me throughout my studies at UCC. My expression of gratitude to my lovely wife Sarah and my kids for their support, sacrifice and consistent encouragement which really has brought me far. Lastly, to all my love ones who supported me in various efforts.



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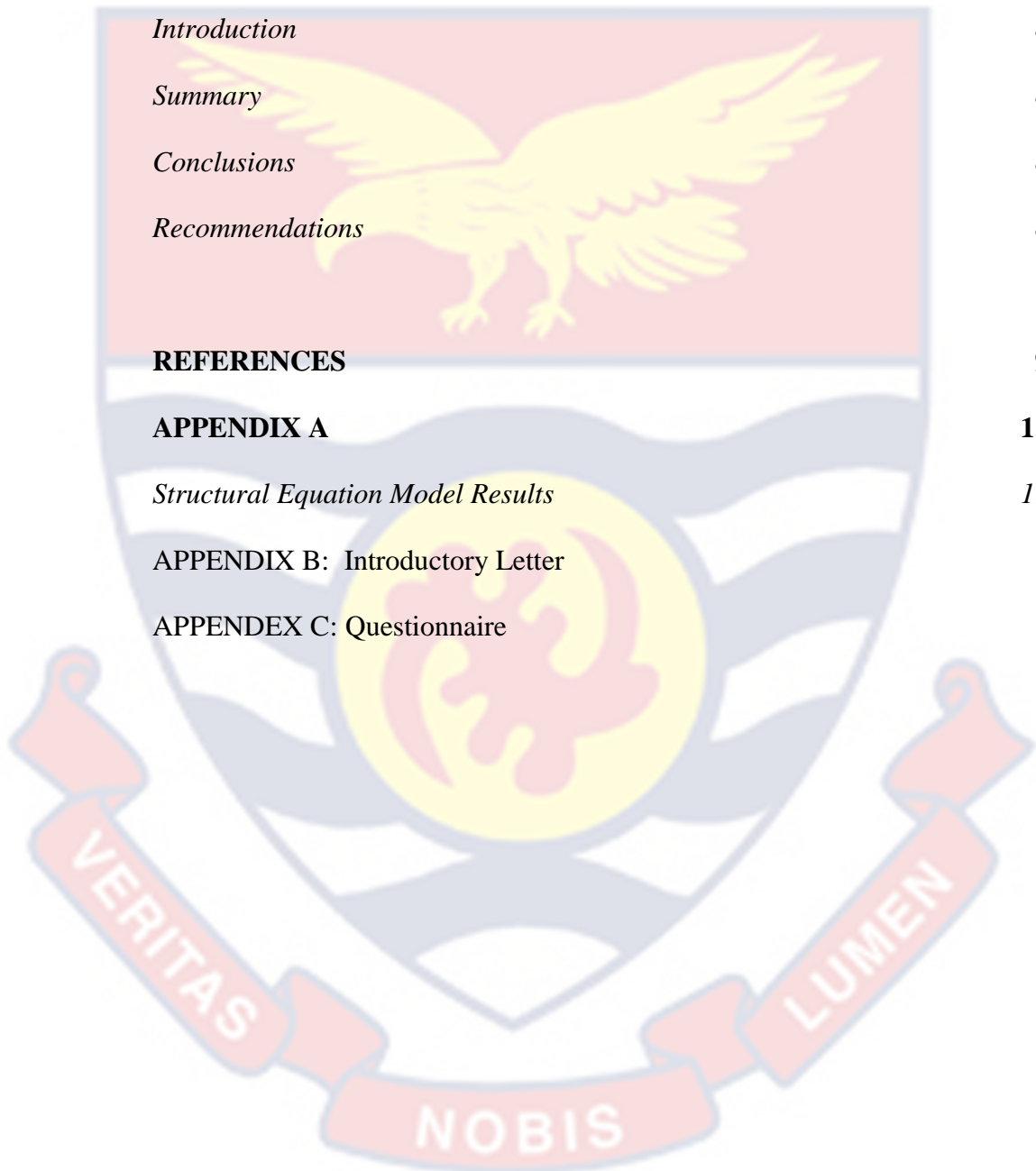
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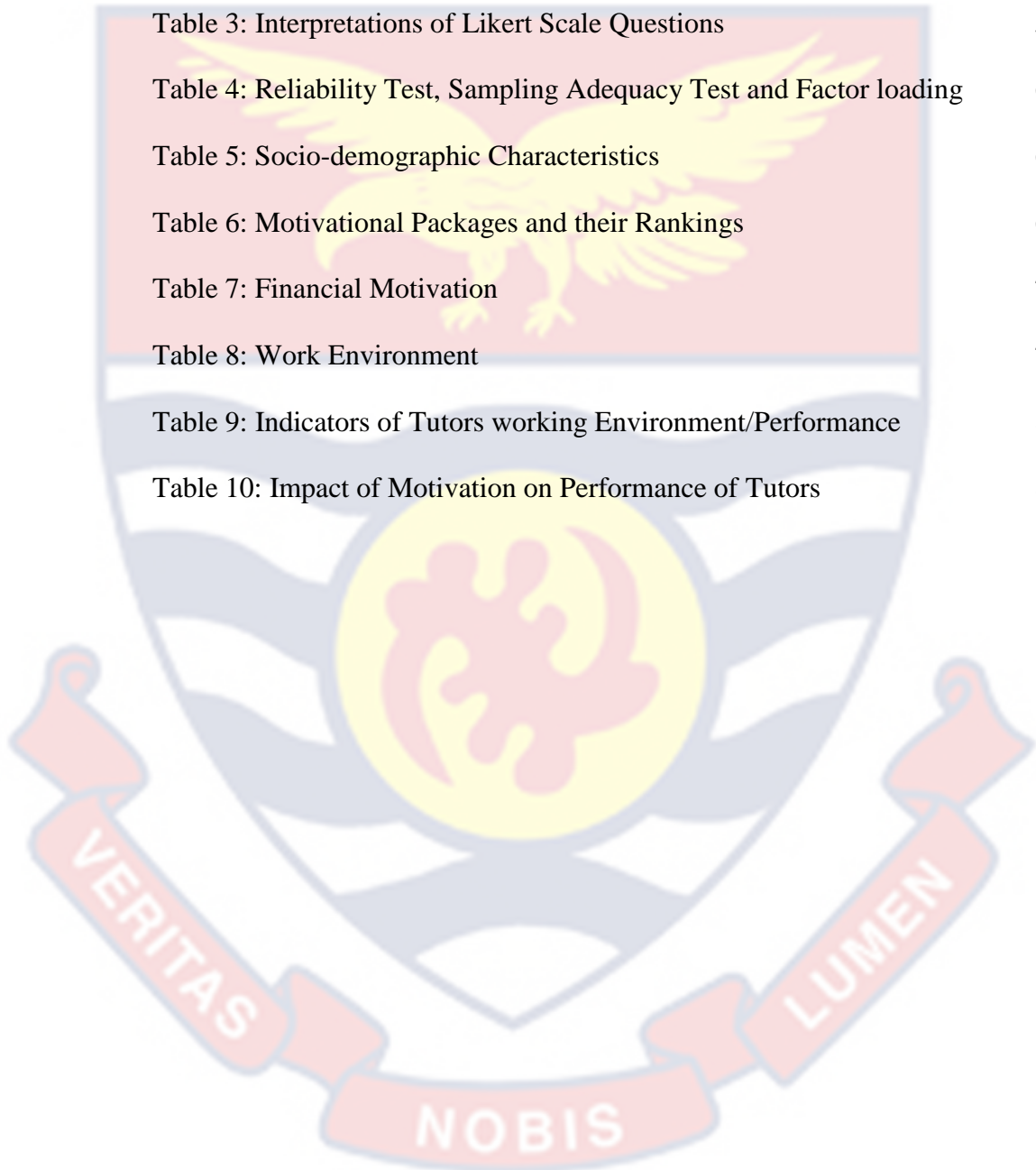
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LIST OF ACRONYMSThe background of the page features a large, faint watermark of the University of Cape Coast crest. The crest is a shield-shaped emblem with a yellow eagle with outstretched wings at the top. Below the eagle is a white banner with the Latin motto 'VERITAS NOBIS LUMEN'. The shield itself is divided into sections with various colors and symbols, including a central yellow circle with a red and white design.

| | |
|------------------------|--|
| NLC | National Labour Commission |
| NTC | National Teaching Council |
| TUC | Trade Union Congress |
| FWSC | Fair Wages and Salaries Commission |
| PhD | Doctor of Philosophy |
| MPhil | Master of Philosophy |
| UKAid | United Kingdom Agency for International Development |
| SSS | Single Spine Salary Structure |
| PRINCOF | Principal Conference |
| MOE- | Ministry Of Education |
| CETAG- | Colleges of Education Teachers Association of Ghana |
| UNESCO Organisation | United Nations Educational, Scientific, and Cultural Organisation |
| CFA | Confirmatory Factor Analysis |
| SEM | Structural Equation Modelling |

CHAPTER ONE

INTRODUCTION

Background to the Study

The amount and caliber of an organization's workforce play a major role in its development. For employees to become more productive in a business, motivation is essential (Al-Aamri, 2010). A motivated employee is more devoted, committed, and loyal to their employer, which helps the organization's service and/or output. A further definition of teacher motivation offered by Velez (2007) is the inspiration or prodding of instructors to perform at their highest level in the classroom. Even in less-than-ideal learning environments, teachers who are highly motivated in the learning process typically perform well in their roles (Green & Awotua, 2011)

All businesses across the globe struggle with employee turnover, which is a common issue (Stanley, 2012). Demotivation is one of the elements that raise the rate of employee turnover (Mosley, Pietri & Mosley Jnr, 2012). Among managers and other leaders, there is a rising understanding of the importance of combining powerful motivational incentives with positive reinforcement to promote performance (Cole & Kelly, 2011). Organizations need a motivated workforce if they want to fulfil their goals, so that workforce must be present (Ghazanfar, Chuanmin, Khan, & Bashir, (2011).

Teachers in Ghana's public pre-tertiary schools are frequently reminded that their reward is in paradise, similar to certain other professions that are regarded as being altruistic, but many of them still feel sad due of their bad working conditions (Osei, 2006). By new generational graduates, the teaching profession in Ghana is not frequently viewed as one that pays well

(Claeys, 2011). Due to the perception that teaching is a low-paying profession and the unattractive working environment, the majority of Ghanaian graduates do not pick this line of work (George & Mensah, 2011). The vast majority of Ghanaians who enter the field of teaching typically do so only after their long-held goals of pursuing other professions are ultimately realized, and then depart when they are successful in these professions (Agezo, 2010).

Recently, Ghana had witnessed several strikes and counter strike in the last year and half over poor remuneration and other benefits due the teachers and other educational workers. There is still uproar between the teaching front and the National Labour Commission (NLC), National Teaching Council (NTC), Fair Wages and Salary commission, Public Services Commission, Ministry of Education and other agencies with regards to their conditions of service and other entitlements. Tertiary Teachers Association of Ghana (TTAG) also stressed the need for government not to use the newly introduced licensing examination as a prerequisite for their employment into GES. They considered it alien, frustrating and demotivating to their careers as newly trained teachers (Evans, 2000)

Basic school teachers were angry with widespread dissatisfaction over poor feeding and inadequate per diem at their recent workshop on introduction of a new curriculum training held throughout the country. The teachers (participants) considered these actions as inhumane, degraded and demotivating to the teaching profession (gbcghanaonline,2019). National Association of Graduate Teachers (NAGRAT) called on all members to stay off the classroom till all their allowances and transfer grant arrears dated back

2015 were settled before they could be called off the strike. (Graphic Online, 2018).

With the introduction of the new Tertiary Education Reforms, Doctor of Philosophy (PHD) will be the benchmark for Lectureship positions and MPhil/non-PhD holders will be assistant-lecturers in Colleges of Education. No Masters holders will be recruited as lecturer in any public university in Ghana (Daily graphic, 2018). PRINCOF in response, called on Government of Ghana to support all tutors at the Colleges of Education to embark on further studies in pursuit of recognition based on the new tertiary teacher recruitment criteria under the new Tertiary Education Reforms (Daily graphic, 2018).

It is generally acknowledged that it is the duty of the government and stakeholders to make sure that teachers work to the best of their abilities. Government and school management must pay close attention to a number of issues that may have an impact on teachers' effectiveness in order to achieve this (UNESCO, 2006). According to Goldman, Goodboy, & Weber (2017). Motivation directly affects performance outcomes and job satisfaction. George (2013) reaffirmed that a person's motivation has a big impact on their performance and educational journey. The process of motivation begins with a psychological need or limitation that initiates behaviour or a drive directed toward a reward or goal. Furthermore, motivation provides behaviour a meaning (Krietner and Kinicki 2004) Arousal, choice, direction, and continuation of the behaviour in the instructor are all influenced by teacher motivation, according to Snowman, Mcown, & Biehler's (2008) conceptualization.

Under the auspices of UKAid, Transforming teaching, education and learning (T-tel) project and Ghana's MOE, a 4.6 million Ghana Cedis transition support fund for staff of colleges of education will be launched for staff to upgrade themselves to at least get a researched Master's Degree as a mode of motivation and skill acquisition to improve the performance of tutors (EducationGhana, 2019). In every higher educational institution therefore, the quality of education is contingent on the performance of teaching staff (Rashed, C. A. A., Azeem, A., & Halim, Z. (2010).). Some empirical studies have also depicted that performance of teaching staff in the higher education institution is positively correlated to motivation. (Afful-Broni, 2012; Asim, 2013, Rashed et al.,2010). This appears that as inspiration for instructors is upgrade .their execution too would move forward in like manner.

This study on the basis of the importance of motivation in tutors' performance assessed the motivational packages for tutors' in colleges of Education and its effect on their performance.

Statement of the Problem

In a very competitive, international economy, businesses are under pressure to retain are co are under constant pressure to keep their workforces in a (Deci, 2013). Having staff that is highly qualified, dependable, and experienced can be advantageous for any company. However, expertise, equipment, resources and time are also crucial according to Certo (2006), and theses should not be overlooked when judging success.

Since they were institutionalization, however, there has not any research done to determine how these motivating packages improve tutor

performance and to really ascertain the academic staff level of dissatisfaction with their working environment on the Tutors at the colleges of education, and specifically in the Ashanti Region. It understandable that college instructors/Tutors lament so much about the lack of motivation, conditions of service, and other related issues to their profession and benefits Otoo, Iddrisu, Kessie, & Larbi, (2018).The goal of this study is to evaluate how the effects of motivation on tutors' performance in Colleges of Education in the Ashanti Region of Ghana and also to ascertain academic staff level dissatisfaction with their working environment.

Purpose of the study

The purpose of this study is to examine the effects of motivation on performance of tutors of Colleges of Education in the Ashanti Region of Ghana.

Research Objectives

The following study has the following specific research objectives:

1. To assess the effects of work environment on the performance of tutors in the Ashanti Region of Ghana.
2. To assess the effects of financial packages on the performance of tutors in Ashanti Region of Ghana.
3. To assess the academic staff level of dissatisfaction with their working environment on the tutors in Ashanti Region of Ghana.

Research Questions

The following research questions were developed for this study based on its specific research aims.

1. To what extent does work environment affect the performance of tutors in the Ashanti Region of Ghana?
2. To what extent does a financial package have an impact on the performance of tutors in the Ashanti Region of Ghana?
3. To what extent does academic staff level of dissatisfaction has an impact on tutors in the Ashanti Region of Ghana?

Significance of the Study

The study would be essential in the following:

1. **Individual Level:** the Tutors of the Colleges of education and other auxiliary staff will be informed as to the right incentives/packages available to them and ways of utilizing them for personal development likewise and improvement in performance.it will also assist employees to know how and when to demand what is due appropriately.
2. **Institutional Level:** it will help the Ministry of Education to either change or review their employee motivational packages, policies and strategies which will definitely cause an increase in staff performance. Information gained will assist management/administrators to create an enabling environment, which will foster cordiality between employees and management hence, productivity.
3. **National Level:** matters concerning issues of motivation are of national concern as it will help in retention of Tutors at the colleges.

The findings of the study will highlight both strength and weaknesses in rewards/ motivation management in the public sector.

4. Finally, it will contribute to the existing literature on motivation practices in the education sector and also assist policy makers, administrators and educational planners to seek remediation to problems concerning Tutors welfare and performance.

Delimitation of the Study

In Ghana's Ashanti Region, this study was conducted on public institutes of education. These colleges of education set out to determine whether paying tutors and allowance as a motivator would make them more productive in performing their tasks effectively and efficiently. However, the study was limited to some selected colleges to make generalizations for the study.

Limitations of the Study

Some limitations were encountered even though there were prudent measures to mitigate them. Geographical locations of the colleges surely posed a challenge, since all the colleges are scattered across the region. The researcher commuted to these places via transport (Mini public vans) as means to reach respondents to administer and gather the data required. Financial obligations with regard to transport fares were also incurred. This incurred some cost.

Limited time for Tutors to answer questionnaire and to grant needed interviews. Since the respondents are mainly Tutors and they do course - based teaching, they were all not available within the stipulated period.

Measures were taken to employ the use of technology to administer questionnaire in some cases and to retrieve them. Example: social interactive-Apps, via E-mail, WhatsApp and other Read-Edit electronic platforms were employed. Respondent's contacts and email account was the main channel for dissemination and collection.

