

UNIVERSITY OF CAPE COAST

REWARD SYSTEMS AND PERFORMANCE OF HIGH SCHOOL
TEACHERS AT SEKONDI-TAKORADI METROPOLIS AND AHANTA
WEST DISTRICT IN THE WESTERN REGION OF GHANA

BY

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Of The Requirement For Award Of Doctor Of Philosophy Degree In
Development Studies

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DECLARATION

Candidate's Declaration

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

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Supervisors' Declaration

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

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ABSTRACT

Human capital development is very important to national development. One way by which human capital development can be achieved is through formal education. Policies in education which seek to reward teachers are necessary to ensure that teachers perform for national development goals to be achieved. The purpose of the study was to investigate the role the Ghana Education Service rewards systems play in motivating teachers to perform. The research investigated the reward systems and performance of selected junior and senior high school teachers from the Sekondi-Takoradi Metropolis and Ahanta West district in the Western Region of Ghana. The sample consisted of 317 high school teachers and 111 other stakeholders in education from the two selected districts. Questionnaires, interview guide, tape recorders and observation tools were used. The results showed that the type of rewards system in place played a role in teachers' performance. A valued reward system including fringe benefits and allowances; recognition and acquisition of professional knowledge and skills; better working environment; participation in decision making; and the level of knowledge and skills of the teachers motivate them to perform. Teachers' needs, when satisfied, will motivate them to perform. It is recommended that the Ministry of Education, Ghana Education Service and all stakeholders in education ensure that high school teachers, enjoy both intrinsic and extrinsic rewards systems to perform.

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DEDICATION

To my mother, Madam Elizabeth Richardson, my husband Steve and our lovely children: Steve Jnr, Samuel Ed and Esther.

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LIST OF ACRONYMS

AAK	Abura/Asebu/Kwamenkese
AD	Assistant Director of Education
AWA	Ahanta West Assembly
AWD	Ahanta West District
BECE	Basic Education Certificate Education
BESIP	Basic Education Schools Improvement Programme
CCMA	Cape Coast Metropolitan Assembly
CEPS	Customs, Excise and Preventive Service
CIDA	Canadian International Development Agency
CRDD	Curriculum Research and Development Division
CSA	Community School Alliance
DANIDA	Danish International Development Agency
DEOC	District Education Oversight Committee
DEPT	District Education Planning Team
DFID	Department for International Development
EMIS	Education Management Information Systems
ERC	Education Reform Committee
FCUBE	Free Compulsory Basic Universal Education
FGTA	Federation of Ghana Teachers Association
GES	Ghana Education Service
GESC	Ghana Education Service Council

GETfund	Ghana Education Trust Fund
GHc	Ghana New Cedis
GNAT	Ghana National Association of Teachers
GUT	Ghana Union of Teachers
HRM	Human Resource Management
HRMD	Human Resource Management and Development
IDS	Institute of Development Studies
ILO	International Labour Organisation
IR	Industrial Relations
ISSER	Institute of Social Studies
JHS	Junior High School
JICA	Japan International Cooperation Agency
MBO	Management by Objectives
MFI	Masculinity versus Feminity Index
M/DCD	Metropolitan/District Coordinating Director
MOE	Ministry of Education
NAGRAT	National Association of Graduate Teachers
NCES	National Centre for Education Statistics
NGO	Non-Governmental Organisation
NRCD	National Redemption Council Decree
OECD	Organisation for Economic Corporation Development
PNDC	Provisional National Defence Council

PS	Principal Superintendent
PTA	Parent-Teacher Association
QUIPS	Quality Universal Improvement Primary Schools
SB	School Board
SEIA	Secondary Education in Sub-Saharan Africa.
SHS	Senior High School
SMART	Smart, Measurable, Achievable, Realistic and Time bound
SMC	School Management Committee
SMCs	School Management Committees
SS	Senior Superintendent
SSCE	Senior Secondary Certificate Education
STM	Sekondi-Takoradi Metropolis
STMA	Sekondi-Takoradi Metropolitan Assembly
TEWU	Teachers and Education Workers Union
UAI	Uncertainty Avoidance Index
UGWU	University of Ghana Workers Union
UK	United Kingdom
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
US	United States
USA	United States of America
USAID	United States Agency for International Development

VIE	Vroom's Valence, Instrumentality and Expectancy theory
WASSCE	West Africa Senior School Certificate Exams
WSDP	Whole School Development Project
WVLC	Western Veneer and Lumbar Company

KEY WORDS

Ahanta West District

Junior and Senior High Schools

Performance

Rewards system

Sekondi-Takoradi Metropolis

Stakeholders

Teachers

Mixed methods approach

Ghana Education Service

Motivation

CHAPTER ONE

INTRODUCTION

The study seeks to examine the role the Ghana Education Service rewards systems plays in the performance of junior and senior high school teachers at the Sekondi-Takoradi Metropolis and Ahanta West District in the Western region of Ghana. Rewards systems must meet the needs of teachers or employees. The current interventions which include the best teacher awards and promotion of teachers is not working (GES, 2010). Rewards systems should boost teacher morale, create an enabling environment for teaching and learning, attract and retain qualified teachers (Ingersoll & Smith, 2003; Smith, 2013; World Bank, 2007).

The inability of the Ghana Education Service reward systems to address the low morale and indiscipline amongst teachers, the high teacher turnover and the pupils' and students' low performance has to be examined. This is necessary for the human capital development, economic and social development of a nation (Lundvall, 1996; Yankson, 2003). A number of related literature will be examined in relation to the problem and empirical studies conducted.

Background to the study

The technological revolution of the twentieth century has created vast opportunities for development, yet it is estimated that about a billion people in the world live in poverty (World Bank, 2002). A number of developing

countries, including Malaysia and Singapore, have improved and achieved striking gains in the welfare of their human resources through development.

Development is often viewed as something very positive, and throughout the twentieth century, Western governments sought to achieve 'development' not only in their own countries, but also in other regions of the world, particularly in Africa, Asia, Latin America and the Caribbean. This focus on 'development' has continued into the twenty-first century, for example through the Millennium Development Goals (Barrientos et al, 2013).

Economists and other social scientists have long accepted the links between educational outcomes and broad development processes and goals, (Kothari, 2013; Lundvall, 1996; Mensah et al, 2009; Smith, 2013). According to the development theory, the overall economic performance of countries is based upon their knowledge stock and their learning capabilities (Lundvall, 1996). In his theory "In the Wealth of Nations" Adam Smith formulated the basis of the human capital theory which represents the store of knowledge, skills and values acquired through education, work and social learning that raise productivity and well-being.

Human capital development is very important if the national goal of development is to be achieved. Human capital in socio-economic transformation is motivated by the theory that education and skills training in particular is a key strategy to economic progress and social development. One way by which human capital development can be achieved is through formal education. Three main stakeholders in education include policy makers,

teachers, and students. The performance of teachers is necessary for human capital development (Lundvall, 1996).

The need to develop the capabilities of the human resources of nations, especially the developing ones like Ghana, has resulted in the use of the term human capital development which captures both human resources capacity building as a process of enlarging people's choices, and the use of these capabilities for the benefit of the nations (Mensah et al, 2009; UNDP, 2008; World Bank, 2004). If these two sides of human development do not balance, considerable human frustration may result (UNDP, 1998; World Bank, 2006).

It has now been accepted that investing in the human resources of a nation, if done right, provides the basis for lasting development (Ampiah, 2008; Blaug, 1991; Fisher & Locke, 1992; Lewis, 1993; Schultz, 1995, World Bank, 2005). The quality of the human capital of any nation depends on the quality of education of its citizens (Akyeampong & Lewin, 2002; Di Gropelo, 2006, Harbison, 1973; Ingersoll, 2001; Opare, 1999; World Bank, 2007; World Bank, 2010; Yankson, 2003).

Quality education empowers people, creates choices and opportunities for them as producers, consumers and citizens, and reduces the burden of poverty and diseases while giving them a stronger voice in societal affairs. For nations, education creates a dynamic human resource base, well-informed to compete and cooperate globally and thus opening doors to economic and social prosperity (World Bank, 2004). It is not surprising, therefore, that developed nations like the United States (US), Great Britain, Australia, Canada and Japan have invested heavily in their human resources (Anderson & Olsen, 2005;

Blaug, 1991; Evans, 1999; Organisation for Economic Corporation Development (OECD), 2004; Opare, 1999; Ranis, 1990; Schultz, 1995).

Increased investment in education can accelerate growth in productivity levels, for example in the case of farmers, factory workers and other skilled workers more than those who have not been to school. Educated mothers can better protect their children from diseases, thereby enhancing the probability of child survival. Education also brings the rich and poor closer. The list on the benefits of human resource capacity building to the development of a nation is tall; and continues to impact a number of nations.

Developing nations like India, Brazil, South Africa, Kenya, Peru and Nigeria, Latin America, Asia and Sub-Saharan Africa are striving to invest so much in their human capital (Di Gropello, 2006; Heller, 2004;; United Nations Educational, Scientific and Cultural Organisation (UNESCO) 2006; World Bank, 2007). Money, benefits and other different reward systems are used to attract, retain and motivate workers including teachers, and to achieve organisational goals (Barber & Bretz, 2000; Chin et al, 2001; Muheeb, 2004; Ramachandran, 2005). Ghana is no exception because, before and after independence in 1957, the education of her human resources has been a priority on the agenda for national development.

The need for the development of human resource capacity in Ghana led to the creation of an Education Ministry in the first republic (1957-1966) which since then promulgates its policies through reform programmes and plans. These policies are implemented by a number of organisations, including the National Council on Tertiary Education, the Ghana Education Service Council (GESC), the West African Examinations Council and the National

Scholarship Secretariat, and other statutory bodies. The Ghana Education Service (GES) plays a major role in nation building by implementing the policies formulated by the Ministry of Education, including rewarding its staff (Amuzu-Kpeglo, 1990; District Education Planning Team-DEPT, 1998, GES, 2006).