Some of the Tutors/Respondents were not also available. They were either on a sandwich and distance courses as facilitators at the various campuses of higher learning. Since all are part of the target group, other electronic means were also used to reach them to be in the scope of study.

Unwillingness on part of Management to give information they considered "internal", all in the name of confidentiality. This delayed the data gathering processes. The researcher had to obtain an introductory letter from the UCC-CoDE to accompany all data collections exercise. All these processes delayed the data gathering exercise and the entire work.

Non participation of Non-Teaching Staff (Non-Administrative) in answering the questionnaires at the Colleges. Though they are part of the institution workforce and were willing to respond to the subject, since the study bothers on motivation of tutors, they fell discriminated against and uncared for once they also may have issues pertaining to motivation in same fashion. With regards to their perceptions, the data collection exercise did not capture their views and opinions since they were not the target group and do not form any part of the analysis.

Definitions of Key Terms

The key terms of this study were motivation and performance and they are operationalized as follows;

- i. Motivation: this is any package or anything either cash or in-kind that arouse the interest of tutors in Colleges of Education to be more dedicated to any work assigned to them.
- ii. Performance: refers to the ability of a tutor to undertake the task assigned to them effectively and efficiently to arrive at the desired or needed result.
- iii. Effect: an effort to bring about results or the end/outcome of any activity.
- iv. Salary: a stipulated payment from an employer to a worker to deliver a desirable outcome/productivity.
- v. Incentive: is an additional payment package to an employee aside his/her regularized salary.
- vi. Impact: the force of impression of one thing or another.it could be positive or negative.

Organization of the study

In five chapters, the study is summarized.

The beginning and its context to the subject being discussed are covered in Chapter 1. It discusses the study's history, goals, problem statement, significance, restrictions, delineations, definitions of key terminology. It also covers the study's organization.

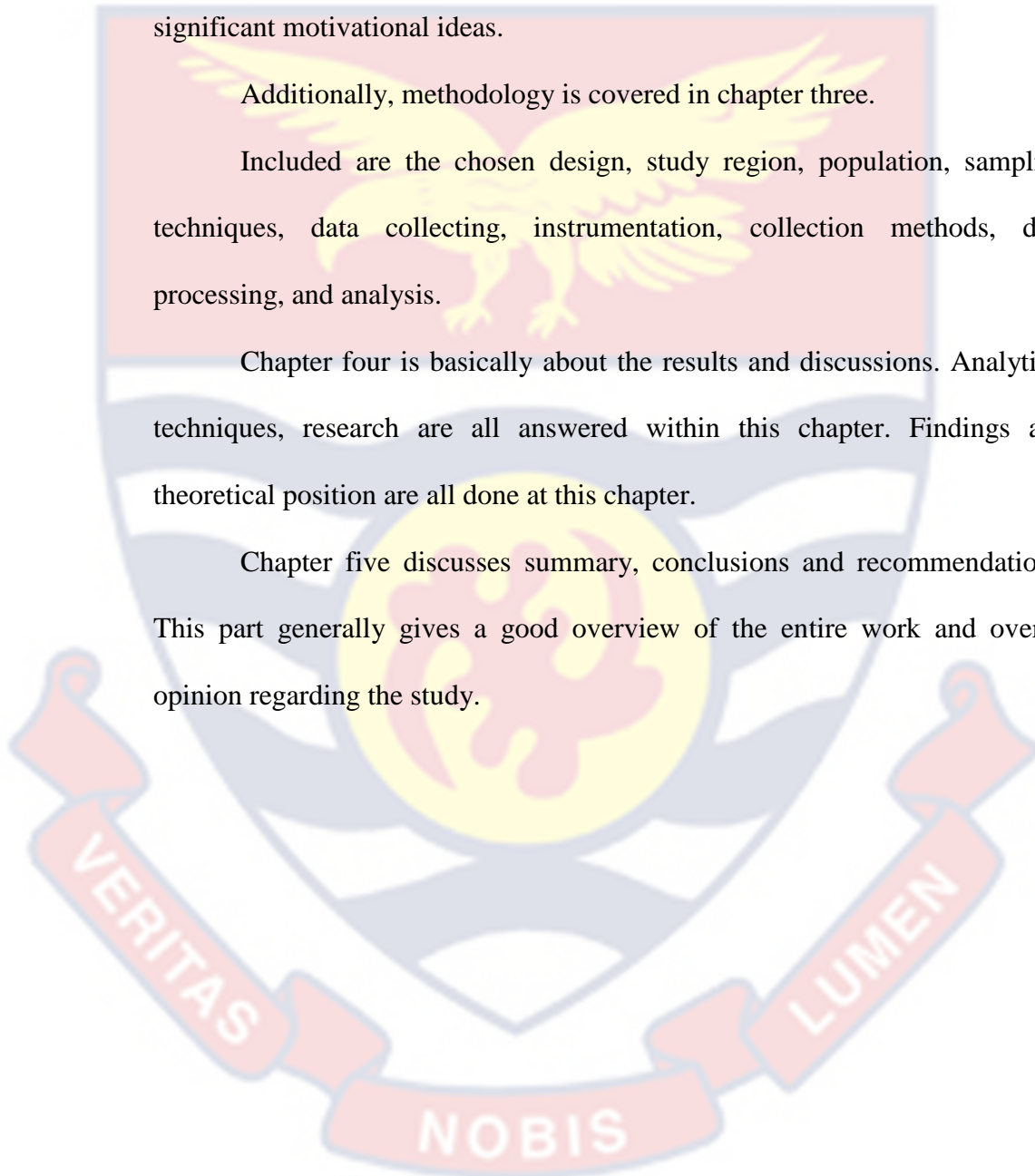
On some related literature to the topic was the subject of Chapter 2. The theoretical and philosophical underpinnings of the investigation are discussed. It investigates several hypotheses and notions put out by other authors. This chapter included discussion of comparative statements and other significant motivational ideas.

Additionally, methodology is covered in chapter three.

Included are the chosen design, study region, population, sampling techniques, data collecting, instrumentation, collection methods, data processing, and analysis.

Chapter four is basically about the results and discussions. Analytical techniques, research are all answered within this chapter. Findings and theoretical position are all done at this chapter.

Chapter five discusses summary, conclusions and recommendations. This part generally gives a good overview of the entire work and overall opinion regarding the study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter by and large gives a great relevant literature of the whole work and in general supposition with respect to the subject of how instructor performance in Ghana's Ashanti region's Colleges of Education is impacted by motivation. This chapter is divided into two parts. The theoretical foundation for the study is covered in the first portion, while the conceptual review is covered in the later one. The Vrooms Expectancy Theory of Motivation by Victor Vroom (Vroom, 1964) and The Equity Theory by J. Stacey Adams (Adams, 1963) form the foundation of the theoretical framework.

The conceptual component examined the idea or origin of motivation, different types of motivation, sources of motivation, and the importance of motivation, as well as the working environment, compensation, incentives, and motivational techniques, as well as performance, job satisfaction, performance assessment, and empirical review in relation to the study.

Theoretical Framework

In an effort to understand the elements that influence employee motivation in businesses around the world, numerous hypotheses have been put forth. These ideas are crucial because they explain and inspire the factors that drive employee motivation. If effectively implemented, they could result in more motivated workers, who could then boost productivity and retention in firms (McCullagh, 2005). Many motivational theory developers in the early 1960s, including Abraham Maslow (Maslow, 1964), Fredrick Herzberg

(Hezberg, 1959), Vroom expectancy theory (Vroom, 1964), and Clayton Alderfer (Alderfer, 1977), to aid firms in prioritizing employees in light of their requirements.

The study's framework was based on two key theories: the equity theory and the Vroom expectation theory of motivation. These theories were chosen for this study because they provided viable explanations for the performance of tutors in Ghana's Ashanti Region's Colleges of education.

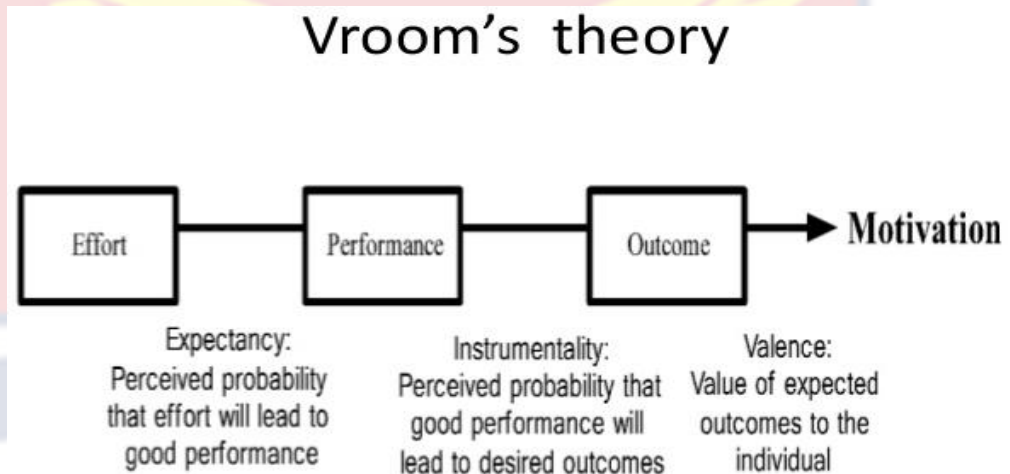
Vroom Expectancy Theory of Motivation

The Expectancy theory was proposed by Victor Vroom of University of Yale, School of Management in 1964 in the United State of America (Taylor, 2019). Vroom highlights and focuses his proposed theory on outcomes, and not on employees Needs as stated by Abraham Maslow and Herzberg in their Needs Theories. Vrooms Expectancy theory explains that the degree of a tendency to perform excellently in a specific manner largely depends on the intensity of an outcome. (Juneja, 2015). An absolute desired accomplishment of a task becomes attractive to the individual and it (outcomes) becomes a motivation reward to the fellow. In regards to this theory, every tutor has the right and privilege to receive incentives as the form of motivation to them to carry out their duty in ease in terms of settling their allowances. The Expectancy theory hinges on these three (3) domains, namely: valence, instrumentality and expectancy.

Valence is referred to as an outcome of how much a person wants a reward or motivation (Juneja, 2015). The conviction that the accomplishment will lead to a reward is instrumentality. The evaluation/assessment or the

propensity that the effort will lead to expected accomplishment could also be termed as Expectancy (Taylor, 2019). Tutors perceive that they deserve a form of incentives in the form of allowances since their efforts caused whatever has been accomplished.

Vroom Expectancy Theory of Motivation is depicted below.



Source: Vroom Expectancy Motivation Theory (1964)

The expectancy theory focuses on the following three (3) relationships:

- i. **Effort-Performance Relationship:** the likelihood that the person's effort will be recognized in job appraisal in relation to his performance at the workplace/organization (Taylor, 2019).
- ii. **Performance-Reward Relationship:** this expresses the view about the scope to which the individual considers that achieving a good performance leads to organizational rewards. That is once I perform to satisfaction, I must be paid accordingly or be recognized Karami, Dolatabadi, & Rajaeepour, (2013).
- iii. **Rewards-Personal Goals Relationship:** this also deals with a desire for a potential reward to the individual by the employer within the stipulated period (Larson et.al, 2018).

Vroom was of view that employees voluntarily choose whether or not complete their duties at the workplace. The employee's motivation level which is dependent on three factors of expectancy, valence and instrumentality- solely determined this choice (Yadav & Prachi, 2015).

According to this theory, everyone deserves to receive something worthwhile in exchange for whatever they do, and thus tutors deserve incentives to effectively motivate them to improve productivity.

Equity Theory

Adams Equity Theory commonly referred to as the Equity theory of motivation, was developed by a workplace behavioural psychologist John Stacy Adams. Adams theory was published his theory in 1963.

The principle that employees are motivated by justice is the cornerstone of equity theory. The idea also suggests that an employee's level of motivation will be proportional to their assessment of the degree to which they are treated fairly. On the other hand, an individual's perception of unfairness is likely to decrease their motivation.

Furthermore, equity theory recognises that people are worried about more than just the actual benefits they receive for their effort; they are also interested about the relationship between those rewards and what other people receive in return for their effort not just with the actual quantity of rewards they obtain for their efforts(Armstrong, 2010).Using inputs such as effort, experience, education, and competence as a baseline, one may compare their outputs, such as levels, increases, recognition, and other qualities. Tension arises whenever individuals have the perception that they have an imbalance in the outcome-to-

input ratio in comparison to others. People are inspired to work toward what they see as being equitable and fair because the conflict provides the foundation for this goal (Robbins, 2005). What is currently regarded as the most prominent theories concerning equity theory was developed as a result of J.S. Adam's research. The most comprehensive explanation of how people evaluate their interaction in social exchanges is probably found in the Adams theory. (Adams, 1963). Is likely the most well developed account of how humans evaluate their social exchange interactions. Adams published his theory in 1963. According (Armstrong, 2010), to this conception of exchange relationships, the most important constituents are the inputs and the outcomes. In a scenario in which a person trades their skills for monetary compensation, the individual's inputs can consist of previous work experience, education, effort put forth on the job, and training. The factors that come into play as a direct result of the interaction are referred to as outcomes. In addition to compensation, other outcomes such as supervisory treatment, job assignments, fringe benefits, and status symbols are likely to be taken into consideration. Pay is likely to be the most important outcome.

According to Carrell and Dittrich (1978), three major presumptions underlie equity theory:

- The idea contends that individuals form opinions regarding what constitutes a just and equitable compensation for the labour they provide at their jobs. It also contends that individuals frequently contrast what they perceive to be their exchanges with employers.
- The theory postulates that individuals will be driven to act in ways they judge proper when they feel their own treatment is unfair in

comparison to the trade theory they perceive others to be making. A positive correlation between an employee's performance or effort on the job and the salary they receive is how this concept of equality is most frequently understood in workplaces.

Adams contends that individual learn about expectation or what makes a "fair" link between inputs and outputs through socialization and through comparison with the inputs and outcomes of others. Ramlall (2004) noted that people experience feelings of inequity when they believe that they are not receiving fair compensation for their labour and other contributions. In order to better understand the reasons for perceived and actual disparity in companies, it is important to note that people do experience feelings of inequity. Distributive equity and procedural equity are the two types of equity that have been discovered, as proposed by Adams (1965 in Armstrong, 2010), respectively.

Distributive equity is concerned with an individual's contribution and how it compares to that of others. Procedural equity, also known as procedural justice, is concerned with the perceptions that employees have regarding the fairness of the procedures that are being operated in areas such as performance evaluation, promotion, and disciplinary action. People will be less motivated if they are treated inequitably, according to equity theory, which asserts that people will be more driven if they are treated equally (Armstrong, 2010). As a result, this theory enables a favourable comparison of the major ideas incorporated in the theory to the perceptions and behaviours of the instructors in the study, which is the reason for the adoption of this theory and why it is acceptable for the study.

Conceptual Review

This section reviewed related literature to the study under the guide of the main themes generated in the conceptual framework of the study, more specifically the origin and definition of motivation, types of motivation, sources of motivation and how motivation related to tutors in the study.

Conceptual Framework

In research, a conceptual framework is used to present a preferred approach to an idea or thought by laying out alternative strategies or offering a preferred approach to an idea or thought. (Imenda, 2014). It is a group of overarching ideas and principles used to structure a future presentation that are taken from pertinent fields of study.

The connection between independent factors and dependent variables, as well as intervening variables, was shown in Figure 1 below. Motivation factors are the independent variables, which comprise both extrinsic and internal influences. Salary, bonus, allowances, wages, vacations, overtime stipends, insurance and other working conditions are examples of extrinsic variables, while intrinsic factors include accomplishments, increasing productivity, self-actualization, and self-sustaining teaching philosophy. Employee performance is a dependent variable that includes things like the agreed-upon goal, efficiency, timeliness, employee attendance, responsibility completion, job quality, loyalty, and employee competency/innovativeness (Mustafa, 2016) Variables such as government policy and economic conditions are among the intervening variables (Salkin, et al 2018).