The Ghana Education Service was established to implement the policies of the Ministry of Education in 1974. Since its establishment, it has been the machinery for the preparation of the base of human resource development in the country. It prepares Ghana's human capital from the basic cycle (kindergarten, primary, and junior high school), through the second cycle level (senior high, technical, vocational, teacher training, nursing training and agricultural institutes now diploma awarding institutions).

The Ghana Education Service was established as the Ghana Teaching Service in 1974 for teachers. In 1975, by an amendment decree (National Redemption Council Decree-NRCD 357), the Ghana Teaching Service was renamed Ghana Education Service. This change brought the education branch of the Civil Service of Ghana, other supporting staff and the teaching personnel in the Ghana Teaching Service together (GES, 1979; Ministry Of Education (MOE), 1995). As a result of the merger, the employees of the Ghana Education Service consist of both teaching and non-teaching personnel. The teaching personnel are classified into two groups, namely the professional (trained) and non-professional (untrained) teachers, and under non-teaching personnel, there are the other professionals and supporting staff that may not necessarily be professionals or teachers.

The Ghana Education Service headquarters is located in Accra, the capital city of Ghana. Apart from the headquarters, there are offices in the ten regions of Ghana and in the two hundred and thirty eight (238) districts in all the ten regions of Ghana. Ghana Education Service schools are in all these districts. For effective supervision, the districts are sub-divided into circuits. The Circuit Supervisors have offices in both the circuits and at the district office.

The managing body of the Ghana Education Service is the Ghana Education Service Council, which is accountable to the Ministry of Education. It has a chairman, secretary and ten other members. The Council plays legislative, executive and civil roles in ensuring efficient performance of the Ghana Education Service in pursuance of its organisational goals. The Chief Executive Officer of the Service is the Director-General assisted by two deputies, academic and administration, and the ten divisional directors at headquarters in Accra.

Overview of the Reward Systems in the Ghana Education Service

Reward systems in Ghana Education Service, since the Castle Schools era, had been in the form of cash(salaries and allowances)and, where available, provision of housing. Teachers, before 1957, were mainly missionary workers from the earlier churches. These missions established schools where children of their converts could be educated alongside their mission beliefs. Some of the products of their schools became interpreters, lay preachers and catechists, teachers and teachers' assistants all of whom were rewarded for services rendered through grants. In 1903, an amount of £36 was

paid by the Methodist Church as grant to the wives of teachers in Richmond College, Sierra Leone (Gold Coast District Methodist Synod, 1903).

Most heads of missions who doubled as teachers and who also trained teachers had their houses attached to the local churches as part of the reward for services rendered. Those who did not have such facilities resided in rented premises of prominent church converts and leaders. Nevertheless, due to work experience and performance, the allowances were replaced by salaries. It is also clear that in 1905 the Methodist church reported that the Western Collegiate School (now Mfantshipim School) spent £68 2s out of an income of £102 18s 10½d on teachers' salaries (Gold Coast District Methodist Synod, 1905).

From 1928 onwards, the government of the then Gold Coast took over the management of secondary schools and the payment of salaries and accommodation for teachers to motivate them to perform. Following the Education Act of 1961, bungalows were built in most of the secondary schools to accommodate teachers and their families. Some of such teachers, including F. L. Bartels and F. K. Buah, were sent abroad for further studies and they returned to serve in the schools, universities, public service and as diplomats.

Teachers were paid salaries depending on the number of years the teacher had spent in the teaching service and a bungalow if there was any to spare (GES, 2007; Graham, 1976; Ingersoll & Smith, 2003; Mensah, 1998). Individuals and members of the Churches, once in a while, rewarded a performing teacher. Teachers became dissatisfied and some resorted to travelling abroad for 'greener pastures', and others left the Ghana Education Service for better jobs (Bame, 1991; Ingersoll & Smith, 2003; GES, 2010).

From 1974, the unstructured reward system of the Ghana Education Service transformed into a more structured system based on salaries relating to the number of years of service, academic and professional background. Promotion interviews were also conducted for teachers to senior grades created at the school, circuit, and district, regional and national levels. Others were rewarded financially, though not as large as might be expected, and accommodation assigned if also available. Bonuses and allowances were paid teachers who performed extra-curricular activities and were heads of units. However, with time these improvements in the reward system of the Ghana Education Service, has not been able to reduce the exodus of teachers. The number of teachers leaving the Ghana Education Service ranges from ten thousand to twenty eight thousand depending on the year (GES, 2007; 2013).

Corruption has crept into the Service as a result of the large number of teachers due for promotion and only a few needed to be promoted. In an attempt to be promoted teachers have resorted to paying bribes in kind and cash, trust in the system reduced giving way to teacher agitation resulting into low teacher morale (Ghana National Association of Teachers (GNAT), 2006). There was the need to introduce other ways of rewarding teachers and that was seen in the introduction of the best teacher awards in 1995 and other awards by the Ghana Education Service (GES, 2007; 2012).

In 1995, Ghana National Association of Teachers pushed the best teacher awards idea through and the Ministry of Education accordingly instituted the Best Teacher Awards Scheme in order to motivate teachers and to attract and retain qualified and hardworking teachers in the Service. Initially the prizes were in cash and kind. An amount of GHC10 and a handshake from

the Minister or Director of Education and a traditional ruler to the overall best teacher in the District was enough. The Best Teacher/Worker Scheme has been executed over the years and the prizes have improved. The number of beneficiaries has also been expanded to include more categories including the non-teaching staff (GES, 2006; 2010, 2013). The substantive awards were revised from kitchen saucepans, pressing irons and music systems to deserving teachers and later to a three bedroom house and other attractive prizes like cars, deep freezers, computers and television sets.

Promotion due to long service in the Ghana Education Service was regarded as part of the reward system of the Service. Teachers were also promoted to work at the headquarters – national level, region and district offices as a result of success during interviews organised by the Ghana Education Service after long service, improved performance, academic and professional laurels as part of the rewards system of the Ghana Education Service. An overview of this reward system at the district level, which is the context of this study, is discussed in Chapter four and an organisational chart of the District Education Office in the Ghana Education Service presented.

The Teacher in Human Resource Development

At the district level, the district directorate through the circuit supervisors and other officers implement the educational policies through the head teachers and headmistresses/masters in the various schools. The heads, who are at the school level of the administrative ladder, in turn, work hand in hand with the teachers, School Management Committees (SMCs), Parent Teacher Associations (PTA), Non-Governmental Organisations (NGOs), the

chiefs and community members who are mainly parents. The teachers, the last group on the implementation wheel ensure that the pupils/students know and understand what is taught to enable them make the right choices in life as stipulated in the educational policies.

The teacher is expected to use the available teaching and learning resources during teaching and needs them to make teaching effective. He/she is the builder whose prerequisites for quality output are proper training, good character and access to relevant teaching aids. He/she should be trained professionally: should have a certificate in education. The teacher should be kind, fair, tolerant, focused, intelligent, and creative and be prepared to learn.

The role of teachers in the provision of education services to the nation varies. The teacher relates to the community and the students, the parents, philanthropists, traditional leaders and the community members through the provision of skills, knowledge and assistance. The teacher interacts and works alongside the School Management Committees (SMC), School Boards (SB), District Education Planning Teams (DEPT) and District Education Oversight Committees (DEOC). The teacher is also a liaison between the head of an educational institution and the student in the implementation of the education policies. The teacher performs under and relates to circuit supervisors, District Education officers and the District Directors of Education in the delivery of his/her duties in training the human resource of Ghana.

The different roles and contacts the teacher makes in providing capacity building for the students makes the teacher very important in the development of the human resource base of the country. The teacher is a role model and can influence the students positively or negatively. However, if the teacher is

unqualified and does not exhibit these qualities expected of him/her then there can be no quality teaching and learning. Lack of teaching/learning materials can also affect the teacher's performance and that of the students. Generally the quality of the teacher is of importance as well as the welfare of the teacher to promote performance.

In promoting the welfare of teachers to ensure quality performance, the Ghana National Association of Teachers (GNAT), the National Association of Graduate Teachers (NAGRAT), and the Teachers and Education Workers Union (TEWU) have been working together with other stakeholders to improve the well-being and the performance of the teacher. Negotiations between them and their employers- the Ghana Education Service Council on one side and the government of Ghana on the other have led to some changes in the conditions of service of the teacher. However, teachers continue to leave the classroom for better jobs or further studies

The evaluations of reward systems in pursuance of improving the performance of teachers and other employees have taken place in the United States of America, United Kingdom, Canada, China, Hong Kong, Uganda, Tanzania, Democratic Republic of Congo, Cote d' Ivoire and other countries (Adelabu, 2005; Anderson & Olsen, 2005; Bame, 1991; Chin et al, 2002; Di Gropello, 2006; Heller, 2004; Lewin & Caillods, 2001; World Bank, 2007). Since the adoption of International Labour Organisation (ILO)/UNESCO documents by the International Community on the "status" of teachers and their contribution to human resource development globally, efforts to improve the reward systems in the Ghana Education Service have still not been able to

retain employees (Antwi, 1992, Bame, 1991; GES, 2007; GES, 2012; Hedges, 2002; Ingersoll&Smith, 2003; World Bank, 2006)

Statement of the problem

Specifically, the reward systems of the Ghana Education Service should boost teacher morale, create an enabling environment for effective teaching and learning, and be able to attract and retain qualified teaching personnel. It might be assumed that interventions like the Best Teacher Award Scheme, upgrading and updating of personnel and other incentives have not been able to build the high morale of the junior high and senior high school teachers as they are expected to do. On the contrary, more teachers leave the service each year and those who stay do not perform due to low morale, resulting in indiscipline and low performance of pupils/students (Anamuah-Mensah, 2002; GES, 2008; GES, 2013; Ingersoll & Smith, 2003; Mensah, 1995;World Bank, 2005).