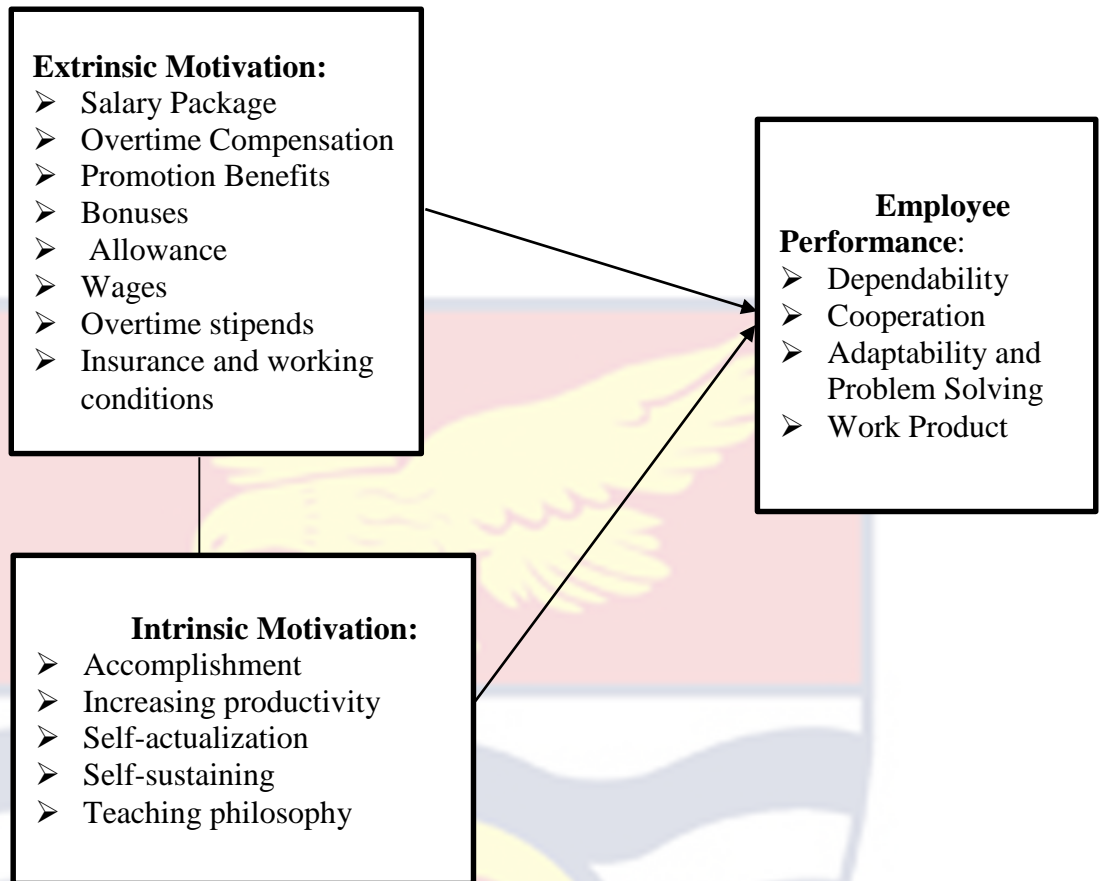


Figure 1: Conceptual Framework, adapted from GoSurvey (2021)

Origin of Motivation

The idea motivation is created to early Greek thinkers like Socrates, Plato, and Aristotle. According to Plato, the hierarchy of the universe was composed of three levels: intellectual, the emotional, and the nutritive. The intellectual level was the top of the hierarchy (Ogut & Attar, 2015). The spiritual hierarchy established by Aristotle was adhered to for more than two decades. However; he did change a few things that went against his fundamental beliefs. He believed that a person food and emotional condition were important to the body and had an impact on the idea of motivation. (Stellar, 2020). They have the capacity to set up sensor for things such as growth, the upkeep of bodily comfort (feeding), and sensory like pain and pleasure (emotional). These two

aspects, when combined, contributed to the formation of an illogical driving force. The logic section includes all of the logical aspect of the soul, including ideas and different voluntary traits. The ancient Greeks postulated three components—the body's desires, pleasures, and pains (senses and efforts of will and spirit) in a hierarchical system. (Ogut & Attar, 2015).

René Descartes identified two categories of human motivation—passive and active—during the modern era that came after the renaissance. According to Descartes, the body is passive part of the process of motivation, but the will is an active part. The body is a mechanical and physical being, with sense and psychological reaction to the outside world feeding its need. The mind has a moral nature, an intellectual nature, and a wilful nature in addition to its mental nature. As a result, motivation is constantly influenced by volition, and Descartes was the first to exclusively link motivation to a person will. He presented the philosophical community with the first important theory of human motivation (Ogut & Attar, 2015).

Money was seen at the turn of the 20th century as being the most important component in the creation of goods and services (Kreitner, 1998)

However, it was discovered after several studies, including "Hawthorne Studies," which was conducted by Elton Mayo at the Hawthorne of the American Western Electric Company in Chicago, between the years 1924 and 1932, Works it was observed that employees were not solely motivated by money, but rather that employee motivations were not solely financial, rather, employees behaviour was connected to their attitudes. After it was discovered

that employee were not driven purely by money this was the conclusion that was drawn (Dickson, 1973, in Lindner, 1998).

The Hawthorne investigations laid the groundwork for the human relation-based management paradigm. In Accordance with this approach, managers, top priorities are employees` demands and source of motivation the needs and sources of motivation (Bedeian, 1993). New concepts and methods for methods for describing motivation and performance at work become possible as result.

Definition of motivation

The etymology of the word "motivation" can be traced back to the ancient Latin verb "Movere," which, when translated into modern English, means "To Move." According to Stellar 2020, the definition of motivation is "willingness to do something or something that causes such willingness to do something." In addition, it claims that it is the excitement that comes from doing something. According (Ocran, 2008), motivation can be defined as a requirement or a purpose that compels an individual to act. According to Boddy (2005), motivation can also be defined as the force that exists within or outside of a person that serves to stimulate and maintain that person's commitment to a particular course of action. Another definition of motivation that was offered by Vroom (1964) was that it is "the willingness to do something, conditioned by action and the opportunity to satisfy some need." To emphasize Vroom's attitude even further, we might say that this connotes that any employee desire to attempt or do a particular activity is sparked by either one's requirements or the other's. As soon as the requirements are met,

the person will be able to perform to the best of his or her ability in the workplace.

On the other hand, motivation can be thought of as an invisible force that compels people to act in a particular manner (Pinder, 2018). The person who authored this definition believes that it possesses unique characteristics that differentiate it from other definitions. To begin, it is not as comprehensive as many other definitions; rather, it focuses on the factors that influence motivation with regard to work and professions. Examples of his theory include entering or exiting an organization, maintaining punctuality, complying with or ignoring the directives of management, devising original approaches to the completion of a task, and agreeing to relocate for work.

Types of motivation

Motivation refers to the variables that stimulate, guide, and maintain behaviour. It might be intrinsic, in which case behaviour is impacted by self-generated variables arising from the task, or extrinsic, in which case behaviour is influenced by external factors such as how things are done or how persons are motivated (Armstrong, 2016).

The two basic types of motivation are Extrinsic and intrinsic motivation. Motivation is essential to achieving our academic and personal goals in our –day-to day lives as professional teachers. Depending on the incentive, Employee motivation can change. Extrinsic motivation stems from outside forces acting as overt incentive (such as money or threat), whereas intrinsic drive is motivated by rewards as the activity itself (Herzberg, 2003; Cameron & Pierce, 2002).

Intrinsic motivation

One sort of motivation is known as intrinsic motivation, and it is distinct from extrinsic drive in that it originates from within an individual rather than from any other intangible incentives. (Fishbach and Woolley, 2022) It is a sensation that arises from within an individual, and not from any external or internal incentives, including monetary gain (Wigfield et. al, 2004). An employee who is self-motivated will always want to execute a task or exceed expectation in order to raise or satisfy his ego, or will psychologically prepare himself for a higher height. Intrinsic motivation is a sort of motivation that focuses on the individual and is based on personal desires. Intrinsic motivation captures the aspects of independence or working for its own sake (Osterloh, Frost & Frey, 2002; Ryan & Deci, 2000), provides the psychological benefits of well-being (delightfulness) (Ryan & Deci, 2000), accomplishments (success - driven) (Dermer, 1975), increasing responsibility (Kohn, 1993; Herzberg,2003), self-actualization (goal-achiever)-(Osterloh et al., 2002).

According to (Calder and Staw, 1975) when a work is performed for someone who seeks instant gratification, the motivation to complete the task comes from within the individual (Dermer,1975). According to (Steers and Shapiro, 2004), an individual's involvement in certain patterns of behaviour, thinking processes, action and activity, or reaction for its own significance might be considered an example of intrinsic motivation. (Kunz and Pfaff, 2002) contend that motivation is considered to be intrinsic when individuals engage in an activity for its own sake because it brings them satisfaction. They agree with (Calder and Staw , 1975), but Kunz, A., and Pfaff, D. 2002) add

that contentment is an inherent part of enjoying something. On the assumption that intrinsic motivation is a sort of motivation that originates from within an individual, the aforementioned researchers are all in agreement with one another. When a task is completed, intrinsic motivation not only satisfies the individual's desire for completion but also results in a greater sense of accomplishment. When an individual or a workforce is intrinsically motivated, they experience more job satisfaction and a stronger willingness to put in effort at their place of employment.

According to (Wan, Jin et al,2022) characteristics such as recognition, success, achievements, matched-skill work, career advancement, decision making, and critical thinking ability are all significant factors in determining workplace happiness. On the other hand, this kind of motivation means that at least some of the individual's motivation is dependent on their capabilities in terms of their cognitive talents when it comes to carrying out the task.

Extrinsic motivation

On the other hand extrinsic motivation refers to components that are external to a person and contribute to the person's sense of satisfaction and other personal values. A person's internal motivation referred to as having an intrinsic motivation. The main difference between the two theories of motivation - intrinsic and extrinsic, respectively is as follows: like intrinsic motivation, extrinsic motivation has been the focus of extensive about extensively. According to Osterloh (2002), it takes place when an employee's needs are subtly met, primarily through a monetary compensation and tangible

benefits. Contrast this with intrinsic motivation, which happens when an employee's needs are directly met.

When it comes to this kind of motivation and independent variable, money is the most significant aim that may be pursued. Extrinsic benefits consisted mostly on monetary compensation, which included salary, bonuses, and allowances (Lowery et al., 2002; Tang, 2007; Riyadi, 2019). (Ryan and Deci (2000) also make the argument that extrinsic motivation is defined as motivation that provides an external value. The terms salary, earnings, vacation, overtime stipends, health extensions, insurance, and other working conditions can all be considered examples of external values. According to Armstrong (2010), extrinsic motivators can have a direct and significant impact on a person's level of performance right away. Things like wages, bonuses, and various other tangible benefits are examples of extrinsic motivators. These are factors that are external to the individual. (Dessler, 2007). Since the bulk of the best production is dependent on how well the individual is treated in any given kind of job endeavour, it is essential that interested organizations do not have supervision on this kind of incentive. This is an important factor for interested agencies to consider. However, in the context of tutors, there is a need for interest organizations such as the government to take into consideration the allowances that are required by tutors in order for them to carry out their job in an effective and efficient manner with ease.

Sources of Motivation

According to Hitt (2009), there are 3-three basic variables that ascertain the source of motivation at the place of work. Namely:

1. The desire within.
2. Nature of work.
3. The working environment.

The Desire Within

This refers to the source of internal forces of motivation. Hitt (2009) also stated three variables that contribute to individual internal forces.

- i. *Need-power* laurels, self-esteem/confidence, availability of basic needs.
- ii. *Goals-Accomplishments*, level of performance, self-upgrading, professional development.
- iii. *Attitudes*-Peer relationship, respect for superior/supervisors and adherence to work ethics, Vision & Mission.

Nature of Work

Hitt (2009) again explains that the characteristics of the work situation have a great impact on an individual performance likewise motivation. Lewis (2001) also explains nature of work of an individual work is best defined as the type of work he does. He further explained that since his basic daily tasks are consistent with the desire and motivation of his employers, they could satisfy or dissatisfy the employee (Cox, 2019). He further stresses that work

overload and unrealistic target margins tend to demoralize the employee and kill his desire to perform well.

Aside the broad categorization of sources of motivation, there are specific sources of motivation and these are reviewed as follows;

Staff Participation

Participation refers to the involvement of employees in decision making and other planning activities of an organization with management. (Gruman, 2011) The involvement of employees in the formulation and execution of slated plans and policies to the letter provides the feeling of belonging, self-recognition, acceptance, accomplishment and sense of responsibility. Therefore, employees will be highly motivated to deliver a higher degree of performance.

Responsibility and Delegation

This is a reference to the process of boosting the behaviour of the employees by providing them with the required tools, independent working schedules, self-support mechanisms, and various other strategies for motivating. (Barton, 2016). Because altered employee behaviour can encourage employees individually and favourably affect the behaviour of their co-workers, it has the potential to raise overall levels of performance. This also raises the bar for their level of job responsibility as well as their degree of autonomy in the workplace.

In addition to the regular responsibilities, the Staff now has additional responsibilities because of the delegation. The act of transferring authority to

another person (often from a superior to a subordinate) in order for them to carry out a certain task is known as delegation (Angst, Lukas, Karol & Borowiecki, 2014). Because of this, different work schedules and responsibilities are given to employees in accordance with the employees' respective areas of competence in order to meet the employees' various requirements as well as the vision and mission of the organization for which they work. The superiors entrust suitable subordinates with the responsibility of carrying out the tasks that have been entrusted to them through the process of delegation (Angst et al., 2014). Employees have the opportunity to work in groups, departments, sections, and units and to hold heads and other sectional leadership positions within those settings. They examine a variety of approaches, techniques, and methods in order to raise the level of quality and increase the level of production. In addition to this, they frequently perform assessment and evaluation in order to discover the factors that led to the task's performance, including its progression, flaws, and successes. Employees are self-motivated and self-directed in their pursuit of the achievement of institutional goals and duties as a result. In the educational system, chiefs have the ability to give decision-making authority to their assistant heads (Victor, 2017). The superior's display of trust and faith in the subordinate inspires the latter to feel better about himself and his abilities, which in turn motivates him to put in more effort.

Reward and Appreciation of Staff

Money and other financial rewards are given to employees in relation to salaries, wages, bonuses, incentives, benefits and other tangible services. (Lancaster,2019) .All those are used in motivating employees in order to meet their personal financial obligations and therefore retain in their jobs and help maximize productivity in relation to their highest performance as supported by (Hartman,2019).

An increase in one's pay or other remuneration is an example of a well-known type of financial reward. This could be an additional payment on top of their regularly scheduled wage, or it could be a condition of their employment (Annual incremental jump, performance percentile rate, upgrading). When employees receive a portion of the profits made by the firm, it can serve as a source of motivation for them to work harder to bring in even more money for the business (Joseph, 2015).

Take Ghana as an example; in 2010, the country's Fair Wages and Salaries Commission (FWSC) implemented the single spine salary system. It is a grade system with 25 levels, with incremental notches ranging from 7 steps at the highest level (level 25) to the 15 steps at the lowest level (level 1). The new grade structure was established for use in all jobs within the public sector, and it would serve as the basis for determining performance and advancement. Job holders move up through the notches or steps based on their performance and their advancement through the grades or levels as a result of promotions. In spite of resistance from the vast majority of educators, the Ghana Education Service was able to complete the switch to the Single Spine Salary (SSS) structure in 2011. This occurred despite the fact that the change

was implemented in 2011. The implementation of the system was riddled with several faults, and as a result, the educators had the impression that they had been taken advantage of. Many of them had the impression that the government was only interested in exploiting them financially and had no concern for their well-being.

Giving a specified amount of money as a bonus that is directly tied to performance on a task or the accomplishment of a goal is the most effective approach to utilize monetary incentives as a kind of reward (Tracy, 2013). A low percentage of worker turnovers can be achieved through investing in rewards for employees. A lack of incentive and lack of reward can lead to low morale among personnel, which can eventually result in employees looking for work elsewhere (Parkinson, 2018).

Staff development and Training

This approach of employee motivation focuses on compensating staff based on their level of expertise and aptitude in completing jobs. This guarantees that, highly skilled workers are immediately motivated towards higher level of job performance. Employees with lower level of ability and knowledge are also innately driven to raise those levels and pursue the faster's route to the top. Regarding motivational tactics, staff development and training are crucial in today's educational system. When effectively implemented, that could be used to utilize quality assurance in the modern, evolving education system. To keep up current evolving trend Consistent training is necessary.

Dartey-Baah and Amoako (2011) lend support to the idea that one of the main causes of poor quality education and a declining grade in education is

a lack of funding for the training of suitable instructors to acceptable standards. This growth and training could be attained through teacher preparation programmes, in-service training, on-the Job training, workshop training, and other online or virtual teacher preparation programme.

According to Fredikson (2014), one of the most important safeguards for teacher motivation and high-quality instruction is professional development for teachers.

Promotions and Advancement

An employee's rank or position in an organisation hierarchy system is elevated by a promotion. A promotion could be given to an employee for a strong performance. The main factor that drives teachers to improve their performance and get close to their ability is Advancement (Ocran, 2008). This is sometimes referred to as a favourable evaluation. Prior to elevating a worker to a certain position, cooperation verifies that the candidature can handle the new responsibilities by screening them through tests and interviews, as well as by providing them with training or on-the-job experience. An employee to a particular position it ensures that the person is able to handle the added responsibilities by screening the employee with interviews and tests and giving them training or on-the-job experience. In addition to progress in title, pay, and benefit, a promotion may also bring about significant changes in the nature of the job duties in some organisations.

Colleges of Education promotions also hinges on four ranks/advancement. Likewise GES, it starts from lowest to the highest rank. From Tutor - Senior Tutor - Principal Tutor and to Chief Tutor. A Tutor at the

college must have a satisfactory work history for three continuous years and must have a minimum number of published publications in peer review journals and other educational sites like SAGE, Google Scholar, Journal for Teacher Education (JTE), International Journal for Teacher Education and Profession (IJTEP).

Job Security

This is a guarantee that an employee has regarding the continuation of gainful employment during their whole tenure through to retirement, (Andrew and Postel-Vinay (2009). Written contracts, appointments, collective bargaining, and agreements are typically necessary for an employee to perform his or her job securely. The employee benefits enormously from having this as a source of security. A written appointment that was issued and approved by both sides provides a reasonable balance between the expectations of the employer and the employee (mutual). Since the work description and engagement terms are clearly stated, there are seldom breeches. Security of tenure is expressed in the same manner as pay and salaries. Most embedded data is annual gross and net.

It prevents arbitrary termination and layoff by providing compensation and the necessary incentives in the event of job loss, redundancy, or layoff. All of those provide the worker a sense of security and dependability. Work performance is enabled by the confidence in and dependence on job stability (Christopher,2010). The state of the economy as a whole may have an impact on job security (Andrew and Postel-Vinay(2009).

Working Environment

This pertains to the person's job duties. The outside assistance they receive at work. According to Taylor (2019), an enabling environment creates space for performance. The friendly environment, effective managers, praise, participation in decision-making and feedback, degree of control, peer resilience, and support are all significant sources of motivation. An important indicator of job happiness is the environment (Hafeez, I., Yingjun, Z., Hafeez, S., Mansoor, R., & Rehman, K. U. (2019). Being aware of how the workplace affects behaviour and how behaviour drives workplace performance is necessary to create better, higher performing workplaces (Armstrong & Murlis, 2007).

It is important to promote both learning and a supportive environment. A workplace that encourages individuals to learn more, advance their skills, pursue further education, and strive for excellence is known as a "learning environment." On the other hand, supportive settings are those that prioritize work-life balance and consist of things like time off, flexible work schedules, clear job descriptions, regular work schedules, praise, and acknowledgment.

Importance of motivation on tutors in Ashanti Region of Ghana.

In every situation, the idea of motivation instructors is crucial, but educational institutions place a special emphasis on it. Teachers who are motivated will be more effective in the classroom than those who are not because they will be able to have an impact on students both directly in the classroom and indirectly through collaboration with other schools and colleagues.

The three psychological processes that are involved in the process of motivation are energy, direction, and intensity. every culture`s most social institution is the school, and motivation is crucial to both advancement of academic development and the avoidance of burnout. Teachers must have had their basic needs, which have an impact on how the educational process develops, addressed in other for them to be motivated. These requirements include things like the following: physical circumstances throughout the wet and dry seasons, security, collaboration, partnership, cooperation with co-workers, increasing wage from society, feedback from student.

People act in certain ways for a variety of reasons, and one of those reasons is their motivation. The process of motivating an individual to make decisions and carry out actions in order to accomplish a particular goal is what Holmes (2022) mean when they say that motivation is defined as. According to the definition provided by Manzoor, (2012), motivation is a state in which a person's behaviour is directed toward obtaining a certain aim. In addition, according to Herzberg (2003), motivation can be described as the psychological process that awakens, directs, and maintains behaviour toward a goal. This definition is congruent with the position presented before. As a consequence of this, and taking into consideration the definitions of motivation presented above, it is simple to draw the conclusion that productivity, effectiveness, and efficiency are all directly attributable to the level of motivation that is present within an organization's workforce. And when workers are adequately motivated, which results in efficiency, high performance, and high productivity, the result is a rapid and sustained increase in national growth and development, as well as an invariably improvement in

citizens' well-being. This is because efficiency, high performance, and high productivity are all directly related to worker motivation. Because of this, Webber, J. K., Ser, E. M., & Goussak, G. W. (2015). looked at the work habits of employees at an organisation has either positive or negative bearing on productivity and discovered that when employees were motivated, they were more efficient in the production process and produced more, whereas the opposite was true when they were not motivated, namely that they did not produce as much.

On the other hand, one can never place too much of an emphasis on the importance of motivation in the field of education. To put it another way, motivation is absolutely necessary for the accomplishment of pedagogical goals and objectives during the course of the teaching and learning process. Motivation as a direct conduct that is targeted at reaching a given objective. According to Bandura, the application of a model in the process of motivating students is encouraged. According to Rabideau (2005) motivation can be defined as a behaviour that is geared toward achieving a specific objective. According to Steers and Porter (2011), the concept of motivation is concerned with the ways in which people are fuelled, sustained, directed, and stopped, in addition to the type of subjective reaction that occurs in the individual as a result of all of these processes. According to Ugwu and Amazue (2014), behaviour has a beginning and ends when an individual's goal is achieved. He underlined that activity has a beginning and a finish. According to Umoren, F. A., & Ekong,(2010) "to obtain good performance in the teaching learning process, both teachers and students must be motivated," and this is an

assertion that he makes with force. The following explanations should help clarify this point.

In the classroom, incentives are helpful in improving both appropriate behaviour and efficiency. A child who is motivated, for instance, will join his classroom with zeal and passion. A student like this will never miss school and will turn in every single one of their assignments on time. On the other hand, it would appear that the motivation of teachers is working quite well in schools. They get their lesson notes ready in a timely manner, instruct students, hand out assignments, manage quizzes, examinations, and grades, and maintain proper records. As a consequence of this, Herzberg (2003) argued that instructors who adequately encourage their students are capable of transforming an otherwise unproductive group into a highly productive one. Students that are motivated are also encouraged to implement useful learning practices while they are in the classroom. This is because an enthusiastic instructor can convey their material in a variety of ways, which ultimately results in original instruction for their students. For instance, by utilizing educational materials, visuals, and concrete things to make the lesson more interesting, effective, and realistic. Learning also becomes more effective when students are encouraged to compete with one another, which is another benefit of motivation. For instance, if the tutors use positive reinforcement to reward students who correctly answer questions or perform well on tests or examinations, then other students who did not perform well will be challenged and therefore pushed to study more, which will result in the classroom having a more competitive atmosphere.

In a manner somewhat similar, Allen, N. J. and Meyer, John P.,(2001) underlined the significance of motivation, arguing that even the most well-organized business can be derailed by employees who lack adequate motivation. As a consequence of this, the primary emphasis of his research was placed on the topic of organizations or businesses; however, its conclusions can be extrapolated to the study of motivation in any area of labour. To put it another way, the following evidence demonstrates the significance of motivation:

1. Enhances performance; a person's efficiency is influenced by both his and her propensity for and capacity for labour. Work readiness is acquired through motivation, whereas work ability is obtained through education and training. Willingness is more important than competence. A person with a high degree of education, for instance, might solely be hired on the basis of this. He need not, however, perform very well. To produce his finest work, he will need inspiration. Only someone who is driven may accomplish this. Because of this, motivation increases productivity. An individual's efficacy can be judged by their higher output and reduced costs.
2. Helps to improve an employee's negative or uninterested attitude; some workers at a corporation have a negative attitude. They always think that exerting more effort won't earn them greater respect. A manager uses a range of techniques to change an employee's attitude. For instance, if an employee has low financial standing, he raises his pay; if he has outstanding financial standing, he motivates him by applauding his performance.

3. **Reduced Staff Turnover:** The reputation of an organization is impacted by employee turnover. The executives are affected in a variety of ways by this. It costs a lot of time and money to hire employees and to educate and train them. An organization can only be saved from bankruptcy through motivation. Employee retention is higher and turnover is lower for motivated personnel.
4. **Contributes to a decrease in absenteeism in the workplace:** In some businesses, the incidence of absence is high. Poor working conditions, difficult relationships with co-workers and superiors, a lack of recognition within the business, and inadequate compensation are just a few of the causes of this. All of these issues are fixed by a manager, who also motivates staff. Motivated employees are less inclined to take time off from work because their job has become enjoyable for them.
5. **Reduction in Resistance to Change:** the company is constantly undergoing new changes. Employee frequently lacks the readiness to accept any changes to their usual routine. The demands of time make it necessary to make some adaptations such changes are simple for employees to accept with the aid of motivation. Motivated workers willingly accept these modifications and increase their output.

In terms of the aforementioned importance of motivation in the sphere of tutors, it can be said categorically that motivation is critical because it boosts productivity and has a significant impact on students studying or gaining knowledge under them. However, interested organizations should think about the role of motivation in terms of aiding individuals in achieving their goals.

Motivational strategies for tutors

According to studies on tutor motivational strategies, students view teachers who offer some sort of incentive as being effective. As a motivator, money is widely used. In other words, money can be seen as a component of a reward system created to encourage behaviour and motivate people to work toward accomplishing their own and an organization's goals. How employees view and respond to their jobs is a key factor in the recognition of a company's aims and objectives. The output of teachers is determined by their attitude. Without incentive, tutor performance would suffer greatly. The way that teachers react to organizational norms, obligations, and opportunities depends on how motivated they are. Smith (1994). Believed that economics forms the basis of human motivation He thinks that people only pursue goals that will increase their financial well-being and that they are driven to do so.

In addition to monetary remuneration and other incentives, the educational system recognizes tutors' dedication by giving them promotions and other advantages, which enables teachers to work more productively and successfully. A manager who wants to be effective must motivate staff members to the fullest extent possible and have a thorough understanding of their behaviour.

Performance of Tutors

Workers performance distinctly hinges on the degree of motivation, which serves as a stimulus for employees to work diligently, be punctual, regular at the work place or in carrying out any given tasks. Performance could also be aligned to quality of human resources and good motivators.

(Herzberg,1959)mentions that fewer dis-satisfiers does encourage a worker to give of his best, but rather only to stay to survive.(Perera and Baker,2007)also defines performance/productivity as the value or quantity of output that can be produced by specified level of input, where output refers to the product or service created by an organization.

In order to pursue successful change among pupils, and subsequently the entire nation, teachers have a crucial responsibility. The effectiveness of teaching and learning in every educational reform and current system is dependent on the performance of the teachers (Rasheed et al., 2010; Shah, Ur-Rehman 2012). Teachers and educators with advanced degrees, a commitment to their subjects, and subject-matter expertise are highly commended for achieving the highest results in all educational settings (Shah et al, 2012, Rasheed et al, 2010). Maximizing a teacher's performance is made possible by the education service's implementation of effective training, best research methods, evaluation, and quality assessment of instructors (Afful-Broni, 2012; Asim, 2013).

Obilade (1998) defines teacher job performance as "the tasks carried out by a teacher at a particular period in the educational system in order to fulfil organizational goals." "Teachers' ability to incorporate suitable inputs for the advancement of teaching and learning processes" is how Wenglinsky (2000) characterized it. The degree of a worker's involvement in the daily activities of the business, according to Peretomode and Chukwuma, (2013), defines job performance. A teacher's performance is impacted by a variety of factors. Examples of such factors include the following:

- (i) The working environment

- (ii) Work satisfaction
- (iii) The competence of the teacher
- (iv) Professional development
- (v) Achievement motivation

According to Naugle (2000), the purpose of performance evaluation is to determine the presence and extent of learning among students, for which teachers are held accountable. According to Shymansky (1978), evaluating teachers' performance is just as crucial as evaluating students'. Murphy and Williams quote Arvey, & Murphy, (1998).in describing the need for and application of teacher performance evaluations, stating that "performance emulation is a complicated subject." It is mostly used for;

- (i) a company's essential requirements are met, the workforce is improved, and specific administrative duties are provided,
- (ii) Determine each employee's advantages and disadvantages,
- (iii) Create a human resources system, and Argyle,(1989 adds that performance review is also used to recognize prior accomplishments and support raises.

Constant monitoring and evaluation purposes are key determinates in evaluating teacher performance, according to Bichi, (2017). However, there is much concern in the education industry about issues such as who should be evaluated. Koedel, Li, Springer, and Tan, (2017). The following goals when discussing the purpose of evaluating teachers' performance:

- (i) A teacher's performance is evaluated in order to decide whether to keep them on a permanent basis or promote them. Information is

gathered about their strengths and weaknesses in order to help instructors and the educational environment as a whole.

- (ii) By gathering data, one may get a comprehensive image of the state of education, and in the end, it establishes the standards of an institution to handle issues in the future.

Meaning and types of allowances

An allowance is a monetary reward or incentive given to someone in order to encourage them to boost their productivity. Furthermore, providing additional cash to employee regular income provides a great stimulus to work more (Islam & Purnamasari (2019). However, in the context of education, an allowance is anything of monetary value given to Tutors in addition to their base income in anticipation achieves the intended results Bakan & Buyukbese, (2013). An allowance is a defined amount of money granted by an employer to a salaried employee to meet a certain type of out-of-pocket expense not covered by his salary (Sharma & Bajpai, (2011). Employees who work longer than the regular working hours, for example, are paid overtime. Individuals who are compensated are often entitled to a variety of other perks. Allowances are regarded as part of the salary and are taxable, except for those for whom specific exemptions have been granted under certain sections of the Income Tax Act (Sharma & Bajpai, (2011). With regards to other kinds of allowances, the study is focused on car maintenance allowance, accommodation allowance, and research allowance.

Car maintenance allowance it is a type of incentive offered to an employee who performs his or her duties in place of service after reaching an

arrangement with the Ghana Education Service management (GES). This allowance is given to the tutor to help them with their studies in order to improve their knowledge and productivity in order to meet their goals.

Accommodation allowance these are the basic necessities that Abraham Maslow's idea of what a man can't live without based on. In terms of principle, most tutors should be compensated while doing a specific obligation related to their professions, and there should be agreement between the tutor and the GES management.

Research allowances These are the forms of stipends offered to instructors to assist them in carrying out their responsibilities of contributing knowledge on the best ways to improve a phenomenon. The demands of this age for the best way to do things have resulted in a need to invest in research in order to understand the best ways to solve problems and increase knowledge in order to help society and improve learning.

In terms of studies, the aforementioned allowances assist tutors in making their studies and lives easier. To get the most out of instructors, interest agencies should not forget the necessity of motivating them by offering the necessary incentives in the form of allowances to boost the end product's productivity.

Empirical Review

Motivation on one way or the other has been correspondingly linked to performance. A survey on motivation and performance was conducted by (Judge ,Bono, Thoresen and Patton (2001) and it was concluded that a positive and significant correlation between motivation visa-a-vis performance do exist on the field of work. This confirms that a well-motivated employee is possibly

to exhibit higher job performance which can continually preside to illuminate the positive correlation between motivation and job performance. Good working aura, better conditions of work, hands-on training and good-will working mentality have been found to be connected positively and greatly tailored with motivation.

Kahya (2007) also conducted research on a number of other elements that have an effect on job performance. A number of researches that described the impact on performance of factors such as experience, salary, education level, working circumstances, and job satisfaction were examined. According to the findings of the study, the performance of the employee was impacted in multiple ways by a variety of circumstances. It was found that the position or grade an employee held in a company had a significant favourable effect on the employee's overall performance. On the other hand, research has demonstrated that the working conditions and environment have both a good and negative relationship on performance. Employees with high levels of education and experience expressed discontentment with the poor working circumstances, which led to a decline in their overall performance. Employees with fewer qualifications, on the other hand, demonstrated strong performance in spite of the unfavourable working environment. Additionally, there was a positive correlation between experience and performance in the majority of situations, although there was no obvious correlation between education and performance (Kahya, 2007).

Arifin (2015) conducted research in Jayapura City, Papua, Indonesia, with the purpose of discovering and analysing the factors that influence high school teachers' job happiness and performance. By way of a questionnaire,

the research was carried out on 117 participants out of a total of 346 educators. Using the SEM analysis method available in the AMOS application, the data were analysed. According to the findings, competency and organizational culture both considerably and positively affect the degree to which teachers are satisfied with their jobs. Job motivation has a beneficial and noticeable impact on the level of job satisfaction experienced by teachers, but it has no appreciable bearing on student achievement. Competence and job satisfaction have a positive and significant effect on teacher performance, whereas the effect that organizational culture has on job satisfaction is favourable but relatively negligible.

Rahmatullah, Saleh, & Metroyadi,(2019). Added that the Principal's Supervision has a great impact on Teacher Performance at Public High School in Barito Kuala District" that there is a contribution of the Principal's supervision toward teachers performance at Senior High School in Barito Kuala, with a determination value of 66.1%; there is a contribution of work motivation toward teachers performance at public of Senior High School in Barito Kuala, significantly with a determination value of 66.1% The research utilized a methodology that combined probability sampling with a basic random sampling approach. This was accomplished by establishing the sample size of each school in a proportional manner, which led to the discovery of 145 educators. For the purpose of data collection, a standardized questionnaire was completed. The validity test of the questionnaire was carried out by the corrected item-total correlation combination. Cronbach's Alpha is being applied to a reliability test right now (a). The data analysis process involves using both the simple regression and the double method.

Akman (2018) found that both teachers' work motivation and their judgments of organizational justice were rather modest in his study "Investigating the Relationship between Organizational Justice, Work Motivation and Teacher Performance." It was established that the level of performance perceived by teachers was relatively high. In addition to this, a positive, low, and moderately significant association was shown to exist between organizational justice, work motivation, and teacher performance. In conclusion, the results of the SEM analysis demonstrated that work motivation played a partial mediator function in the relationship between organizational justice and teacher performance. In light of the findings of the study, certain strategies have been suggested that, if implemented, would boost the motivation and performance of employees. One such activity is the provision of trainings for school administrators to strengthen their leadership skills. During the 2016–2017 school years, there were 290 volunteer teachers working in public schools across the country who participated in this study. In the study, organizational fairness, employee job performance measures, and work motivation were all measured, and quantitative analysis techniques were applied. Descriptive statistics, structural equation modelling, and confirmatory factor analysis (CFA) were used to examine the study's data (SEM). In the study, organizational fairness and work motivation were determined to be independent variables, but teacher performance was determined to be a dependent variable. The programs SPSS 22.0 and Lisrel 8.8 were utilized in the analysis process.