The continued exodus of Ghana Education Service employees from the service since the 1950s (Agyeman, 1986; Antwi, 1992; GES, 2012; Rebore, 1992; Stockard& Lehman, 2004; World Bank, 2005) for better jobs and higher standards of living (GES, 2008; Glaser, 1978; Ingersoll & Smith, 2003; ISSER, 1999; UNESCO, 1998; UNESCO Institute of Statistics, 2006), and others for study leave (Ingersoll& Smith, 2003)is of much concern.The Ghana Education Service has identified the attrition of its employees to result from poor conditions of service (GES, 2009; GES, 2012).

The staff turnover is high in Sekondi-Takoradi Metropolis and Ahanta West District, for instance in 2004, 376 out of 4364 representing 8.6 percent of teachers vacated their posts in Sekondi-Takoradi Metropolis and 175 out of

905 representing 19.3 percent of high school teachers left their jobs for various reasons in the Ahanta West District (GES, 2009; 2010).

The attrition rate during the period of discussion for teachers in Ghana was 5 percent, (GES, 2010). The Ghana Education Service estimates 10,000 out of 198,403 teachers leave the classroom annually for various reasons (GES, 2012). Out of the number of vacancies created, 3000 teachers left for further studies in 2011. The Ghana Education Service Human Resource Management and Development unit annually place teachers at vacancies declared by its institutions in the various districts, municipalities, and metropolises. These vacancies were 10,000 in 2006 and 20,000 in 2010 (GES, 2011). This meant that many classrooms remain vacant and without teachers.

On the issue of low pupil performance as a measure of teacher performance, recent assessments indicate that the literacy and cognitive abilities of the pupils have not improved at both the basic and second cycle levels (GES, 2012). This low performance is apparent in public schools (Anamuah-Mensah, 2002; GES, 2007; GES, 2013; Opare, 1999). About only 30 percent of Basic Education Certificate Examination (BECE) graduates qualify for entry to the senior high schools. According to the Education Review Committee Report (ERC, 2002; GES, 2012), only 33.3 percent of junior high school graduates entered senior high schools in 2002. This number has not changed much in the ensuing years (GES, 2014).

A comparative analysis of the Basic Education Certificate Examination (BECE) results of the Sekondi-Takoradi Metropolitan Area and that of the Ahanta West District of the Western Region of Ghana from 2009-2013 showed a downward trend (Appendix VI). From the analysis, it can be seen

that there is a consistent decrease in the percentage of students who passed, in both districts.

Only 41 percent Senior Secondary Certificate Examination (SSCE) graduates enter the tertiary institutions and this apparently compelled the Director-General of the Ghana Education Service to publish the Senior Secondary Certificate Examination results in the Daily Newspapers with the view to exposing what is happening in the schools in and to provoke public debate on the issues (GES, 2012). The public awareness of the results it is anticipated would result in discussions that could contribute to solutions leading to improvement in student performance.

The problem of junior and senior high school teachers not performing needs to be investigated, in relation to the personal characteristics of the teachers and the performance indicators of the Ghana Education Service. Unveiling the facts about the Ghana Education Service rewards system and the performance of the teachers in the Sekondi-Takoradi Metropolis and Ahanta West District may be essential for policy formulation in rewarding teachers to boost their morale. It is against this background that the current study was carried out. The purpose of the study is outlined in the next paragraph.

Purpose of the Study

Developed nations have invested heavily in the education of their human capital to promote higher productivity. The obligation of the government to educate her human capital to achieve its development goals requires the nation to invest in all its teachers. Teachers might be motivated to improve the quality of their teaching if they were to receive fees or honoraries (Smith,

2002). The issue of non-performance of teachers resulting in ‘fallen standards in education’ and an increase in teacher attrition among others need not be overemphasised. The purpose of the study is to examine the role of the rewards systems of the Ghana Education Service on the performance of junior and senior high school teachers in the Sekondi-Takoradi Metropolis and Ahanta West District of the Western region of Ghana. The objectives are outlined on the next paragraph and section

Objectives of the study

The main objective of the study is to examine the reward systems in the Ghana Education Service in relation to the performance of the junior and senior high school teachers in the Sekondi-Takoradi Metropolis and Ahanta West District.

The specific objectives were to;

- I. Analyse the perceptions of teachers regarding the Ghana Education Service reward systems;
- II. Examine the opinions of other stakeholders in education on the reward systems of the Ghana Education Service;
- III. Ascertain the role played by the reward system in the performance of teachers;

Research questions

To achieve the objectives of the study, the following research questions were raised:

- i. How do teachers perceive the Ghana Education Service rewards system?
- ii. What are the opinions of other stakeholders in education on the rewards system of the Ghana Education Service?
- iii. What role do the reward systems play in the performance of teachers?

Significance of the study

It is hoped the finding from this research will serve as a guide to policy makers, academics, specialists in the various fields of human resource husbanding and utilization, the Unions and society at large; to plan, research further and execute education policy and development. The recommendations that flow from these combined findings are meant to suggest to policymakers potential areas of focus to address the challenges of developing a high quality, motivated, and professional teaching force at the junior and senior high school levels of pre-tertiary education.

The dissemination of the findings will assist development and human resource management practitioners, employers and the Ghana Education Service establish and re-engineer a valued rewards system for employees that will motivate them to perform. Motivated and satisfied teachers will perform as they update and upgrade their knowledge and skills, and work in a constructive working environment to ensure students receive quality education. In addition it will assist the Ghana Education Service in particular to strategize and implement effectively the new educational reforms; where

teachers are part of the implementing stage, for national development and enhance the performance and development of its employees.

Delimitations of the study

The unit of analysis is the Ghana Education Service. The Ghana Education Service is established in all the two hundred and thirty eight (238) metropolitan, municipal and districts across the ten regions in Ghana. Out of the ten regions the Western region of Ghana was purposively selected. The Western region is also made up of 21 districts. The Sekondi-Takoradi Metropolitan Assembly which is the only metropolis and the Ahanta West District Assembly were selected. Teachers in the junior and senior high schools in the two districts were selected because they were at the transitional levels between the basic and secondary levels of education.

Limitations of the study

There were some limitations to the study which were identified. To a lesser extent, limited time and financial resources, the low response rate of respondents and the inaccessibility of the study areas constrained the study. By virtue of the fact that the study was conducted in the Western Region, more districts should have been covered to make the sample more representative of the population of the entire region. Nonetheless, the financial resources that were budgeted to carry out the study could not cover more than two districts. It is for this reason that the two districts were purposively selected to represent the urban and rural districts in the region.

Furthermore, the assemblies are made up of three main categories namely the metropolitan, municipal and district assemblies but due to funds the study covered only the two main extreme categories; metropolitan as urban and district as a rural entity.

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For clarity a description of the terms and its boundaries used within the context of the study. The reward systems are the independent variables in the study. The reward system should be able to influence the behaviour of the employee-teacher. In the study 13 factors represented the rewards system and these will be measured by its extrinsic and intrinsic values.

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The thesis is divided into six chapters. Chapter One addresses issues such as human capital development that relate to the background to the problem and its statement, the specific objectives to the study, research questions, scope and relevance of the study and organisation of the chapter.

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their implications on employee remuneration and performance. Chapter Two also provides the conceptual framework of the study.

Chapter Three takes care of the research methodology presenting the appropriate study design, sample size, sampling and analytical tools used. Chapter Four presents the results and begins with the discussions of the results. The perceptions of teachers and the opinions of other stakeholders in education on the Ghana Education Service rewards systems and teachers' performance are analysed and the results discussed and presented.

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Chapter Six focuses on the summary, conclusions and recommendations of the study. A list of references, tables, figures, sample questionnaire, letters, charts, check-lists and an in-depth interview schedule are provided in the appendixes in the final part of the thesis.

CHAPTER ONE

INTRODUCTION

The study seeks to examine the role the Ghana Education Service rewards systems plays in the performance of junior and senior high school teachers at the Sekondi-Takoradi Metropolis and Ahanta West District in the Western region of Ghana. Rewards systems must meet the needs of teachers or employees. The current interventions which include the best teacher awards and promotion of teachers is not working (GES, 2010). Rewards systems should boost teacher morale, create an enabling environment for teaching and learning, attract and retain qualified teachers (Ingersoll & Smith, 2003; Smith, 2013; World Bank, 2007).

The inability of the Ghana Education Service reward systems to address the low morale and indiscipline amongst teachers, the high teacher turnover and the pupils' and students' low performance has to be examined. This is necessary for the human capital development, economic and social development of a nation (Lundvall, 1996; Yankson, 2003). A number of related literature will be examined in relation to the problem and empirical studies conducted.

Background to the study

The technological revolution of the twentieth century has created vast opportunities for development, yet it is estimated that about a billion people in the world live in poverty (World Bank, 2002). A number of developing

countries, including Malaysia and Singapore, have improved and achieved striking gains in the welfare of their human resources through development.

Development is often viewed as something very positive, and throughout the twentieth century, Western governments sought to achieve 'development' not only in their own countries, but also in other regions of the world, particularly in Africa, Asia, Latin America and the Caribbean. This focus on 'development' has continued into the twenty-first century, for example through the Millennium Development Goals (Barrientos et al, 2013).

Economists and other social scientists have long accepted the links between educational outcomes and broad development processes and goals, (Kothari, 2013; Lundvall, 1996; Mensah et al, 2009; Smith, 2013). According to the development theory, the overall economic performance of countries is based upon their knowledge stock and their learning capabilities (Lundvall, 1996). In his theory "In the Wealth of Nations" Adam Smith formulated the basis of the human capital theory which represents the store of knowledge, skills and values acquired through education, work and social learning that raise productivity and well-being.

Human capital development is very important if the national goal of development is to be achieved. Human capital in socio-economic transformation is motivated by the theory that education and skills training in particular is a key strategy to economic progress and social development. One way by which human capital development can be achieved is through formal education. Three main stakeholders in education include policy makers,

teachers, and students. The performance of teachers is necessary for human capital development (Lundvall, 1996).