It was shown by in their article "Contribution On Supervision Of Supervisor, Principals Motivation, Kindergarten Teacher Performance To

Improving The Kindergarten Quality In West Banjarmasin, Indonesia" Poernamawijaya, Sulaiman, Suriansyah, and Dalle (2018) demonstrated that there are direct links between supervision of the supervisor to kindergarten principal's motivation; principal's motivation towards teacher's performance; supervision of supervisors on teacher's performance; principal's motivation.

The study "Organizational Culture and Organizational Climate as a Determinant of Motivation and Teacher Performance." Was conducted by the researches Rivai, Gani, and Murfat (2019). The findings of this research showed the following: (1) "Organizational culture has a positive significant impact on teacher motivation and performance." (2) The organisational climate has a significant detrimental impact on both teacher motivation and performance. (3) Teachers performance is positively and significantly impacted by motivation. The population of the study was drawn from a teacher Public senior high school, which had a total enrolment of 728 students. We took a representative sample of 201 of the total responses. Utilizing the Structural Equation Model to examine the data (SEM)

Mawoli and Babandako (2011) conducted an investigation on the factors that contribute to employee motivation in an academic environment. The purpose of the research that was carried out at Ibrahim Badamasi Babangida University in Lapai, Nigeria, was to determine the levels of motivation, dissatisfaction, and performance that the academic staff exhibited while at work. Other goals included determining the amount of discontentment that the academic staff had with their working environment, determining the level of satisfaction and/or motivation that the academic staff had at work, and

determining the level of teaching performance that the academic staff had. A survey was used as the method for collecting data from the academic staff for the study. Using the technique developed by (Guilford and Fluchter (1973) for determining the size of a sample, a total of 141, or 64 percent of the academic staff at the University, were selected at random from a population of 219. A survey with only yes or no questions was used to collect the primary data from the respondents. Analysing the research objectives involved the use of descriptive statistical methods such as frequency, weighted score, mean, and standard deviations. According to the findings, the academic staffs are extremely driven when it comes to each of the five aspects that contribute to motivation: the work itself, achievement, responsibility, acknowledgment, and advancement. The study also found that academic staff members are extremely highly motivated at work and are also very highly pleased with the working environment. It's possible that this is because the academic staffs at the university have such high levels of motivation.

The goal of the research study conducted by (Kiruja and Mukuru (2013) and titled "Effect of Motivation on Employee Performance in Public Middle Level Technical Training Institutions in Kenya" was to determine the effect that motivation has on employee performance in the Public Middle Level Technical Training Institutions in Kenya. A descriptive research design was utilized for this investigation. The sample size was 315, and it consisted of administrators, department heads, teaching personnel, and non-teaching staff. The data from the respondents was collected using a standardized questionnaire that had items based on a likert scale. Additionally, interviews were carried out with the administrators as well as the department leaders. The

research utilized four different ideas: two process theories that focused on the psychological and behavioural processes that inspire an individual, and two content theories that explained the specific things that motivate people. In today's public middle level technical training institutions in Kenya, the vast majority of the staff members are holders of diplomas and degrees in a variety of academic fields. According to the findings of the study, workers are not happy with either their income or their working conditions.

Omollo and Oloko (2015) focused on the element that demotivate workers in their paper, entitled "Effect of motivation on employee performance of commercial banks in Kenya: A case study of Kenya Commercial Bank in Migori County," focused on the factors that demotivate employees. These factors included a delay in advancement, an unclear professional path, an excessive workload, long workdays, and a lack of recognition from the managers. The researchers chose to use a descriptive approach because the research involved Interviews or questionnaires delivered to a group of participants. The participants were in charge of administering a questionnaire to them in order to gather the primary data for the study. To provide useful overview of the responses, a statistical analytic technique known as descriptive analysis was applied. The data was produced using Tools from version 17 of the Statistical Package for Social Scientists (SPSS), when shown, if necessary in tables and pie charts. The total number of employees in our sample group, for which we used the basic sampling technique, was 45. In conclusion; managers need to understand that financial rewards are what spur employee to put in extra effort.

The effect of discipline, leadership, and motivation on employee performance at BPJS Ketenagakerjaan Sulut was the title of a research study conducted by Tumilaar (2015) this research study set out to determine and evaluate how discipline, leadership, and motivation affect the productivity of workers at BPJS Ketenagakerjaan SULUT. Each of the 45 employees of BPJS Ketenagakerjaan SULUT received a questionnaire in order to gather the required information. The hypothesis was validated and shown to be valid using both the conventional assumption test and multiple linear regression analysis. According to the research's conclusion, motivation, leadership, and discipline can all have an impact on an employee's performance simultaneously, in varying degree, and at different times. Discipline and leadership can also have an impact on an employee's performance.

Several scholars have tried to show a link between employee motivation and performance in the empirical studies that have been looked at. The fact that these academic have not addressed the barrier that impede motivation from being put into practice in organisational setting, despite the importance of the topic, suggest that more research is necessary.

In summary, the effect of motivation on employee productivity is of paramount important to the organizational. Akintunde,(2005). Institution such as the education sector should try as much as possible to adopt good and positive motivational techniques to increase the moral of the workers towards productivity and performance. Based on the discussed literature and other empirical review portrays that three are 5 areas that affects motivation: the work itself, achievement, responsibility, environment and progress. Thus, academic staff levels of satisfaction rest much on motivation.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methods used to establish the effect of motivation on performance of tutors in colleges of education in Ashanti Region, Ghana. The chapter specifically contains the research design, population, study area, sampling technique, sample size, data collection and data processing and analysis.

Research Design

The quantitative research strategy was used in this study among the others. The use of affirmative claims in quantitative research helps establish a connection between two or more variables (Creswell, 2003). According to Creswell's (2003) further explanation, quantitative research strategies aid in the testing of theories and hypotheses, hence assisting in the confirmation or refutation of claims made regarding particular phenomena. Therefore, using a quantitative research approach, the study was able to determine the impact of motivation on the performance of tutors in Ghana's Ashanti Region Colleges of Education. Additionally, the use of a quantitative research technique allowed the study to test theories or hypotheses (Grix, 2004), which makes the study more scientific.

According to Agedu et al. (2010), researches are often constrained by time and money; hence sample data rather than population data is used in the majority of studies. This study employed a few specific institutions of

education, but its results would apply to all colleges of education in Ghana, and this could only be done using a quantitative research approach.

This study used an explanatory and descriptive research design. By providing answers to the "what," "how," "why," and "when" questions, descriptive research design aids in revealing the truth behind a phenomenon.

Descriptive design also is "aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. (Fox, & Bayat, (2007)

"Explanatory research designs, according to Rich, Brians, Manheim, & Willnat, (2018). are those that aim to determine the causes and effects of a particular occurrence. The phenomena of teacher motivation are what this study is looking at. This study concentrated on how tutors' motivation affected their performance. Explanatory research design is thus a good fit for this investigation.

Study Area

With 24,389 km² (9,417 sq mi), or 10.2% of the total geographical area of Ghana, the Ashanti Region occupies the southernmost part of the country and is the third-largest of the country's 16 administrative regions. There are only a few districts in the area where most of the people live. A third of the people in the region live in the city of Kumasi alone. A little more than half (51.5%) of the region's residents reside in four districts (Modern Ghana, 2021). Despite the fact that the region's population is primarily concentrated in urban areas, 15 out of the region's 18 districts have a majority of their residents living in rural areas. The high concentration of people in Kumasi,

which the sample results can be extrapolated and that it identifies the classes into which the research's conclusions are meant to be categorized (Lavrakas, 2008). Therefore, all of the tutors at the eight public colleges of education in the Ashanti Region, which have a sum 367, form the target group for this study. Table 1 displays the population breakdown for the research.

Table 1: Population by College

| | Colleges of Education | Male Staff | Female Staff | Total |
|---|------------------------------------|-------------------|---------------------|--------------|
| 1 | St Louis College of Education | 20 | 32 | 52 |
| 2 | Wesley College of Education | 32 | 18 | 50 |
| 3 | St Monica’s College of Education | 23 | 15 | 38 |
| 4 | Offinso College of Education | 31 | 17 | 48 |
| 5 | Mampong Tech. College of Education | 34 | 8 | 42 |
| 6 | Akrokerri College of Education | 36 | 15 | 51 |
| 7 | Agona SDA College of Education | 29 | 9 | 38 |
| 8 | Agogo Presbyterian Woman’s college | 34 | 14 | 48 |
| | Total Population | Male 231 | Female 136 | 367 |

Source: Administrations of the Selected College of Education (March, 2021)

This study employed Solven's (1960) sample size formulae to determine the sample size for the tutors in the Colleges of Education. The formulae is shown in equation 1.

$$n = \frac{N}{[1 + Ne^2]} \dots \dots \dots \text{Equation 1}$$

Where, "n" is the sample size, "N" is the study population (367 tutors) and "e" is the error margin of 5%.

Based on the formulae, the sample size is computed as follows;

$$n = \frac{367}{[1+367(0.05^2)]}=191.3950=191$$

Therefore, based on the formulae, 191 tutors were sampled from the colleges of education in the Ashanti Region of Ghana. For each college of

education, the specific samples well selected based on relative frequencies as displayed in Table 2.

Table 2: Sample Size Determination

| Colleges of Education | Population | Relative Freq | RF*n |
|------------------------------------|------------|---------------|------------|
| St Louis College of Education | 52 | 0.1417 | 27 |
| Wesley College of Education | 50 | 0.1362 | 26 |
| St Monica's College of Education | 38 | 0.1035 | 20 |
| Offinso College of Education | 48 | 0.1308 | 25 |
| Mampong Tech. College of Education | 42 | 0.1144 | 22 |
| Akrokerri College of Education | 51 | 0.1390 | 26 |
| Agona SDA College of Education | 38 | 0.1035 | 20 |
| Agogo Presbyterian Woman's college | 48 | 0.1308 | 25 |
| Total Population | 367 | 1 | 191 |

Sampling Procedure

According to Agyedu et al., sampling is essential in scientific research (2010). Agyedu et al. (2010) noted that due to time and budget limitations, it is challenging for a study to cover all the units that make up a population. They advised sampling in light of this for any similar scientific investigation. Simple random sampling, a probability sampling approach, was used in this investigation. A sample is a smaller group of people selected from a larger group in which each person is chosen at random and solely by chance. Each individual has the same chance of being selected at any point throughout the sampling process, and each subset of k individuals has the same chance of being selected for the sample as any other subset of k individuals (Yates, Moore & Starnes, 2008).

Since simple random sampling is used, each tutor in the chosen colleges of education (see Table 1) has an identical chance of being chosen as

a respondent in this study. The study gathered a list of every tutor at the colleges of education to comply with the requirements of simple random sampling (see Table 1). The research employed straightforward random sampling with offers equal chance to all respondent to be selected. The researcher gave a specific number to each tutor at each college of education. For instance, St. Louis College of Education gave a specific number to each tutor. The researcher then used software using a random number generator to sample the tutors at each college of education.

Data Collection Instrument

This study mostly relied on primary data, which were obtained through the distribution of questionnaires to instructors in colleges of education in the Ashanti Region. The information included the following:

- i. personal information;
- ii. relevance of various motivational packages to tutors;
- iii. factors that motivate tutors;
- iv. effect of motivation on performance of tutors;

Although there are several data collection tools, this study just employed questionnaires. You can use a structured, semi-structured, or unstructured questionnaire. According to this study, a structured questionnaire was the most suitable. This is due to the structured questionnaire's ability to facilitate data collection at the lowest administrative cost (Bryman, 2004). Bryman continued by pointing out that organized questionnaires facilitate the collection of more uniform data that facilitate quantitative analysis.

The administered surveys had four sections. Section I concentrated on the socio-demographic characteristics of the respondents, including their sex, age, greatest level of education, and number of years of employment. Section II concentrated on various motivational programs and how they applied to tutors. Section III concentrated on the elements that drive tutors, and Section IV concentrated on the impact of motivation on tutor performance. The questionnaire's five-point Likert Scale responses ranged from strongly disagree to strongly agree, with the exception of Section I.

Reliability and Validity

20 questionnaires were utilized as a pilot for the study. Before the main administration of the research instrument, all errors and areas of ambiguity are identified and corrected in a pilot study using a different but similar sample. In preparation for a bigger study, a pilot study is a "small study to test research methods, data collection instruments, sample recruitment strategies, and other research methodologies" (Taherdoost, H. (2016). Twenty instructors from Cape Coast's colleges of education participated in the questionnaire's pilot study.

After the pilot test, the researcher made changes in questionnaires to reflect the scope of the study and reality of motivations and performance indicators of tutors. The study used the pilot test data from the questionnaire to test for reliability and validity of the instruments. Reliability is the consistency of research instruments providing results (Seidu, 2011) while validity is when a research instrument measures what it is intended to measure (Cohen, Manin & Morrison, 2003). Reliability and validity are vital in any research such as

this current research work (Seidu, 2011). To ensure reliability of the research instrument, this study performed reliability test, using Cronbach's Alpha (α) test. According to Cronbach (1951), research instrument is reliable when Cronbach's Alpha score is equal to or more than 0.7 (ie $\alpha \geq 0.7$). The Cronbach's Alpha score for the entire questionnaire based on the pilot data was 0.8016.

Furtherance, this study used the pilot data to test for validity of the questionnaire. The study used construct validity to measure the validity of the instruments. Construct validity is about ensuring that the method of measurement matches the construct to measure. This study used construct validity because, the study variables are all constructs. A construct refers to a concept or characteristic that cannot be directly observed, but can be measured by observing other indicators that are associated with it. This study used Factor-Analysis to test for construct validity of the questionnaire. Under the Factor Analysis, Principal Component Method was used. The Factor Analysis produces Factor Loading Score for each item under each construct. The Factor Loading Scores for each item was more than 0.4 and this suggested that the questionnaire was valid.

Data Collection Procedures

The management of each college of education in the Ashanti Region was asked for authorization through an introduction letter received from the University Of Cape Coast. Between February and March of 2021, the collection was completed. Two (2) Field Assistants assisted in the study's administration of the questionnaire at the departmental offices of the tutors at

each college of education, and each respondent had approximately an hour to complete it. In the presence of the researcher or field assistants, all questionnaires were completed. This was done to increase the pace of responses and to help respondents who were unsure of how to answer certain questionnaire questions.

Data Processing and Analysis

Cleansing, coding, and entering the data into SPSS version 21.0 and STATA version 13.0 for analysis were done with the gathered data. SPSS was utilized to conduct the descriptive statistics for this investigation. Standard deviations, weighted averages, and frequency tables are some examples of the descriptive statistics. The study also employed SPSS for factor reliability testing (Cronbach's Alpha), validity testing, factor loading, Kaiser-Meyer-Olkin (KMO), and Bartlett's Test for sphericity. Because SPSS is inadequate for performing a structural equations model (SEM), STATA was employed in this investigation.

The two types of analysis used in this study were descriptive analysis and regression analysis. Frequency tables, in which frequencies and percentages are provided, were used for the descriptive analysis. The results of the mean and standard deviation analysis and interpretation of the Likert Scale questions are provided in Table 3.

Table 3: Interpretations of Likert Scale Questions

| Likert Scale | Weighted Average range |
|-------------------|------------------------|
| Strongly disagree | 1.00-1.49 |
| Disagree | 1.50-2.49 |
| Neutral | 2.50-3.49 |
| Agree | 3.50-4.49 |
| Strongly agree | 4.50-5.00 |

In this study, a structural equation model (SEM) was used to quantify the impact of motivation on tutor performance in colleges of education (SEM). SEM was utilized in the study since it is a multivariate statistical analysis method used to analyze structural correlations. This method examines the structural link between measurable variables and latent constructs by combining multiple regression analysis with factor analysis (Aseidu & Deffour, 2017). The performance of tutors was the dependent variable in this study, and motivational elements were the independent variables. As a result, the study used a structural equation model to evaluate the effect of motivation on tutor performance.

The model is specified as in equation 2.

$$PerfT_i = \beta_0 + \beta_1 MotFact_i + \beta_2 Sex_i + \beta_3 Educ_i + \varepsilon \dots \dots \dots \text{Equation 2}$$

Where;

PerfT= performance of tutors. This is a composite index variable constructed from various performance indicators through principal component analysis.

MotFact= Motivational factors which was made up of financial motivation and working environment. Both financial motivation and working environment conditions were composite variables, constructed through principal component analysis.

Sex=sex of a tutor measured as either male or female where female was a controlled category.

Educ= educational attainment of a tutor. Measured as number of years a tutor had spent in formal education for his or her highest level of academic qualification.

e= error term

Ethical Consideration

In accordance with Bryman (2004), referenced by Poni (2014), a study must inform the respondents of its aim, gauge their level of participation, and obtain their agreement. Accordingly, the researcher informed all of the respondents that the survey was for academic purposes and a requirement for the master's degree at UCC. All respondents were made aware of the type and nature of the data that was required from them by the study. Additionally, the study informed every respondent that their participation in the study was entirely voluntary and guaranteed their full confidentiality and the anonymity of their responses.

Chapter summary

The methods utilized to look into the research problem were examined in this chapter. This covered the research methodology, study design, research area, population, sampling strategies, data gathering procedures, and data analysis methods.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This study investigated the effect of motivation on performance of teachers in colleges of education in Ashanti region. The chapter therefore presented the results and discusses the results based on the research objectives. The study used primary data from 191 tutors in colleges of education. The chapter specifically examined the motivational packages available to tutors in colleges of education and their relevance, factors that motivate the tutors and effects of motivation on performance of tutors. The chapter however first analysed the socio-demographic characteristics of the respondents to form the basis of the study.