The need to develop the capabilities of the human resources of nations, especially the developing ones like Ghana, has resulted in the use of the term human capital development which captures both human resources capacity building as a process of enlarging people's choices, and the use of these capabilities for the benefit of the nations (Mensah et al, 2009; UNDP, 2008; World Bank, 2004). If these two sides of human development do not balance, considerable human frustration may result (UNDP, 1998; World Bank, 2006).

It has now been accepted that investing in the human resources of a nation, if done right, provides the basis for lasting development (Ampiah, 2008; Blaug, 1991; Fisher & Locke, 1992; Lewis, 1993; Schultz, 1995, World Bank, 2005). The quality of the human capital of any nation depends on the quality of education of its citizens (Akyeampong & Lewin, 2002; Di Gropelo, 2006, Harbison, 1973; Ingersoll, 2001; Opare, 1999; World Bank, 2007; World Bank, 2010; Yankson, 2003).

Quality education empowers people, creates choices and opportunities for them as producers, consumers and citizens, and reduces the burden of poverty and diseases while giving them a stronger voice in societal affairs. For nations, education creates a dynamic human resource base, well-informed to compete and cooperate globally and thus opening doors to economic and social prosperity (World Bank, 2004). It is not surprising, therefore, that developed nations like the United States (US), Great Britain, Australia, Canada and Japan have invested heavily in their human resources (Anderson & Olsen, 2005;

Blaug, 1991; Evans, 1999; Organisation for Economic Corporation Development (OECD), 2004; Opare, 1999;Ranis, 1990; Schultz, 1995).

Increased investment in education can accelerate growth in productivity levels, for example in the case of farmers, factory workers and other skilled workers more than those who have not been to school. Educated mothers can better protect their children from diseases, thereby enhancing the probability of child survival. Education also brings the rich and poor closer. The list on the benefits of human resource capacity building to the development of a nation is tall; and continues to impact a number of nations.

Developing nations like India, Brazil, South Africa, Kenya, Peru and Nigeria, Latin America, Asia and Sub-Saharan Africa are striving to invest so much in their human capital (Di Gropello, 2006; Heller, 2004;; United Nations Educational, Scientific and Cultural Organisation (UNESCO) 2006; World Bank, 2007). Money, benefits and other different reward systems are used to attract, retain and motivate workers including teachers, and to achieve organisational goals (Barber & Bretz, 2000; Chin et al, 2001; Muheeb, 2004; Ramachandran, 2005). Ghana is no exception because, before and after independence in 1957, the education of her human resources has been a priority on the agenda for national development.

The need for the development of human resource capacity in Ghana led to the creation of an Education Ministry in the first republic (1957-1966) which since then promulgates its policies through reform programmes and plans. These policies are implemented by a number of organisations, including the National Council on Tertiary Education, the Ghana Education Service Council (GESC), the West African Examinations Council and the National

Scholarship Secretariat, and other statutory bodies. The Ghana Education Service (GES) plays a major role in nation building by implementing the policies formulated by the Ministry of Education, including rewarding its staff (Amuzu-Kpeglo, 1990; District Education Planning Team-DEPT, 1998, GES, 2006).

The Ghana Education Service was established to implement the policies of the Ministry of Education in 1974. Since its establishment, it has been the machinery for the preparation of the base of human resource development in the country. It prepares Ghana's human capital from the basic cycle (kindergarten, primary, and junior high school), through the second cycle level (senior high, technical, vocational, teacher training, nursing training and agricultural institutes now diploma awarding institutions).

The Ghana Education Service was established as the Ghana Teaching Service in 1974 for teachers. In 1975, by an amendment decree (National Redemption Council Decree-NRCD 357), the Ghana Teaching Service was renamed Ghana Education Service. This change brought the education branch of the Civil Service of Ghana, other supporting staff and the teaching personnel in the Ghana Teaching Service together (GES, 1979; Ministry Of Education (MOE), 1995). As a result of the merger, the employees of the Ghana Education Service consist of both teaching and non-teaching personnel. The teaching personnel are classified into two groups, namely the professional (trained) and non-professional (untrained) teachers, and under non-teaching personnel, there are the other professionals and supporting staff that may not necessarily be professionals or teachers.

The Ghana Education Service headquarters is located in Accra, the capital city of Ghana. Apart from the headquarters, there are offices in the ten regions of Ghana and in the two hundred and thirty eight (238) districts in all the ten regions of Ghana. Ghana Education Service schools are in all these districts. For effective supervision, the districts are sub-divided into circuits. The Circuit Supervisors have offices in both the circuits and at the district office.

The managing body of the Ghana Education Service is the Ghana Education Service Council, which is accountable to the Ministry of Education. It has a chairman, secretary and ten other members. The Council plays legislative, executive and civil roles in ensuring efficient performance of the Ghana Education Service in pursuance of its organisational goals. The Chief Executive Officer of the Service is the Director-General assisted by two deputies, academic and administration, and the ten divisional directors at headquarters in Accra.

Overview of the Reward Systems in the Ghana Education Service

Reward systems in Ghana Education Service, since the Castle Schools era, had been in the form of cash (salaries and allowances) and, where available, provision of housing. Teachers, before 1957, were mainly missionary workers from the earlier churches. These missions established schools where children of their converts could be educated alongside their mission beliefs. Some of the products of their schools became interpreters, lay preachers and catechists, teachers and teachers' assistants all of whom were rewarded for services rendered through grants. In 1903, an amount of £36 was

paid by the Methodist Church as grant to the wives of teachers in Richmond College, Sierra Leone (Gold Coast District Methodist Synod, 1903).

Most heads of missions who doubled as teachers and who also trained teachers had their houses attached to the local churches as part of the reward for services rendered. Those who did not have such facilities resided in rented premises of prominent church converts and leaders. Nevertheless, due to work experience and performance, the allowances were replaced by salaries. It is also clear that in 1905 the Methodist church reported that the Western Collegiate School (now Mfantshipim School) spent £68 2s out of an income of £102 18s 10½d on teachers' salaries (Gold Coast District Methodist Synod, 1905).

From 1928 onwards, the government of the then Gold Coast took over the management of secondary schools and the payment of salaries and accommodation for teachers to motivate them to perform. Following the Education Act of 1961, bungalows were built in most of the secondary schools to accommodate teachers and their families. Some of such teachers, including F. L. Bartels and F. K. Buah, were sent abroad for further studies and they returned to serve in the schools, universities, public service and as diplomats.

Teachers were paid salaries depending on the number of years the teacher had spent in the teaching service and a bungalow if there was any to spare (GES, 2007; Graham, 1976; Ingersoll & Smith, 2003; Mensah, 1998). Individuals and members of the Churches, once in a while, rewarded a performing teacher. Teachers became dissatisfied and some resorted to travelling abroad for 'greener pastures', and others left the Ghana Education Service for better jobs (Bame, 1991; Ingersoll & Smith, 2003; GES, 2010).

From 1974, the unstructured reward system of the Ghana Education Service transformed into a more structured system based on salaries relating to the number of years of service, academic and professional background. Promotion interviews were also conducted for teachers to senior grades created at the school, circuit, and district, regional and national levels. Others were rewarded financially, though not as large as might be expected, and accommodation assigned if also available. Bonuses and allowances were paid teachers who performed extra-curricular activities and were heads of units. However, with time these improvements in the reward system of the Ghana Education Service, has not been able to reduce the exodus of teachers. The number of teachers leaving the Ghana Education Service ranges from ten thousand to twenty eight thousand depending on the year (GES, 2007; 2013).

Corruption has crept into the Service as a result of the large number of teachers due for promotion and only a few needed to be promoted. In an attempt to be promoted teachers have resorted to paying bribes in kind and cash, trust in the system reduced giving way to teacher agitation resulting into low teacher morale (Ghana National Association of Teachers (GNAT), 2006). There was the need to introduce other ways of rewarding teachers and that was seen in the introduction of the best teacher awards in 1995 and other awards by the Ghana Education Service (GES, 2007; 2012).

In 1995, Ghana National Association of Teachers pushed the best teacher awards idea through and the Ministry of Education accordingly instituted the Best Teacher Awards Scheme in order to motivate teachers and to attract and retain qualified and hardworking teachers in the Service. Initially the prizes were in cash and kind. An amount of GHC10 and a handshake from

the Minister or Director of Education and a traditional ruler to the overall best teacher in the District was enough. The Best Teacher/Worker Scheme has been executed over the years and the prizes have improved. The number of beneficiaries has also been expanded to include more categories including the non-teaching staff (GES, 2006; 2010, 2013). The substantive awards were revised from kitchen saucepans, pressing irons and music systems to deserving teachers and later to a three bedroom house and other attractive prizes like cars, deep freezers, computers and television sets.

Promotion due to long service in the Ghana Education Service was regarded as part of the reward system of the Service. Teachers were also promoted to work at the headquarters – national level, region and district offices as a result of success during interviews organised by the Ghana Education Service after long service, improved performance, academic and professional laurels as part of the rewards system of the Ghana Education Service. An overview of this reward system at the district level, which is the context of this study, is discussed in Chapter four and an organisational chart of the District Education Office in the Ghana Education Service presented.

The Teacher in Human Resource Development

At the district level, the district directorate through the circuit supervisors and other officers implement the educational policies through the head teachers and headmistresses/masters in the various schools. The heads, who are at the school level of the administrative ladder, in turn, work hand in hand with the teachers, School Management Committees(SMCs), Parent Teacher Associations (PTA), Non-Governmental Organisations (NGOs), the chiefs and community members who are mainly parents. The teachers, the last group on the implementation wheel ensure that the pupils/students know and understand what is taught to enable them make the right choices in life as stipulated in the educational policies.

The teacher is expected to use the available teaching and learning resources during teaching and needs them to make teaching effective. He/she is the builder whose prerequisites for quality output are proper training, good

character and access to relevant teaching aids. He/she should be trained professionally: should have a certificate in education. The teacher should be kind, fair, tolerant, focused, intelligent, and creative and be prepared to learn.

The role of teachers in the provision of education services to the nation varies. The teacher relates to the community and the students, the parents, philanthropists, traditional leaders and the community members through the provision of skills, knowledge and assistance. The teacher interacts and works alongside the School Management Committees (SMC), School Boards (SB), District Education Planning Teams (DEPT) and District Education Oversight Committees (DEOC). The teacher is also a liaison between the head of an educational institution and the student in the implementation of the education policies. The teacher performs under and relates to circuit supervisors, District Education officers and the District Directors of Education in the delivery of his/her duties in training the human resource of Ghana.

The different roles and contacts the teacher makes in providing capacity building for the students makes the teacher very important in the development of the human resource base of the country. The teacher is a role model and can influence the students positively or negatively. However, if the teacher is unqualified and does not exhibit these qualities expected of him/her then there can be no quality teaching and learning. Lack of teaching/learning materials can also affect the teacher's performance and that of the students. Generally the quality of the teacher is of importance as well as the welfare of the teacher to promote performance.

In promoting the welfare of teachers to ensure quality performance, the Ghana National Association of Teachers (GNAT), the National Association of Graduate Teachers (NAGRAT), and the Teachers and Education Workers Union (TEWU) have been working together with other stakeholders to improve the well-being and the performance of the teacher. Negotiations between them and their employers- the Ghana Education Service Council on one side and the government of Ghana on the other have led to some changes in the conditions of service of the teacher. However, teachers continue to leave the classroom for better jobs or further studies

The evaluations of reward systems in pursuance of improving the performance of teachers and other employees have taken place in the United States of America, United Kingdom, Canada, China, Hong Kong, Uganda, Tanzania, Democratic Republic of Congo, Cote d' Ivoire and other countries (Adelabu, 2005; Anderson & Olsen, 2005; Bame, 1991; Chin et al, 2002; Di Gropello, 2006; Heller, 2004; Lewin & Caillods, 2001; World Bank, 2007). Since the adoption of International Labour Organisation (ILO) / UNESCO documents by the International Community on the "status" of teachers and their contribution to human resource development globally, efforts to improve the reward systems in the Ghana Education Service have still not been able to retain employees (Antwi, 1992, Bame, 1991; GES, 2007; GES, 2012; Hedges, 2002; Ingersoll & Smith, 2003; World Bank, 2006)

Statement of the problem

Specifically, the reward systems of the Ghana Education Service should boost teacher morale, create an enabling environment for effective teaching and learning, and be able to attract and retain qualified teaching personnel. It might be assumed that interventions like the Best Teacher Award Scheme, upgrading and updating of personnel and other incentives have not been able to build the high morale of the junior high and senior high school teachers as they are expected to do. On the contrary, more teachers leave the service each year and those who stay do not perform due to low morale, resulting in indiscipline and low performance of pupils/students (Anamuah-Mensah, 2002; GES, 2008; GES, 2013; Ingersoll & Smith, 2003; Mensah, 1995; World Bank, 2005).

The continued exodus of Ghana Education Service employees from the service since the 1950s (Agyeman, 1986; Antwi, 1992; GES, 2012; Rebore, 1992; Stockard & Lehman, 2004; World Bank, 2005) for better jobs and higher standards of living (GES, 2008; Glaser, 1978; Ingersoll & Smith, 2003; ISSER, 1999; UNESCO, 1998; UNESCO Institute of Statistics, 2006), and others for study leave (Ingersoll & Smith, 2003) is of much concern. The Ghana Education Service has identified the attrition of its employees to result from poor conditions of service (GES, 2009; GES, 2012).

The staff turnover is high in Sekondi-Takoradi Metropolis and Ahanta West District, for instance in 2004, 376 out of 4364 representing 8.6 percent of teachers vacated their posts in Sekondi-Takoradi Metropolis and 175 out of 905 representing 19.3 percent of high school teachers left their jobs for various reasons in the Ahanta West District (GES, 2009; 2010).

The attrition rate during the period of discussion for teachers in Ghana was 5 percent, (GES, 2010). The Ghana Education Service estimates 10,000 out of 198,403 teachers leave the classroom annually for various reasons (GES, 2012). Out of the number of vacancies created, 3000 teachers left for further studies in 2011. The Ghana Education Service Human Resource Management and Development unit annually place teachers at vacancies declared by its institutions in the various districts, municipalities, and metropolises. These vacancies were 10,000 in 2006 and 20,000 in 2010 (GES, 2011). This meant that many classrooms remain vacant and without teachers.

On the issue of low pupil performance as a measure of teacher performance, recent assessments indicate that the literacy and cognitive abilities of the pupils have not improved at both the basic and second cycle

levels (GES, 2012). This low performance is apparent in public schools (Anamuah-Mensah, 2002; GES, 2007; GES, 2013; Opare, 1999). About only 30 percent of Basic Education Certificate Examination (BECE) graduates qualify for entry to the senior high schools. According to the Education Review Committee Report (ERC, 2002; GES, 2012), only 33.3 percent of junior high school graduates entered senior high schools in 2002. This number has not changed much in the ensuing years (GES, 2014).

A comparative analysis of the Basic Education Certificate Examination (BECE) results of the Sekondi-Takoradi Metropolitan Area and that of the Ahanta West District of the Western Region of Ghana from 2009-2013 showed a downward trend (Appendix VI). From the analysis, it can be seen that there is a consistent decrease in the percentage of students who passed, in both districts.

Only 41 percent Senior Secondary Certificate Examination (SSCE) graduates enter the tertiary institutions and this apparently compelled the Director-General of the Ghana Education Service to publish the Senior Secondary Certificate Examination results in the Daily Newspapers with the view to exposing what is happening in the schools in and to provoke public debate on the issues (GES, 2012). The public awareness of the results it is anticipated would result in discussions that could contribute to solutions leading to improvement in student performance.

The problem of junior and senior high school teachers not performing needs to be investigated, in relation to the personal characteristics of the teachers and the performance indicators of the Ghana Education Service. Unveiling the facts about the Ghana Education Service rewards system and the

performance of the teachers in the Sekondi-Takoradi Metropolis and Ahanta West District may be essential for policy formulation in rewarding teachers to boost their morale. It is against this background that the current study was carried out. The purpose of the study is outlined in the next paragraph.

Purpose of the Study

Developed nations have invested heavily in the education of their human capital to promote higher productivity. The obligation of the government to educate her human capital to achieve its development goals requires the nation to invest in all its teachers. Teachers might be motivated to improve the quality of their teaching if they were to receive fees or honoraries (Smith, 2002). The issue of non-performance of teachers resulting in ‘fallen standards in education’ and an increase in teacher attrition among others need not be overemphasised. The purpose of the study is to examine the role of the rewards systems of the Ghana Education Service on the performance of junior and senior high school teachers in the Sekondi-Takoradi Metropolis and Ahanta West District of the Western region of Ghana. The objectives are outlined on the next paragraph and section

Objectives of the study

The main objective of the study is to examine the reward systems in the Ghana Education Service in relation to the performance of the junior and senior high school teachers in the Sekondi-Takoradi Metropolis and Ahanta West District.

The specific objectives were to;

1. Analyse the perceptions of teachers regarding the Ghana Education Service reward systems;
2. Examine the opinions of other stakeholders in education on the reward systems of the Ghana Education Service;
3. Ascertain the role played by the reward system in the performance of teachers;

Research questions

To achieve the objectives of the study, the following research questions were raised:

1. How do teachers perceive the Ghana Education Service rewards system?
2. What are the opinions of other stakeholders in education on the rewards system of the Ghana Education Service?
3. What role does the reward systems play in the performance of teachers?

Significance of the study

It is hoped the finding from this research will serve as a guide to policy makers, academics, specialists in the various fields of human resource husbanding and utilization, the Unions and society at large; to plan, research further and execute education policy and development. The recommendations that flow from these combined findings are meant to suggest to policymakers potential areas of focus to address the challenges of

developing a high quality, motivated, and professional teaching force at the junior and senior high school levels of pre-tertiary education.

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews related literature on reward systems and employee performance resulting in achieving organisational goals. The term ‘development’ was discussed and its component human capital development explained and linked to rewards systems. In this chapter the meaning, scope and nature of reward systems and performance are discussed. The review of the links between motivation and satisfaction as antecedents of performance and other controls including the personal characteristics of the teachers and reasons for non-performance are also outlined. The discussion and critique on these concepts and theories make way for the construction of the conceptual framework on rewards systems and the performance of employees and teachers in particular.

Theoretical and conceptual underpinnings of the study

Related literature and extensive research in the area of reward systems and performance cannot be overemphasised. However, in reviewing and establishing a more comprehensive but simple working combination of theoretical and empirical information is worthwhile. Such underpinnings create better platforms for effective implementation of new models of reward systems that really retain and motivate employees in the organisation to perform.

Throughout the twentieth century, Western governments sought to achieve 'development' not only in their own countries, but also in other regions of the world, particularly in Africa, Asia, Latin America and the Caribbean. Countries mentioned wanted a transformation in the living standards of their people and sort ways to achieve that (Kendie & Martens, 2008). This focus on 'development' has continued into the twenty-first century (Kothari, 2007; Mensah et al, 2009; Rist, 1997),

Development studies is a multidisciplinary branch of social science. While development is often viewed as something very positive, it is also very important to consider the possible detrimental effects of development on the natural environment, different social groups and on the cohesion and stability of societies (Seers, 1995). Mensah et al (2009) have identified that and are of the view development studies should be revisited in order to correct any detrimental effects of development. One part of development that is connected to this study is the development of human capital. Some economists and scientists have long accepted the links between educational outcomes and broad development processes and goals.