Descriptive Statistics

This section presents the data background and descriptive statistics of the data. The study administered 191 questionnaires to tutors in selected colleges of education. The study reports the Cronbach's Alpha for reliability test, Kaiser-Mayer-Olkin (KMO) measure of sampling adequacy, Bartlett's Test for sphericity and factor loading as shown in Table 4.

Table 4: Reliability Test, Sampling Adequacy Test and Factor loading

| Factor | Statement | Factor loading | KMO | KMO | Bartlett's Test for Sphericity |
|------------------------------|------------------------------------|----------------|-------|-------|--|
| Financial Motivation Factors | Monthly salary | 0.890 | 0.907 | 0.907 | Approx. Chi-square =18.829 df= 5 p=0.000 |
| | Risk allowance | 0.682 | | | |
| | Responsibility allowance | 0.722 | | | |
| | Motor-vehicle allowance | 0.857 | | | |
| | Accommodation allowance | 0.852 | | | |
| | Internship monitoring supervision | 0.918 | | | |
| Work Environment | Physical infrastructure | 0.946 | | 0.890 | Chi square=2.379E3 P value=0.000 |
| | Good tutor-tutor relationship | 0.895 | | | |
| | Acceptable workload | 0.972 | | | |
| | Good management-tutor relationship | 0.948 | | | |
| | Fair performance evaluation | 0.953 | | | |
| | Recognition for hard work | 0.937 | | | |

Source: Field Data (2021)

Cronbach's Alpha scores for each factor in Table 4 are over 0.7, which is a definite sign that the data collecting instrument used to gather the data is credible. This meets the test criterion since the principal component factor analysis demonstrates that the coefficient of KMO is more than 0.5 with the

Barlett Test (significance value less than 5%). The fact that the factor loadings are more than 0.4 suggests that the observed variables and the overall variable are correlated. Hair et al. (1995) assert that a loading factor of larger than 0.4 is sufficient.

Socio-demographic Characteristics

This section of the analysis focused on the socio-demographic characteristics of the teachers in the colleges of education. The results are summarised in Table 5.

Table 5: Socio-demographic Characteristics

| Variable | Category | Frequency | % |
|--------------------|-------------|-----------|------|
| Sex | Male | 122 | 63.9 |
| | Female | 69 | 36.1 |
| Age | 20-30 | 62 | 32.5 |
| | 31-40 | 98 | 51.3 |
| | 41-50 | 31 | 16.2 |
| Level of Education | Med/MSc/MA | 21 | 11.0 |
| | MPhil | 100 | 52.4 |
| | PhD | 70 | 36.6 |
| Years of Service | 1-5 years | 15 | 7.9 |
| | 6-10 years | 65 | 34.0 |
| | 11-15 years | 90 | 47.1 |
| | 16-20 years | 21 | 11.0 |

Source: Field Data (2021)

From Table 5, the results proved that out of 191 respondents, male constituted 122 (63.9%) and females also constituted 69 (36.1%). This suggests that the male form a greater proportion of tutors in colleges of education in the Ashanti Region of Ghana. This can be attributed to the cultural perception that males should be given more opportunity to school than

females. This perception has given rise to having more males with higher level of education than females in Ghana. However, this perception is changing very fast and more women nowadays are schooling and most of a good number of them have high academic qualification.

The results in Table 5 also suggests that 62 (32.5%) of the respondents are between the ages of 20-30, 98 representing 51.3% were between the ages of 31-40, 31 (16.2%) were between the ages of 41-50. This indicates that majority of the respondents are in their youthful ages. As such they have more energy to be proactive in the teaching service.

The results from Table 4 suggests that out of the 191 respondents, 21 (11%) had Master of Education, 100 (52.4%) had Master of Philosophy and 70 (36.6%) had Doctor of Philosophy. The institutions considered in this study are academic institutions where at least master's certificate is the least academic requirement for employment into the institutions. It is therefore not surprising that all of the respondents had high academic qualification.

Also, the results in Table 4 indicate that 15 (7.9%) and 65 (34%) of the respondents had been in the teaching service for 1-5 years and 6-10 years respectively. 90 (47.1%) and 21 (11%) of the respondents had been in the teaching service for 11-15 years and 16-20 years respectively. Given the academic qualification, work experience and age range of the respondents, if they are well motivated, they could give out their best, thereby enhancing their individual performance, in terms of teaching and learning and overall progress of academic work in the colleges of education in the Ashanti Region of Ghana.

Research Question 1: Assessing the effect of work environment on the performance of tutors of colleges of education in the Ashanti region.

This section of the chapter delves into the various motivational packages that are available to tutors in the colleges of education and their relevance to them.

The responses on various motivational packages and their relevance in the work environment. The study computed the mean score for responses on extent of relevance of each motivational package to the respondents who are tutors in colleges of education. Based on the mean score, the study ranked the motivational packages based on their relevance to the respondents. The mean score range of 1.00-1.49 means "not relevant at all", 1.50-2.49 means "very little extent"; 2.50-3.49 means "somewhat relevant" and 3.50-4.00 means "great extent". The responses are shown in Table 6.

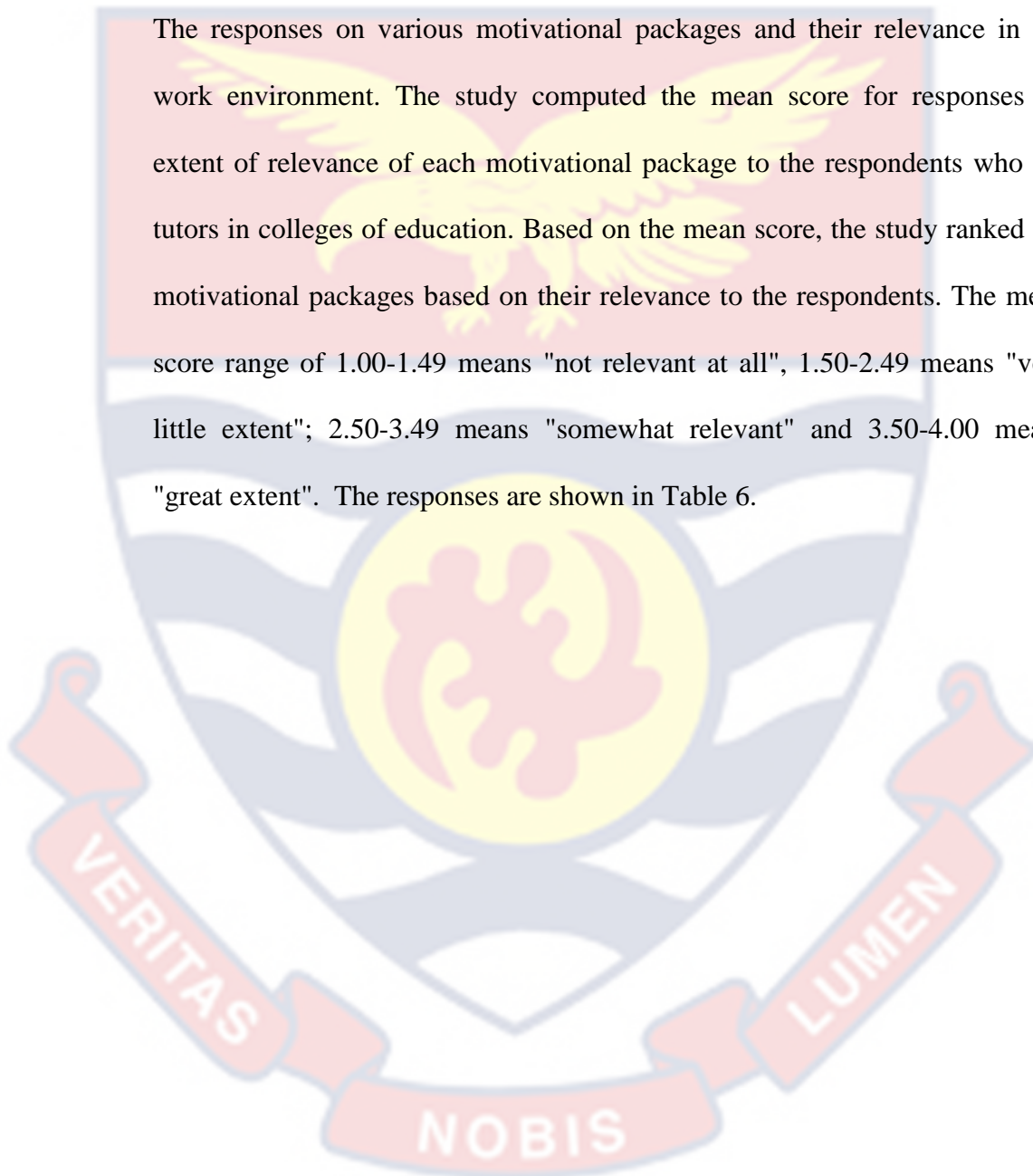
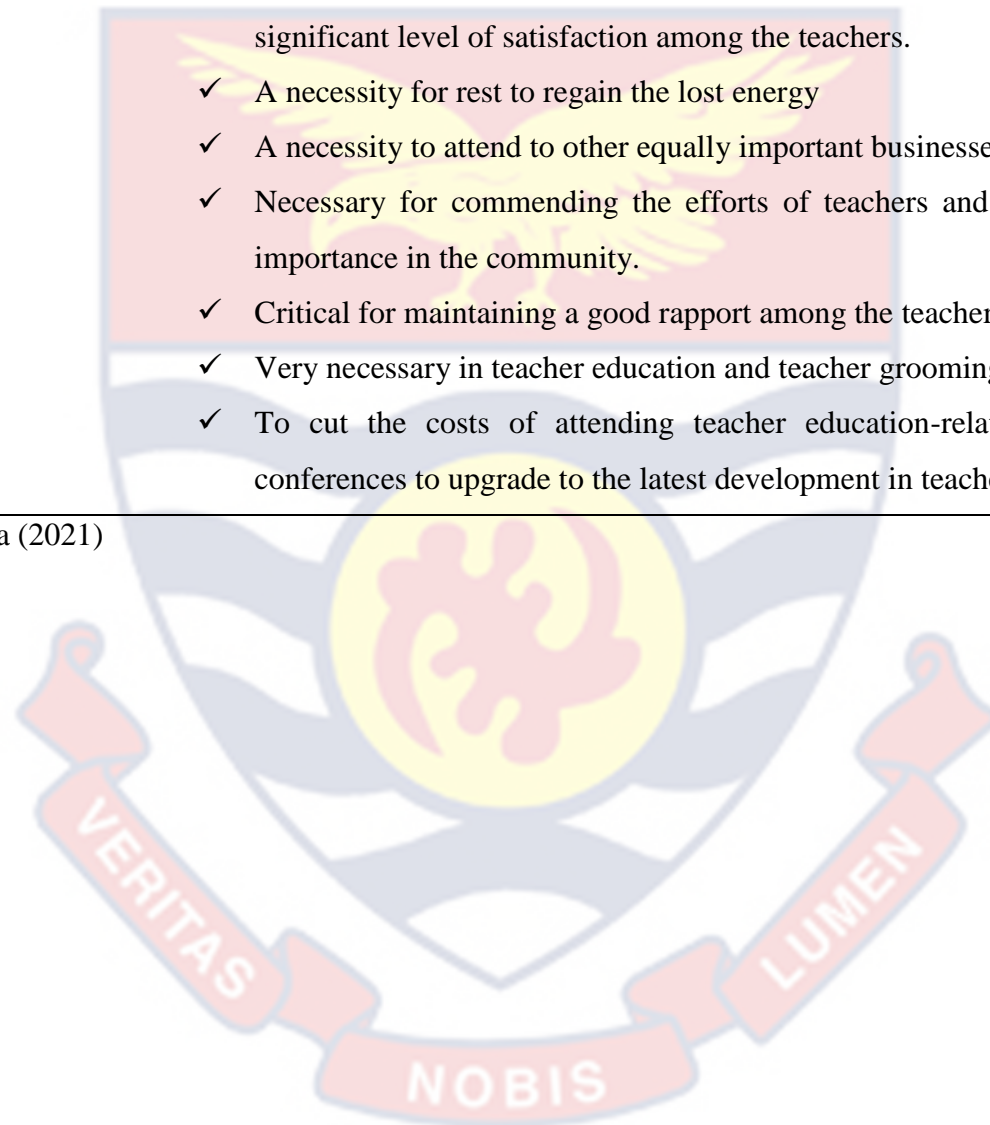


Table 6: Motivational Packages and their Rankings

| Motivational packages | Rationale for the Motivational Packages | Mean Scores | Ranking |
|-------------------------------------|--|-------------|---------|
| Competitive salaries | ✓ Adequate financial security and a sufficient compensation for the workload in the colleges of education. | 3.7277 | 1st |
| Assistance with accommodation | ✓ A necessity for quality teacher education ✓ For permanent accommodation on the campuses of the colleges of education for effective teaching and learning and discipline | 3.5497 | 2nd |
| Professional development | ✓ For upgrading of competence level of tutors. ✓ For catching up with new developments in colleges of education | 3.3874 | 3rd |
| Moving expenses | ✓ A necessity for transfers especially to the rural colleges of education | 3.3770 | 4th |
| Required tuition period / lecturing | ✓ Important for activities such as conducting research that is related to teacher education and also attending seminars and conferences. | 3.2932 | 5th |
| Money for instructional materials | ✓ A necessity to improve teaching and learning process and also cutting administrative costs in gathering materials for tuition. | 3.2513 | 6th |
| Welfare supports | ✓ A necessity to improve the general welfare of the tutors in the colleges of education | 3.2408 | 7th |
| Low tutor-students ratio | ✓ For faster and efficient teaching and learning process ✓ For steady class control and individual assessment of performance by the tutors | 3.1990 | 8th |
| Travel allowance | ✓ To cover the transport cost when tutors go round to supervise students on internship programs among other official duties. | 3.0838 | 9th |

| | | | |
|---------------------------|--|--------|------|
| Fringe benefits | ✓ Important for enhancing the general wellbeing of tutors and also creates a significant level of satisfaction among the teachers. | 3.0524 | 10th |
| Study Leave | ✓ A necessity for rest to regain the lost energy ✓ A necessity to attend to other equally important businesses | 2.9529 | 11th |
| Teachers appreciation day | ✓ Necessary for commending the efforts of teachers and recognizing their importance in the community. | 2.3979 | 12th |
| Mentor relationship | ✓ Critical for maintaining a good rapport among the teacher and the mentee. ✓ Very necessary in teacher education and teacher grooming | 2.2199 | 13th |
| Money for conferences | ✓ To cut the costs of attending teacher education-related seminars and conferences to upgrade to the latest development in teacher education | 2.0471 | 14th |

Source: Field Data (2021)



The result in Table 6 shows that each motivational package in colleges of education is relevant in the view of management of colleges of education. However, the extend of relevance of the motivational packages differ based on how the respondents, who were tutors saw them. Among the 14 motivational packages in Table 5, five most relevant of them, in ascending order is competitive salary, accommodation for tutors on campus, professional development, transfer expenses/ allowances and lower tuition period. Han et al (2016) revealed that competitive salaries among teachers and training that fully equips their skill makes them confident when they are at post.

However, it was realized that three out of the 14 motivational packages were not relevant to the respondents. These motivational packages were teachers' appreciation day, mentor-mentee relationship and allowances for conferences. The findings of (Boru, (2018) indicate that school principals and leaders in education do not provide incentives that make appreciation among other allowances are not attractive enough to motivate them. Hence, there is no essential need for them.

Research Question 2: this section assessed the effect of financial packages on the performance of tutors of colleges of education in the Ashanti region.

The study based on literature identified all the key factors that motivate tutors on colleges of education and asked the respondents to indicate the extent of their agreement or disagree to each. The study further computed mean and standard deviation scores for each response to aid in analysis of the results. Each question or statement had five-point likert scale where mean score of 1.00-1.49 indicates strongly disagree; 1.50-2.49 indicates disagree; 2.50-3.49 indicates neutral; 3.50-4.49 indicates agree and 4.50-5.00 indicates

strongly agree. The key motivational factors based on literature and used in this analysis were financial motivations/ incentives, work environment and disciplinary measures.

Financial Motivation Factors

This section focused on the extent to which financial incentives such as allowances motivate the tutors. The responses are given in Table 7.