Human capital development

Human capital development is very important in national development and in the improvement of health and eradication of poverty among others. One way by which human capital development can be achieved is through formal education. Formal education also referred to as 'Western education' is used to develop the capabilities and skills of individuals. One of the main

stakeholders in education is the teacher, who though part of the human capital assists in building the capacity of the students-human resource base.

The human resource as intellectual capital is largely seen in a skilled, motivated, and adaptable workforce and in a system that develops and sustains it (Bratton & Gold, 2003; Lundvall, 1996; Robbins, 2010). Teachers play an important role in human capital development and the performance of teachers is necessary for human capital development (Armstrong, 2005; Bratton & Gold, 2007; Cascio, 1992; Henderson, 1999; Lawler, 1989; Maud, 2001; Milkovich & Newman, 2002; Porter et al., 1968; Rebore, 2001).

Human capital theory is the most influential theory of western education. Adam Smith formulated the basis of the human capital theory in "In the Wealth of Nations" (Otteson, 2013). The human capital theory stresses the significance of education and training as the key to participation in the global economy. According to the theory, the overall economic performance of countries is based upon their knowledge stock and their learning capabilities (Lundvall, 1996). In identifying the different behavioural needs and attractions for different teachers within the rural and urban environments, and acquiring educational development skills

According to Adam Smith, teachers 'might be' motivated to improve the quality of their teaching if they receive rewards, based on their performance or the popularity of their courses (Haakonssen, 2002; Otteson, 2013). Rewards (motivation) and performance are directly associated, according to Pavlov's and Skinner's theories on motivation and learning. In the education sector, policies which seek to reward teachers are necessary to ensure that teachers perform (GES, 2010). These policies may seek to

motivate teachers intrinsically or extrinsically. One of the reasons argued for the poor performance of teachers is inadequate rewards systems. As opined by Maslow, the satisfaction of basic needs is a key motivational tool for performance. In Ghana a lot has been said about teacher performance and the need to motivate teachers through appropriate reward systems.

Theories on rewards include motivation theories which are discussed in the literature review. In other words, a combination of motivation and job satisfaction factors contribute to high performance as a result of a preferred reward. Other individual factors that affect the acceptance of a reward system that are discussed include personal characteristics, individual and group attitudes and perceptions, training and development, decision-making, culture and the geographical destination of the employees. A look at reward theories best explains the behaviours of employees.

Pavlov's theory regarding rewards is a classic example of how living beings react to rewards (Pavlov, 1902; Robbins, 2007; 2010). Using a dog in his study, he discovered that whenever the dog is shown a meat it salivates more than usual, but when he rings a bell expecting the dog to react, the dog ignores the bell. When the action was repeated several times ringing the bell first and showing the meat, the dog salivated whenever it heard the bell. From Pavlov's theory it is concluded that something happens to an individual to bring about behavioural change, an individual reacts positively or negatively depending on the reward allocated.

Skinner's (1972), theory on rewards demonstrated that when people are positively reinforced they are most likely to engage in desired behaviours. Therefore, reinforcement strengthens behaviour and increases the likelihood

that the behaviour will be repeated. On the other hand if behaviour is not rewarded positively it is less likely to be repeated. The assumption is that rewards are most effective if they follow the desired response. Bandura, (1977) agrees with the theories of Pavlov and Skinner and adds that social behaviour models can influence the behaviour of individuals. Therefore if a supervisor repeats a negative behaviour like being late and dressing shabbily to work, the individual is likely to be influenced by the attitude of the supervisor. All three theories complement each other in dealing with rewarding of individuals. A look at the relationship between rewards and performance is an advantage in examining teacher performance.

The assumption is that there is a relationship between human resource management practices and organisational performance, which has led to numerous performance enhancing studies (Van Scotter, 2000; Delaney & Goddard, 2001). Some of these studies examine the effects of compensation on performance (Hiley, 1999; Milkovich & Newman, 2002), training effects on performance (Bartels, 1994;Chen & Carroll, 2005; Richardson, 1999; Schwille, 2007; Stockard & Lehman, 2004) performance effects on communications (Hiley, 1999; Kessler, 1994) and employee relations (Robbins, 2007; Storey, 1992). Frase and Conley (1994) and Ingersoll (2001) on their part examine the relationship between motivation and staff retention, just as Edwards (2003) and Ross and Hutchings (2003) do.

Delaney and Goddard (2001) in their study recommended that the two, human resource management (HRM) and industrial relations (IR) practices, be applied for high – performance work practices. A look at industrial relations research indicates both human resource management and industrial relations

go together to produce positive workplace results. Delaney and Goddard (2001) further explained that focus on human resource management practices of an organisation is more internal in the management of human capital than the industrial relations practices which are external.

Human resource management activities, including employee involvement in decision making, rewards, work inputs, performance and training, and industrial relation practices including cultural forces, unions and government involvement together result in a holistic approach in providing a high-performance work environment for employees. In examining the relationship between human resource management practices and organisation performance, the assumption is including industrial relations to human resource management practices on one side and organisation performance would create a congenial work environment for employee performance.

Hiley (1999) researching on the effects of rewards on performance used a path analysis to analyse systematically the relationships of an organisation and its human resource practices. The study was restricted to Transnational Corporations located in the Asian-Pacific Region to investigate the performance of the corporations using their human resource practices. It was identified that each business unit had its unique human resource policy to its own product-market at a point in time in the history of the company. However, generally the human resource factors influenced the performance of the corporations. The corporations included Texas, Hewlet-Packard, Motorola, Nissan and Toyota which had a tradition of sophisticated personnel practices and a belief in the importance of treating people as valued assets.

Hence many differences in the human resource management studies abound in literature. When researchers focus on the same human resource management practices like reward systems, the underlying human resource management practice indicators differ in the various studies (Bratton & Gold, 2003; 2007; Delaney & Godard, 2001). Nevertheless, an assessment of the different studies on human resource management practices and their measures, and a look at the literature on reward systems and their relations to performance may offer valuable clues to the problem of Human Resource Management in general and the performance of the Ghana Education Service employees in particular. An investigation into the attrition of teachers and what can attract them to stay is essential if the human capital base of the country is to assist in driving the growth of the economy.

Reward systems

Definitions and scope of reward systems

A number of sociologists and other writers have written extensively on reward systems and the need to connect it to organisational goals. For the sake of this discussion, a look at the definitions these researchers give to reward systems are the basis for this study. Rebores (2001) mentions that, “what will I get out of this?” is the main question every human being consciously or subconsciously asks when he or she is engaged in any activity. This expectation or reward may be in the form of money, promotion, recognition, acceptance, administrative support, receipt of information, favourable work place conditions, training and development, or the feeling one gets after doing a good job (Billingsley, 2002; Bratton & Gold, 2003;

Henderson, 1999; Milkovich & Newman, 2002; Noe, 1996; Owen Harvey-Beavis, 2003; Rebore, 2001; Richey, 1963; Schwille, 2007). It could be inferred from the above that organisations which want to achieve their goals should provide their employees with a safe working environment, training and development opportunities, policies and strategies that maximise employee satisfaction, recognition, innovation and productivity.

A look at human resource literature shows that there has been a paradigm shift from the generalisation of employment relationships towards the individualisation of employment relationships, with increased emphasis on linking human resource management policies and practices to the proactive business strategy of the organisation and the performance of employees (Adelabu, 2005; Bratton & Gold, 2007; Druker & White, 1997 in Maud, 2001; Frase & Conely, 1994; Ramachandran, 2005; Richardson, 1999; Robbins, 2010; Schwille, 2007).

This shift is supposed to enable employees work as efficiently as possible within the best possible environment (Maud, 2001). One way to achieve this is to establish a suitable reward system that will both encourage and reward employees (Maud, 2001; Rebore, 2001; Robbins, 2010; Steers & Porters, 1991). The reward system of an organisation should be able to influence or satisfy the individual for the individual to perform within the group towards achieving organisational goals and objectives (Bandura, 2010).

Henderson (1999) states that the reward system of an organisation should include everything that the employee may value and desire (want) and that the employer is willing or able to offer in exchange for employee contribution (performance). He further identifies two dimensions of a reward

system, the compensation and non-compensation dimensions. The compensation dimension of a reward system, according to the author, comprises all monetary payments and in-kind claims or payments of goods and services that provide an equivalent value for what has been offered or received (Dessler, 1991; Heller, 1998; Henderson, 1999; Robbins, 2005; Torrington and Hall, 1995).

Milkovich and Newman (2002) also refer to reward systems as total returns which they classify into two, namely total compensation and relational returns. They define the total compensation category as all forms of financial returns and tangible services and benefits employees receive as part of an employment relationship. The relational returns are the psychological returns employees believe they receive in the workplace (Rousseau, 1995; Mathis & Jackson, 2000; Shea, 2003). Moreover, a valued reward system will improve performance at work, which will affect an organisation's chances of success and help the organisation achieve and sustain competitive advantage.

Rebore (2001) and Chin et al. (2002) propound that a truly effective rewards system must be "multifaceted", including both intrinsic and extrinsic dimensions (Campbell & Pritchard, 1976; Deci, 1975; Ingersoll, 2001; Miskel, 1974; Steers and Porter, 1991). Intrinsic rewards are what the teachers and administrators receive from performing the task itself, which also refer to the emotions or psychological state of the employee (Bratton & Gold, 2003; Porter & Lawler, 1968; Schwille, 2007). Maud (2001) postulates that the reward system should incorporate intrinsic rewards like praise, recognition, thanks, appreciation and achievement. Reward systems should also incorporate economic rewards and social relationships including relationship

with workers and the society (Bandura, 2010; Billingsley, 2002; Bratton & Gold, 2007; Owen Harvey-Beavis, 2003). In all the definitions on rewards systems cited in the studies mentioned, the main foci are on the move towards rewarding the employee for specific behaviours exhibited that will lead to achieving organisational goals and objectives.

From the above discussion, a valued reward system should relate to the performance of the employee in the organisation. The employee's expectations should be met to retain him/her, thereby influencing the behaviour of the employee to perform (Chin et al, 2002; Heller, 1998; Henderson, 1999; Steers, 1991; Rebore, 2001; Yuen, 2004). Literature on reward management establishes a shift from employee short-term rewards to a much longer term rewards (Maud, 2001; Robbins, 2010). By a strategic approach, long-term rewards, including intrinsic and extrinsic rewards, are now part of organisational strategy rather than, a necessary 'add-on' (Bratton & Gold, 2005; Maud, 2001; Robbins, 2010; Schwille, 2007). 'Add-ons' exist for a short time and cannot sustain the improved performance of the employee as the employee expects more rewards.

As a result, a valued reward system should have all the above attributes of both intrinsic and extrinsic rewards stated in the various definitions to warrant high performance from the employees. The reward system should have both intrinsic and extrinsic rewards to motivate its employees to perform. In other words, the reward system should be motivational so that the motivated employees will be committed to perform the task set before them. From the theories and definitions an employee satisfied as a result of an appreciated reward allocated him/her will lead to increased performance.

There is the need to look at motivation since the employee's reaction to the reward system is related to motivation (Heller, 2004; Mathis & Jackson, 2000; McGowen, 2007; Noe, 1996; Robbins, 2010).

Motivation and its relation to reward systems

Rebore (2001) points out in a school environment that, "rewards must be linked to behaviours that the school system classifies as desirable". It may be assumed in this respect that, by selecting a valued reward system the employer can bring about a specific behaviour in an employee that will reflect in the employee's performance motivated by the reward. Behavioural scientists and other researchers recognise satisfaction of needs and aspirations as the motivation of all actions (Billingsley, 2002; Edwards, 2004; Mullins, 1999; Omari, 2011; Owens Harvey-Beavis, 2003; Rebore, 2001; Robbins, 2005; Stone, 1998; UNESCO, 2006). Before the human resource practitioner can develop a reward system, s/he has to know what interests the employee. This may not be the same for all employees since not all individuals value the same rewards (Bourne & Bourne, 2009; Champion & Hugo, 2004; Chin et al, 2002; Heller, 2004; Henderson, 1999; Rebore, 2001). Consequently, a rewards programme must be flexible enough to meet the expectations of the employees irrespective of their age and experience, geographical environment among others.

Employee loyalty and commitment may be generated by motivation. Frase and Conley (1994) in their study recognise the importance of teacher motivation and indicated that motivated teachers are enthusiastic, skilled, and happy to share knowledge and wisdom with their students and success with

fellow teachers. Knowledge about motivation and its influence on the behaviour of people, examined will contribute to the discussion on the effects of reward systems on the performance of employees and teachers in the Ghana Education Service in Ghana.

When employees are motivated they tend to perform more effectively in their organisations. The knowledge about motivation will help in the design of the job and reward systems. What then is motivation? Motivation is the process by which an employee wants and chooses to behave in a specific way (Adelabu, 2005; Bandura, 2010; Maud, 2001). Some other researchers define motivation as an internal driving force that results in the direction, intensity and persistence of behaviour (Analoui, 2000; Bennel, 1999; Bourne & Bourne, 2009; Chin et al., 2002; Mullin, 1999; Milkovich & Newman, 2002; Robbins, 2005).

Motivation therefore consists of complex forces that start and maintain voluntary activity in anticipation of desired goals (Armstrong, 2005; Bandura, 2010; Campbell & Pritchard 1976; Cascio, 1992; Deci, 1975; Edwards, 2003; Ingersoll, 2001; Molander, 1996; Steers & Porter, 1991; Vroom, 1964). Richardson (1999) is of the view that motivation refers not only to the behaviour of the teacher as it is very difficult to establish intrinsically, it is the willingness of the teacher to do something and that deals with the state of mind of the teacher. In simple terms, motivation is a force that results from an individual's desire to satisfy her needs. The postulation is that valued reward systems will motivate employees to perform since what employees' value and lack have been provided.

Motivation theories and their applications

In order to explain the relationship between rewards systems and motivation, motivational theories are discussed to provide a convenient framework within which attention can be directed to the issue of how to motivate individuals to work willingly and effectively towards achieving the goals of the organisation (Bame, 1991; Cascio, 1992; Mathis and Jackson, 2000; Noe, 1996; Rebores, 2001; Robbins, 2005; Schwille; 2007). Although these theories do compete and have their own critics, they all try to explain the nature of motivation itself and its scope (Armstrong, 2005; Babcock, 2003; Bratton & Gold, 2007; Henderson, 1999; Maud, 2001; Robbins, 2010).

An examination of the key theories of motivation indicates a classification of the theories into two main approaches, namely the content or substantive approaches, which specify what motivates and the process or mechanical approaches which emphasize the actual process of motivation (Bandura, 2010; Cascio, 1992; Chin et al., 2002; Mathis & Jackson, 2000; Miskel & Ogawa, 1988; Noe, 1996). Content theories of motivation link specific needs, motives, expectancies and antecedents to behaviour or relate behaviour to results or outcomes while process theories of motivation describe how behaviour is initiated, directed and sustained.

Content theories of motivation

For the sake of this study, the content theories of motivation are first examined. These include Maslow's needs hierarchy theory; Alderfer's needs theory, and Herzberg's two-factor theory. The needs theories postulate that individuals have certain physical and psychological needs that they attempt to

satisfy. Maslow's hierarchy of needs ranges from physiological needs through safety needs, to belonging, esteem and self-actualisation needs.

Abraham Maslow developed this concept on the basis that human beings have basic needs (ILO Report, 1976) that need to be met in order to survive. He explained further that as the lower-level needs are satisfied on the needs ladder, the high-level needs are activated. If a man faces a favourable environment, then his potentials will be realised and he will become a self-actualised man (Adelabu, 2005; Graham & Messner, 1998; Ingersoll, 2003; Maslow, 1943; 1970; Robbins, 2010). These five needs postulated by Maslow are experienced by most individuals and groups who look for satisfaction around them to perform.

Alderfer's (1972) Existence, Relatedness and Growth (ERG) theory is a modification of Maslow's needs hierarchy theory. It reduces the five needs levels to three levels namely Existence, Relatedness and Growth (which constitute the acronym-ERG) to explain how needs are satisfied (Alderfer, 1972; Miskel & Ogawa, 1980; Edwards, 2003; Anderson, 2005; Bandura, 2010). The Existence, Relatedness and Growth theory argues that an individual's desire to satisfy a lower need when achieved leads to the desire to satisfy a higher need, like in Maslow's theory, but noted that multiple needs can operate as motivators, like in Herzberg's theory, at the same time, and frustration in attempting to satisfy a higher-level need can lead to a regression to a lower-level need. The Existence, Relatedness and Growth theory therefore is consistent with our knowledge of individual differences and represents a more valid version of the need hierarchy (Robbins, 2005). Alderfer's ERG

theory is also reliable when implementing varied rewards for groups within an organisation.

According to Miskel and Ogawa (1980), the Existence, Relatedness and Growth theory is reliable, valid and suitable for the study of motivation in educational organisations due to its exposition on the individual differences linked with performance which exists in the education sector. Unlike Maslow's model where an individual moves from the lower level to the next level, Alderfer posits that all levels of needs are always present and consciously recognised. To explain this, Miskel and Ogawa (1980) use a situation, where teachers may recognise and desire growth needs even when their salaries are low. Several studies by Miskel and Ogawa (1980) and Graham and Messner (1998) have shown that the measures for the Existence, Relatedness and Growth have proved to be reliable and valid and this is supported by Buchan and Evans (2007) and Jarrin (2008).

The other content theory of motivation is Fredrick Herzberg's two-factor theory which stipulates that satisfaction of needs is one of two effects: that is either an employee is satisfied or dissatisfied with her job (Herzberg et al., 1959, 1999). The two factors are motivators and hygiene. Hygiene components satisfy lower level, physiological, security and belonging needs and motivators satisfy the higher-level needs.

Herzberg describes his theory as improving both task efficiency and human satisfaction by means of building into an individual's job quite specifically, greater scope for personal achievement and responsible work and more opportunity for individual advancement and growth (Ampiah, 2008; Anderson & Olsen, 2005; Daniels, 2006; Graham & Messner, 1998; Harvard

Business Review, 1968; Harvard Business Review on Compensation, 2001; Robbins, 2007). Figure 1 is an illustration of the three content theories of motivation reviewed.

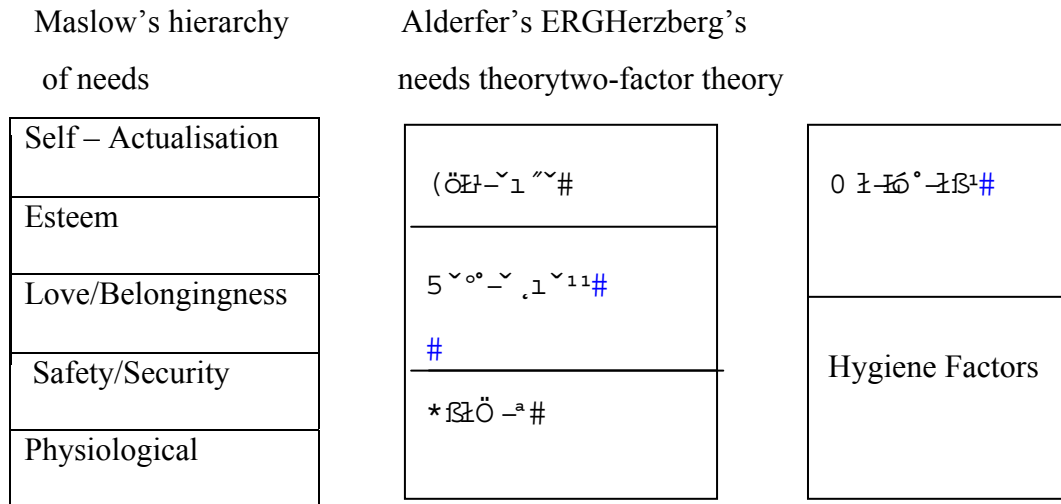


Figure 1: Linking Maslow's, Herzberg's and Alderfer's theories

Source: Author's construction, 2011.