Table 7: Financial Motivation

| Variables | SD | D | N | A | SA | Mean | STD | Ranking |
|--|---------------|----------------|----------------|----------------|-----------------|--------|---------|---------|
| Monthly salary | 0 (0.0%) | 19 (9.95%) | 20 (10.47%) | 69 (36.13%) | 83 (43.46%) | 4.1309 | 0.96171 | 3rd |
| Risk allowances | 5 (2.62%) | 11 (5.76%) | 15 (7.85%) | 36 (18.85%) | 124 (64.92%) | 4.3770 | 1.02818 | 2nd |
| Responsibility allowance | 2 (1.05%) | 3 (1.57%) | 16 (8.38%) | 25 (13.09%) | 145 (75.92%) | 4.6126 | 0.79250 | 1st |
| Motor-vehicles allowance | 10 (5.24%) | 19 (9.95%) | 25 (13.09%) | 75 (39.27%) | 62 (32.46%) | 3.8377 | 1.14241 | 5th |
| Accommodation allowance | 9 (4.71%) | 29 (15.18%) | 45 (23.56%) | 21 (10.99%) | 87 (45.55%) | 3.7749 | 1.29639 | 6th |
| Mentor-mentee allowance/ internship supervision allowance | 15 (7.85%) | 23 (12.04%) | 25 (13.09%) | 39 (20.42%) | 89 (46.60%) | 3.8586 | 1.33216 | 4th |

Source: Field Data (2021); *SD=strongly disagree; D=disagree; N=neutral; A=agree and SA= strongly agree*

The results in Table 7 show that 20 (10.47%) indicated neutral, 69 (36.13%) agreed and 83 (43.46%) strongly agreed that monthly salary as it is motivates them. On the other hand, 19 (9.95%) of the respondents that disagreed that that monthly salary as it is motivate them. According to the mean and standard deviation results (Mean= 4.1309; Std. Dev.=0.96171), the majority of respondents concur that their monthly wage in its current form motivates them. In institutions of education, the third most important financial incentive that motivates tutors is salary. Wage is a significant element in relation to job happiness (Bryan & Sell, 2011). The widespread belief is that higher wages lead to greater job satisfaction, though not necessarily because they make you happier at work but rather because they lead to more chances for total expenditure due to an increase in overall utility (Bryan & Sell, 2011). Along with praise and potential advancement on the work, pay is one sort of reward.

Again, the results in Table 7 indicate that 5 (2.62%) and 11 (5.76%) of the respondents strongly disagreed and disagreed respectively that risk allowance motivates them. On the other hand, 15 (7.85%) of the respondents were neutral, 36 (18.85%) agreed and 124 (64.92%) strongly agreed that risk allowance motivates them. The mean and standard deviation scores (Mean=4.3770; Std. Dev.=1.02818) indicate that majority of the respondents agreed that risk allowance motivates them. Risk allowance on the basis of mean scores was the 2nd important financial factor that motivates tutors in colleges of education. Baba, (2015) revealed that risk allowances in organisation takes care of hazards that are attached to a specific profession. Some risks in certain occupation are higher than some other occupations. As

such, teachers are of the belief that their job of handling numerous children at a time is a major risk since they are held responsible for anything that happens to the children.

From Table 7, 16 (8.38%) of the respondents were neutral, 25 (13.09%) agreed and 145 (75.92%) strongly agreed that responsibility allowance motivates them. Contrarily, 2 (1.05%) of the respondents strongly disagreed and 3 (1.57%) disagreed that responsibility allowance motivates them. The mean and standard deviation scores (Mean =4.6126; Std. Div. =0.79250) show that majority of the respondents strongly agree that responsibility allowance motivate them. The primary financial motivator for tutors at institutes of education in the Ashanti Region, according to responsibility allowance, is money. To the mutual advantage of all parties, responsibility allowance serves as a way to recognize major increases in an individual's obligations, such as covering a leave of absence (LSE, 2014). Responsibility allowances are seen as career development opportunities that offer extra ways to advance in your job.

The results as show in Table 7, reveal that 25 (13.09%) of the respondents were neutral, 75 (39.27%) agreed and 62 (32.46%) strongly agreed that motor-vehicle allowance motivates them. However, 10 (5.24%) of the respondents strongly disagreed and 19 (9.95%) disagreed that motor-vehicle allowance motivate them. With reference to the mean and standard deviation scores (Mean=3.8377; Std. Dev.=1.14241), majority of the respondents agreed that motor-vehicle allowance motivates them. Motor-vehicle allowance is the 5th financial factor that motivates tutors of colleges of education in the Ashanti Region.

The results in Table 7, further shows that 9 (4.71%) of the respondents strongly disagreed and 29 (15.18%) disagreed that accommodation allowances motivates them. However, 45 (23.56%) of the respondents were neutral, 21 (10.99%) agreed and 8(45.55%) strongly agreed that accommodation allowance motivates them. A mean and standard deviation scores (Mean=3.7749; Std. Dev=1.29639) suggests that majority of the respondents agreed that accommodation allowance motivates them. Accommodation allowance is the 6th financial factor that motivates the tutors of colleges of education.

Table 7, again reveals that 15 (7.85%) of the respondents strongly disagreed and 23 (12.04%) disagreed that internship monitoring allowance is motivate them. Also, Table 6 shows that 25 (13.09%) of the respondents were neutral, 39 (20.42%) agreed and 89 (46.60%) strongly agreed that internship monitoring allowance motivate them. The mean and standard deviation scores (Mean= 3.8586; Std Dev=1.33216) suggests that majority of the respondents agreed that internship monitoring allowance motivate them. Giving due attention for teachers' interest than daily routine activities is a motivating factor that improves performance. Internship monitoring allowance is the 4th important financial incentive that motivates tutors of colleges of education.

Results on the value of financial incentives as a motivating factor from Agarwal (2010), research focused on a variety of publications on motivation and decision-making rewards. According to Agarwal (2010), money is still the most important motivating factor for employees because it encourages them to work more for the company. Although Agarwal acknowledges that non-financial incentives can be motivating, money ultimately becomes the most

significant factor in a person's career beyond a certain point. Businesses view bonus systems of all types as a valuable tool for luring and retaining capacity, which is one of the key arguments put up for why institutions use them (Gomez-Mejia et al., 2011). Because bonuses are a typical organizational practice, institutions will frequently defend this justification. In order to attract the best staff, the institute sets up rewards structures that imply reasonable relationships and conditions. As such, bonuses and allowances such as motor allowances, internship monitoring allowance, and accommodation allowances are discussed are instances that motivate teachers in colleges of education.

Work Environment Factors

This section focused on the extent to which work environment factors motivate the tutors. The responses are given in Table 8.

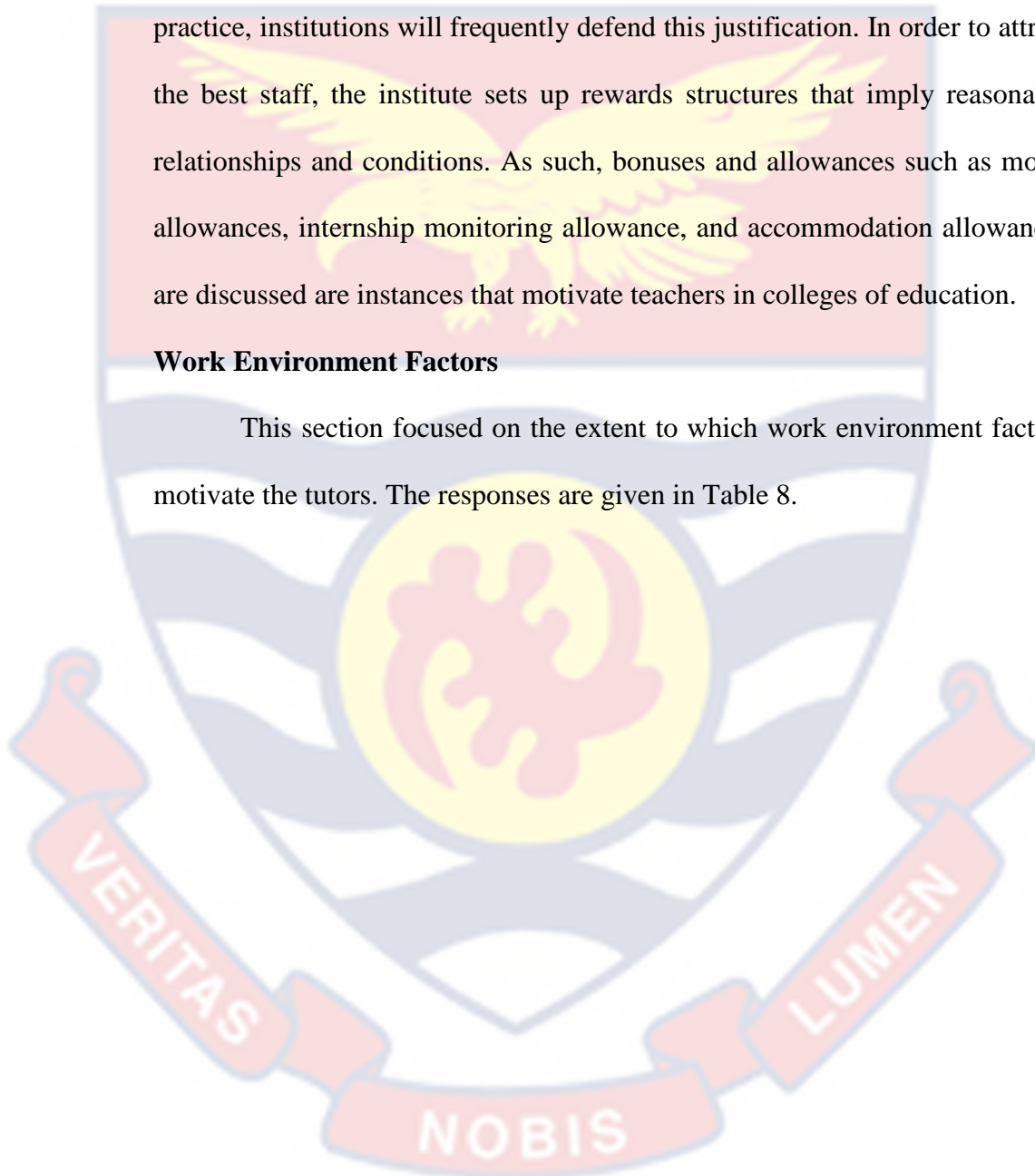


Table 8: Work Environment

| Variables | SD | D | N | A | SA | Mean | Std. Dev. | Ranking |
|-------------------------------------|---------------|----------------|----------------|----------------|-----------------|--------|-----------|---------|
| Respect from student | 8 (4.19%) | 12 (6.28%) | 36 (18.85%) | 23 (12.04%) | 112 (58.64%) | 4.1466 | 0.17853 | 4th |
| Good tutor-tutor relationship | 12 (6.28%) | 27 (14.14%) | 31 (16.23%) | 39 (20.42%) | 82 (42.93%) | 3.8377 | 1.32182 | 6th |
| Normal/ required workload | 15 (7.85%) | 15 (7.85%) | 20 (10.47%) | 21 (11.0%) | 120 (62.83%) | 4.1309 | 1.32132 | 5th |
| Good management-tutor relationship | 4 (2.09%) | 11 (5.76%) | 19 (9.95%) | 29 (15.18%) | 128 (62.83%) | 4.3927 | 1.01967 | 1st |
| Fair performance evaluation | 19 (9.95%) | 10 (5.24%) | 5 (2.62%) | 34 (17.80%) | 123 (64.40%) | 4.2147 | 1.31829 | 3rd |
| Recognition for hard working tutors | 2 (1.05%) | 19 (9.95%) | 10 (5.24%) | 54 (28.27%) | 106 (55.50%) | 4.2723 | 1.011526 | 2nd |

Source: Field Data (2021); *SD=strongly disagree; D=disagree; N=neutral; A= agree and SA=strongly agree;*

The results as shown in Table 8, show that 12 (6.28%) of the respondents strongly disagreed and 27 (14.14%) disagreed that good tutor-tutor relationship motivate them. However, 31 (16.23%) of the respondents were neutral, 39 (20.42%) agreed and 82 (42.93%) strongly agreed that good tutor-tutor relationship motivate them. The mean and standard deviation scores (Mean=3.8377; Std. Dev.=1.32182) indicate that majority of the respondents agreed that good tutor-tutor relationship motivate them. Good tutor-tutor relationship is the 6th important work environment factor that motivates tutors of colleges of education. Pausa (2017) found that good relationship among teachers fosters efficient teamwork, serene environment in the work place and also builds unity towards the attainment of organisational goals.

It is again shown in Table 8, that 15 (7.85%) of the respondents strongly disagreed and 15 (7.85%) disagreed that normal workload motivate them. However, 20 (10.47%) were neutral, 21 (11.0%) agreed and 120 (62.83%) strongly agreed that normal workload motivates them. The mean and standard deviation scores (Mean= 4.1309; Std. Dev.=1.32132) shows that most of the respondents agreed that normal workload motivates them. An acceptable workload is the 5th important work environment factor that motivates the tutors in colleges of education.

Table 8, again shows that 19 (9.95%) of the respondents were neutral, 29 (15.18%) agreed and 128 (62.83%) strongly agreed that good management-tutor relationship motivates them. On the other hand, 4 (2.09%) of the respondents strongly disagreed and 11 (5.76%) disagreed that good management-tutor relationship motivate them. The mean and standard deviation scores (Mean= 4.3927 Std. Dev.=1.01967) indicates that majority of

the respondents agreed that good management-tutor relationship motivates them. Good management-tutor relationship is the 1st most important work environment factor that motivates tutors of colleges of education. A strong management-tutor relationship fosters a conducive atmosphere for effective teaching and learning process (Pausa, 2017). Good relationship between the management and the tutors makes it easy for effective communication among parties, effective collaboration and teamwork and realisation of organisational goals (Pausa, 2017).

From Table 8, 5 (2.62%) of the respondents were neutral, 34 (17.80%) agreed and 123 (64.40%) strongly agreed fair performance evaluation motivates them. However, 19 (9.95%) of the respondents strongly disagreed and 10 (5.24%) disagreed that fair performance evaluation does not motivate them. The mean and standard deviation scores (Mean=4.2147; Std. Dev.=1.31829) suggests that most of the respondents agreed that fair performance evaluation motivates them. Fair performance evaluation is the 2nd most important factor that motivates the tutors of colleges of education. Khanna and Sharma (2014) emphasized that a good performance appraisal focuses on employee's job but not his personality trait that is not related to his job. Sterlington (2009) revealed that appraisals are mostly a discriminatory or judgemental process where there are biased considerations that usually dominate rather than objectivity among the management in Ghanaian institutions. As such, when the evaluation process is questionable, lots of issues are raised and this may demotivate the teachers.

Table 8 further shows that 2 (1.05%) of the respondents strongly disagreed and 19 (9.95%) disagreed that recognition for hard work motivates them. Again, 10 (5.24%) of the respondents were neutral, 54 (28.27%) agreed and 106 (55.50%) strongly agreed that recognition for hard work motivates them. With reference to mean and standard deviation scores (Mean= 4.2723; Std. Dev.=1.011526), majority of the respondents agreed that recognition for hard work motivates them. Recognition for hard work is the 2nd most important work environment factor that motivates tutors. Ramlall (2004) asserts that it is crucial to understand the full implications of emotional impact, disposition, conduct, thinking style, and mental policymaking relative to stimulation and the potential impact on workers' motivation. Positive emotional effects influence the motivation for work and the effectiveness of employees' participation in awareness-centred policies to inspire workers. Giving assistance to workers and work groups in being more aware of their differences in terms of emotional effect, character, and cognitive styles improves teamwork and open feedback in dealing with challenges.

All respondents concurred that all aspects of the work environment in institutions of education encourage the tutors there. Yaa (2014) came to the conclusion that a favourable learning environment is essential for effective teacher performance. In order to raise the calibre of instruction, more thought should be devoted to improving the working conditions of instructors, according to Kazeem (1999). He suggested that in order to enhance student learning, there should be changes made to the classroom environment as well as the supply and availability of teaching and learning materials. According to

Adelabu (2003), most schools have out dated and insufficient amenities and facilities, which have an impact on both teaching and learning.

Research Question 3: this section dealt with the assessment of academic staff level of dissatisfaction with their working environment.

This study used performance/work environment assessment indicators for tutor and asked the respondents to indicate their extent of agreement or disagreement to each of them. This study computed the mean and standard deviation from the responses. Each question had five-point likert scale where mean score of 1.00-1.49 indicates strongly disagree; 1.50-2.49 indicates disagree; 2.50-3.49 indicates neutral; 3.50-4.49 indicates agree and 4.50-5.00 indicates strongly agree. Based on the mean scores, the study ranked the performance indicators in descending order as shown in Table 9.

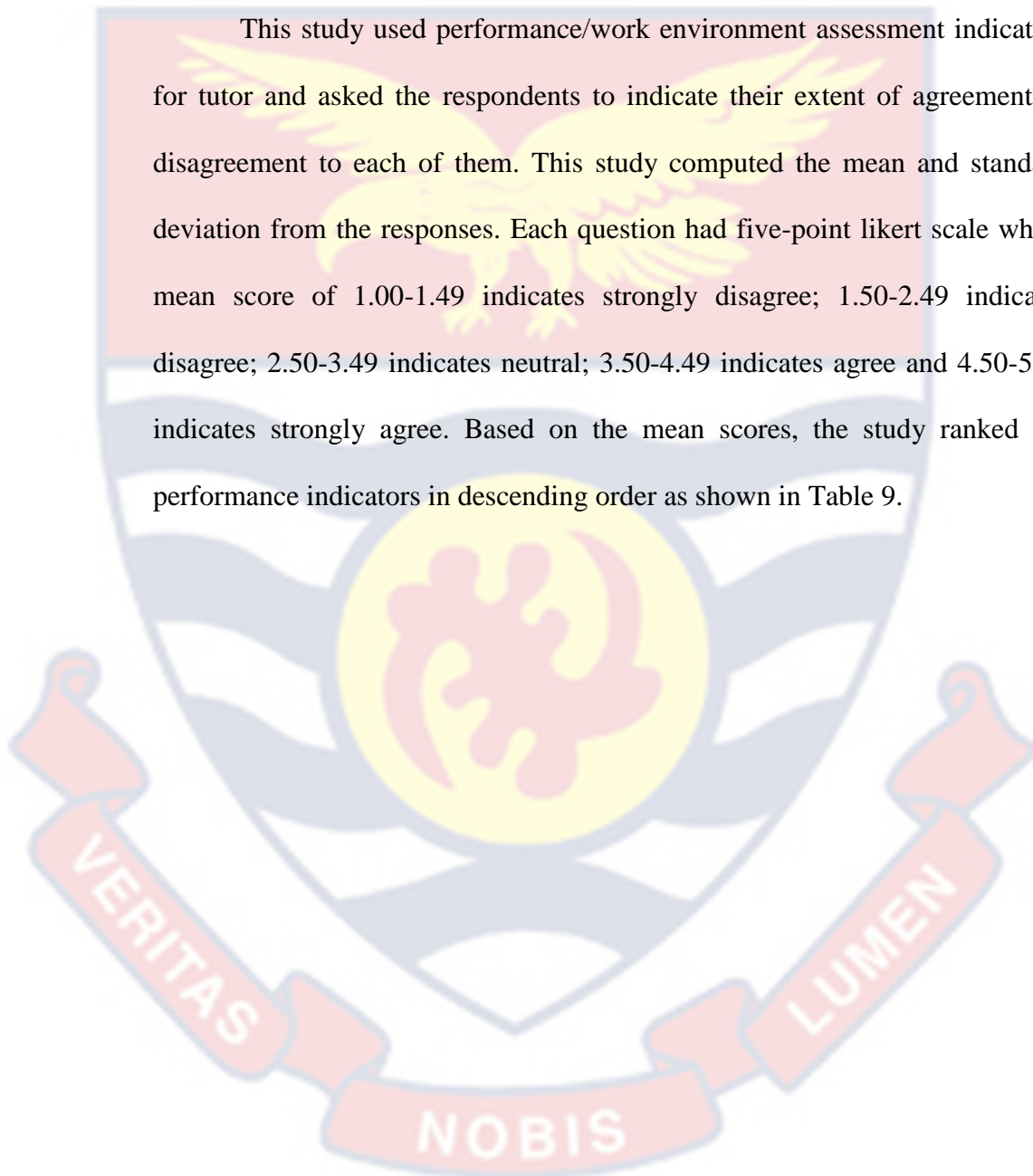


Table 9: Indicators of Tutors working Environment/Performance

| Statements | SD | D | N | A | SA | Mean | Std. Dev. | Ranking |
|--|---------------|----------------|----------------|----------------|-----------------|--------|-----------|-----------------|
| Participation in extracurricular activities | 21 (11.0%) | 10 (5.24%) | 24 (12.57%) | 54 (28.27%) | 82 (42.93%) | 3.8691 | 1.32134 | 5 th |
| Supervision of college activities | 19 (9.95%) | 12 (6.28%) | 13 (6.81%) | 53 (27.75%) | 94 (49.21%) | 4.0000 | 1.30988 | 2 nd |
| Attending college functions and meetings | 13 (6.81%) | 16 (8.38%) | 23 (12.04%) | 61 (31.94%) | 78 (40.84%) | 3.9162 | 1.21538 | 4 th |
| Adequate teaching preparation (schemes, lecture notes etc) | 4 (2.09%) | 15 (7.85%) | 16 (8.37%) | 51 (26.70%) | 105 (54.97%) | 4.2461 | 1.03982 | 1 st |
| strictly adhere to school rules and policies | 14 (7.34%) | 26 (13.61%) | 21 (11.0%) | 49 (25.66%) | 110 (57.59%) | 3.8220 | 1.30978 | 7 th |
| Avoidance of lateness to work, absenteeism, idleness, procrastination etc. | 15 (7.85%) | 15 (7.85%) | 27 (14.14%) | 57 (29.84%) | 77 (40.31%) | 3.8691 | 1.24758 | 5 th |
| Regular student assessment | 12 (6.28%) | 23 (12.04%) | 18 (9.42%) | 49 (25.65%) | 89 (46.60%) | 3.9424 | 1.26982 | 3 rd |

Source: Field Data (2021); SD=strongly disagree; D=disagree; N=neutral; A= agree; SA=strongly agree

As shown in Table 9, 21 (11.0%) of the respondents strongly disagreed, 10 (5.24%) disagreed and 24 (12.57%) of the respondents were indifferent that they participate in extracurricular activities. On the other hand, 54 (28.27%) of the respondents agreed and 82 (42.93%) strongly agreed that they participate in extracurricular activities. Most of the respondents agreed that they participate in extracurricular activities ($M=3.8691$; $STD=1.32134$).

It is again revealed in Table 9 that 19 (9.95%) of the respondents strongly disagreed, 12 (6.28%) of the respondents disagreed and 13 (6.81%) were indifferent they help in supervision of college activities. On the contrary, 53 (27.75%) of the respondents agreed and 94 (49.21%) strongly agreed that they help in supervision of college activities. Majority of the respondents agreed that they help in supervision of college activities ($M=4.0000$; $STD=1.30988$).

Also, Table 9 shows that 23 (12.04%) of the respondents were indifferent, 61 (31.94%) agreed and 78 (40.84%) of the respondents strongly agreed that they attend college functions and meetings. However, 13 (6.81%) strongly disagreed and 16 (8.38%) of the respondents disagreed that they attend college functions and meetings. Most of the respondents agreed that they attend college functions and meetings ($M=3.9162$; $STD=1.21538$).

Again, Table 9 reveals that 4 (2.09%) strongly disagreed and 15 (7.85%) of the respondents disagreed that they adequately prepare before lesson begins. However, 16 (8.37%) of the respondents were indifferent, 51 (26.70%) agreed and 105 (54.97%) of the respondents strongly agreed that they adequately prepare before lessons begin. Majority of the respondents

agreed that they adequately prepare before lessons begin ($M= 4.2461$: $STD=1.03982$).

Table 9 shows that 21 (11.0%) of the respondents were indifferent, 49 (25.66%) agreed and 110 (57.59%) of the respondents strongly agreed that they strictly adhere to school rules and policies. On the contrary, 14 (7.34%) strongly disagreed and 26 (13.61%) disagreed that they strictly adhere to school rules and policies. Most of the respondents agreed that they strictly adhere to school rules and policies ($M=3.8220$: $STD=1.30978$).

It is also shown in Table 9 that 27 (14.14%) of the respondents were indifferent, 57 (29.84%) agreed and 77 (40.31%) strongly agreed respectively that they avoid lateness to work, absenteeism, idleness, procrastination etc. On the other hand, 15 (7.85%) strongly disagreed and 15 (7.85%) disagreed that they avoid lateness to work, absenteeism, idleness, procrastination etc. Majority of the respondents agreed that they avoid lateness to work, absenteeism, idleness, procrastination etc. ($M=3.8691$: $STD=1.24758$)

The results in Table 9 shows that 18 (9.42%) of the respondents were indifferent, 49 (25.65%) agreed and 89 (46.60%) strongly agreed that they conduct regular student assessment. On the contrary, 12 (6.28%) of the respondents strongly disagreed and 23 (12.04%) disagreed that they conduct regular student assessment. Majority of the respondents agreed that they conduct regular student assessment ($M=3.9424$: $STD=1.26982$).

Among the performance indicators, adequate teaching preparation was ranked first, followed by supervision of college activities and assessment of students.

Effect of motivation on performance of tutors

This section of the chapter also looks into the effects motivation on performance of tutors in the selected colleges of education. To do this, the study employed the use of a Structural Equation Model (SEM), using motivational factor such as research allowance (RA), Accommodation Allowance (AA) and Car Allowance (CA) as independent variables and performance of teachers as the main dependent variable. The study also controlled for education of teachers as well as sex of these teachers for better analysis. The results are summarized in Figure 3 and Table 10.

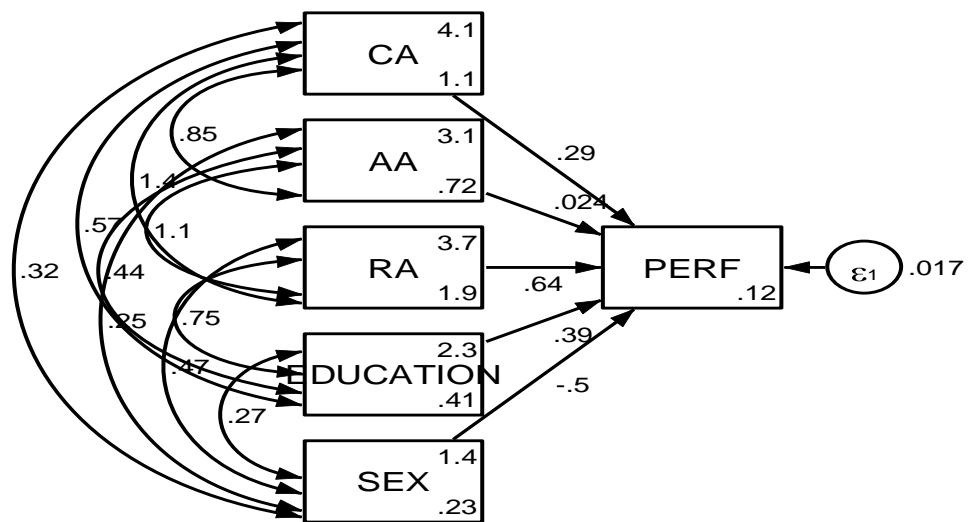


Figure 3: SEM model estimating the Effects of Motivational Packages on Performance of Teachers

Table 10: Impact of Motivation on Performance of Tutors

| Factors | Coef. | OIM Std. Err | z | p-value | [95% Conf. Interval | |
|-------------------------|-----------|-----------------|-------|---------|---------------------|----------|
| CA | .2877353 | .0421361 | 6.83 | 0.000 | .2051501 | .370320 |
| AA | .0235254 | .0983438 | 0.24 | 0.811 | -.1692248 | .216275 |
| RA | .638258 | .0678909 | 9.40 | 0.000 | .5051943 | .771321 |
| EDUCATION | .388272 | .0518919 | 7.48 | 0.000 | .2865658 | .489978 |
| SEX | -.5023403 | .0598666 | -8.39 | 0.000 | -.6196767 | -.385003 |
| _cons | .1193603 | .1055267 | 1.13 | 0.258 | -.0874683 | .32618 |
| No. of observation | 191 | | | | | |
| Chi ² _bs(4) | 614.024 | | | | | |
| p>Ch ² | 0.000 | | | | | |

Source: Field Data (2021) CA= Car Allowance; AA= Accommodation

Allowance; RA= Research Allowance

Table 10 reports that, car allowance (coef= 0.2877353; std. Err= 0.0421361; p-value= 0.000) and Research allowance (coef= 0.638258; Std. Err= 0.0678909; o-value= 0.000) has a significant positive effects on the performance of tutors in the various colleges of education in Ashanti Region. These statistics however indicates that, Accommodation allowance (Coef= 0.0235254; Std. Err= 0.0983438; p-value= 0.811) has no significant positive effects on performance of tutors. Amongst the control variables used in this model, educational level of tutors (Coef= 0.388272; Std. Err= 0.0518919; p-value= 0.000) has a significant positive effects on performance of tutors. However, the above statistics indicates that, female tutors were more likely to have lower performance (coef= -0.5023403; Std. Err= 0.0598666; p-value= 0.000).

This does mean that tutors perform better and are more satisfied when there is an excessive financial incentive. Numerous more studies support this. Salary has been cited by numerous scholars as a key factor in the investigation of job satisfaction (Miller, 1985; Derlin and Schnieder, 1994; Solly and

Hohenshil, 1986). In studies like the one carried out by (Dyer and Theriault (1976), money was discovered to be the most significant element in influencing job satisfaction and performance. For instance, salary has been seen as a more significant factor in job satisfaction. In addition to salary, financial incentives can be used to draw in new employees, keep existing ones, and encourage them to perform better.



CHAPTER FIVE

FINDINGS, SUMMARY AND RECOMMENDATIONS

Introduction

The study looked into how teacher's motivation affected their performance in the Ashanti Region's colleges of education. 191 participants in the study were given access to primary data. The chapter presents the study executive summary, wraps it up based on the conclusions, and offers suggestions to improve the motivation and effectiveness of the educational institutions in the Ashanti Region.

Summary

The study looks into how Tutor's motivation affects the performance of Tutors in the Colleges of Education in the Ashanti Region. Therefore, the study's four main aims were to investigate the motivational packages available are accessible and their applicability, the staff level of satisfaction, the elements that drive employees, the factors that affect performance, and the effects of motivation on performance. The study relies on primary data that was gathered through structured questionnaires in the Colleges of Education. The questionnaire was piloted and the pilot data was tested for reliability and validity. The questionnaire passes the reliability test through the use of Cronbach's Alpha and validity test, using construct validity. The study employed both descriptive and regression analysis for the data. The descriptive analysis involved the use of mean and standard deviation, as well as frequency tables. The regression analysis was done with structural equation mode, since all the study variables were latent variables.

Key findings.

1. With reference to objective one, the study revealed that the most relevant motivation packages were competitive salary, accommodation for tutors on campus, professional development, transfer expenses/ allowances and lower tuition period. The study further found that teachers' appreciation day, mentor-mentee relationship and allowances for conferences were not relevant motivation packages.

2. For the second goal, according to the study, majority of the respondents said that monthly salary, risk allowance and motor-vehicle are what inspire them. Another finding of the survey was that the majority of respondents firmly felt that receiving responsibility allowance motivates them. The majority of the respondents, according to the study, concurred that a positive relationship between their Tutor and Student motivates them.

The majority of the respondents also concurred that a regular workload, a positive Management -Tutor connection, and fair performance evaluations are motivating factors. According to the study, most respondents believed that being rewarded for their efforts inspires them. The study again found that majority of the respondents agreed that pupils approach teachers in humility. The vast majority of respondents also agreed that students respect tutors/instructors and are disorganised when it comes to completing assignments, home tasks and other tasks.

The studies further found that majority of the respondents were neutral by the fact that pupils are punctual and dependable in school and that they are not allowed additional freedom.

3. For objective three, the study revealed that tutor of the colleges of education had good performance. Among the performance indicators, adequate teaching preparation was ranked first, followed by supervision of college activities and assessment of students.

4. For objective four, the study found that financial motivation factors motivate tutors of colleges of education for higher performance. Financial factors significantly improve performance of tutors. However, accommodation allowance was found to have no significant impact on performance of tutors.

Conclusions

The study investigated the effects of motivation on the performance of teachers in the colleges of education in the Ashanti Region. This study therefore on the basis of the findings concludes as follows;

Firstly, the colleges of education have instituted several motivational packages and these include competitive salary, accommodation for tutors on campus, professional development, transfer expenses/ allowances and lower tuition period, teachers' appreciation day, mentor-mentee relationship and allowances for conferences were not relevant motivation packages. However, not all of the motivational packages are relevant in the view of the tutors. Some are relevant for them while others are perceived as irrelevant. For example tutors' appreciation day, mentor relationship and money for attending conferences are perceived by tutors of colleges of education in the Ashanti Region as not relevant to them.

Secondly, though all the financial and non -financial motivational packages are important to the tutors some are perceived to be more important

to their motivation and performance. Among the financial packages, monthly salary, risk allowance and responsibility allowance are deemed very important to the tutors. Also, among the non-financial motivation packages, good management -tutor relationship, fair performance appraisal and recognition for hard working tutors are deemed very important to the tutors, so far as their work satisfaction is concerned.

Lastly, the study concludes that tutors of the colleges of education have good performance. This good performance is significantly explained by the availability of good financial motivation packages for the tutors. Though, most of the colleges have great financial motivational packages which are good predictors of performance of tutors in colleges of education.

Recommendations

Based on the findings, the study recommends the following to improve motivation and performance of teachers in the colleges of education in Ashanti Region.

1. The study recommends that the Government of Ghana should as the matter of urgency improve the financial remuneration of the tutors of colleges of education. The tutors should be given befitting salaries, risk allowances, responsibility allowances as these kinds of financial allowances are perceived as very important to tutors of colleges of education.
2. Colleges of education in Ghana have accommodation on campuses for all the tutors to help in ensuring school discipline and also to increase students' access to tutors after lessons. Accommodation for tutors

would help to motivate the tutors as currently most tutors commute a long distance to their respective colleges to teach. This creates many inconveniences to the tutors, consequently demotivating most of them.

3. Professional development was found as very important to tutors' motivation. In view of this, colleges which have policies that encourage tutors to pursue further education like PhD. This is very important as colleges of education are now running first degree programmes. All obstacles in the way of professional development of tutors should be removed to pave way for enhancing professional development of tutors to increase their motivation for effective and efficient tuition.
4. Disciplinary issues within the schools must be strictly dealt with by the school authorities in a manner that will encourage teachers to be retained in the schools other than leaving.
5. Management of colleges of education should work to foster good relationship between management and tutors and between tutors and students and among tutors. These kinds of relationships are critical to motivation of tutors. When tutors have good relationship with each other and with management and students, school becomes like a home which motivates them to stay in the school campuses even when they have no lessons.
6. Financially, though working environment and financial conditions are important to tutors; motivation, colleges of education should focus much on financial conditions of tutors when the colleges want to improve performance of their tutors. Under no circumstance should

financial motivation be sacrificed in the colleges if they colleges aim at improve performance of their tutors.



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