An examination of the three content theories of motivation shows similarities in the area of needs. All three theories indicate the real needs of the employee as identified by the International Labour Organisation (ILO 1978:7). The basic needs (lower level) and the secondary and more valued (higher level) needs identified will assist the practitioner in this case of the Ghana Education Service human resource management and/development director to design a valued reward system taking into consideration the psychological, physical, economic and social needs of the employee.

The implication is that if only the lower level needs of the employees are identified and considered which in this case can be referred to as the hygiene factors by Herzberg or maintenance factors (Mathis & Jackson, 2000),

the employee may not be satisfied and motivated (Farber, 1991; Frase & Conley, 1994; Ingersoll, 2001; Billingsley, 2002; Bratton & Gold, 2005). But if the higher level needs or motivators are satisfied alongside the lower level needs then the employee is likely to be motivated and satisfied and show commitment towards work. Consequently, when conditions at work conveniently portray these intrinsic and extrinsic rewards, or lower and higher level needs in the case of Maslow and Alderfer or hygiene and motivator factors in the case of Herzberg, then the motivated and satisfied employee will perform creditably in achieving organisational goals.

The above theories are not without criticisms even though their existence has contributed a lot to organisational growth and effective implementation of human resource policies. For instance, Lawler III(1989) identified in their study that Maslow provided no empirical evidence as there was no support for the theory's substantiation. Graham& Messner (1998) in their study confirmed the findings of their predecessors Lawler III (1989) that there was little evidence that the need structures are organised along the dimensions proposed by Maslow.

The critics of Herzberg's theory also presented a number of criticisms. Some of these detractors identified include the fact that Herzberg assumed a relationship between satisfaction and productivity, the research methodology used only looked at satisfaction and not productivity. To this school of thought for a research of this nature to be relevant the researcher should assume a strong relationship between satisfaction and productivity. Another criticism was that the theory ignored situational variables. The reliability of Herzberg's theory is questioned in that the methodology used was limited. Raters who

made interpretations could arrive at different findings by treating the same response differently.

The Existence, Relatedness and Growth (ERG) theory on the other hand though criticised for not working in some organisation is of lesser evil. In that it is an improvement on the Maslow theory and links the Herzberg theory. All three theories and other theories to be discussed complement each other in predicting the right kind of reward system that promotes high performance in an organisation. As content theories of motivation they all contribute to explain employee behaviour and predict job satisfaction. The three theories however are necessary in predicting the relevance of the variables selected for the study.

Process theories of motivation

The process theories of motivation are sometimes called justice theories (distributive and procedural) of motivation. These theories explain how motivated employees gain what they feel is a fair return (reward) for efforts (performance) in the work place (Maud, 2001; Robbins, 2005). Theories discussed are the equity, reinforcement, attribution, expectancy and goal theories. It is the assumption that these variants of the process theories assist the human resource practitioners create efficient reward systems that will enable the satisfied employee perform to achieve organisational goals.

The first process theory to be examined is Adams' equity theory of motivation. Adams' (1965) theory is based on an employee's desire to be treated equally in relation to others. It is part of the social comparison process, which is mainly concerned with motivation at the work place in relation to the

rewards system (Goodman, 1977; Maud, 2001; Noe, 1996; Risher, 2002). Hence if employees experience inequality it will affect their performance negatively. Employees compare their salaries and work to that of other employees of other professions, and colleague workers (Richardson, 1999). Heller (2004) and Anderson and Olsen (2005) conclude that employees will compare their perceptions of their contributions to a task and the reward definitely with others either within the organisation or outside the organisation. The human resource management implication is that such a comparison will influence employees' perceptions and their attitude to work. If the employee perceives that a reward is fair she will be motivated and satisfied to perform (Armstrong, 2005; Maud, 2001; Ross & Hutchings, 2003).

Another process theory is the reinforcement theory also known as the incentive or operant conditioning approach (Cascio, 1992; Heller, 2004; Maud, 2001; Miskel & Ogawa, 1980; Noe, 1996). The theorists based this approach on Thorndike's Law of Effects which states that, a behaviour that is rewarded is more likely to be repeated than a behaviour that is not rewarded. The implication is that high employee performance should be followed by a valued reward system and vice versa (Cascio, 1992; Owens Harvey-Beavis, 2003; Risher, 2002; Robbins, 2005). The approach is expected to assist the organisation to anticipate the behaviour of an employee towards a reward.

The attribution theory comes alongside the reinforcement approach in that it deals more with the environmental and personal forces that account for an employee's behaviour. The theory was propounded by Heider (1958) for application in the educational setting and proposed by Frasher and Frasher (1980). The implication is that an employee decides to behave in a way to

achieve a desired end (Heller, 1998; Miskel & Ogawa, 1988). The behaviour of the employee will depend on personal and environmental forces (Adelabu, 2005; Billingsley, 2002; Daniels, 2006; Heider, 1958; Weiner, 1982). Frase and Conley (1994) after forty years of research conclude that if intrinsic and extrinsic rewards are met, the behaviour of teachers will change for the better (World Bank, 2007). As a result, the motivated and satisfied teacher behaves as expected and goals linked with policies are achieved.

The goal theory propounded by Locke and his associates in 1668 is one of the key motivational strategies in organisational science (Locke, 1668; Cascio, 1992). The goal-setting theory affects performance in several ways. Research findings produced as a result of the above theory; note that specific performance goals elicit a higher level of performance than general goals (Bratton & Gold, 2007; Cascio, 1992; Locke & Schweiger, 1979). As such if even the performance goals are difficult, the employee will put in more effort to achieve it, if only it will motivate and satisfy her at the work place (Dessler, 1986; Ingersoll, 2001; Richardson, 1999; Robbins, 2010; Steers, 1976).

The theory is widely used by school administrators through a number of techniques like the management by objectives techniques (MBO). A scenario here is when a teacher who views students' achievement as a performance goal strives hard to achieve that goal if it is for public recognition and an award (Ingersoll, 2001; Ingersoll & Smith, 2003; Richardson, 1999; Robbins, 2010; Rose & Gallup, 2001; World Bank, 2005; Yuen, 2004;)The goal-setting theory is culture – bound and adapts well in countries like Canada where goal setting leads to high performance as employees work to achieve set

goals, and on the other hand employees in Portugal where the opposite conditions exist, goal setting does not necessarily lead to high performance.

The last process theory to be examined is the expectancy theory. The expectancy theory was initially put forward by Lewin (1938) and Tolman (1932) as cited by Porter and Lawler (1968). However it was Vroom (1964) who identified two key variables, valence and expectancy, under the umbrella term of “Expectancy theory” and later a third variable, instrumentality, leading to Vroom’s Valence, Instrumentality and Expectancy (VIE) theory. Vroom’s work was further developed by Porter and Lawler (1968).

Generally, expectancy theories emphasise the perceived relationships between performance and rewards (Anderson & Olsen, 2005; Di Gropello, 2006; Maud, 2001; Rebore, 2001; Risher, 2002; Ross & Hutchings, 2003). When the employee believes her behaviour will lead to rewards then there is high instrumentality. That is when teachers view high student achievement in their classrooms as likely to result in public recognition of their teaching ability and award, and then they will be motivated to perform. The teacher when rewarded continues to improve more on his/her performance.

Furthermore, if these rewards have positive personal values as perceived by the employee then there is high valence. When the employee puts in some effort to perform at a desired level, then expectancy is high (Nadler & Lawler, 1977). This theory suggests that a visible connection between rewards and performance will generate trust and credibility of employees especially when there are clear linkages between the rewards and their behaviours; then they will be motivated and satisfied to perform well (Bourne & Bourne, 2009; Bratton & Gold, 2003; Cascio, 1992; Dugoni &

Ilgen, 1981; Miskel, 1980; Robbins, 2007). As a result, the teacher performs if s/he knows changing her behaviour would bring rewards (Richardson, 1999).

The process theories also complement each other in the reward – performance process. While the reinforcement and goal theories concentrate on the objective relationship between rewards and performance, the expectancy and equity theories emphasize the perceived relationship of the two variables. The knowledge about the process theories is to guide the human resource practitioner and the employers in particular to design a reward system that satisfies the employee and the organisation to generate high performance. In other words the employer should be aware of what reward systems the employees perceive as best, what they expect from the systems. In order to stimulate employees to remain and perform in the organisation when such expectations are not met then the assumption is that the organisational goals will not be achieved.

In Steers and Porter (1991) researchers critiqued the reinforcement theory and were of the view that the theory ignores the inner state of the employee and concentrates solely on what happens to the employee when he/she takes an action. Since the theory does not concern what initiates behaviour, it cannot be referred to as a motivational theory. Yet he further explains that due to its powerful means of analysis of what controls behaviour, it is ‘typically’ considered in discussions of motivation.

On goal-setting theories some studies by Heller (1998) and others agree that the theory could lead to higher performance in the various organisations, however there is no evidence that the set goals are associated with increased job satisfaction. Both Equity and Expectancy theories have

critics but at the end of every critique the views of two schools of thought are reviewed and the efficacies of the theory are weighed (Miskel, 1980; Robbins, 2010). At each instance both theories are necessary in promoting employee satisfaction and performance taking into consideration the reward system at stake.

A look at both content and process theories suggests information on what type of reward systems actually motivates employees in the area of perceived preference regarding their needs, aspirations and expectations, and what satisfies these employees to perform and show commitment to work. The above motivation theories work on the assumption that given the chance, choice and right stimuli, employees perform creditably and positively towards the organisation's goals. Motivational theories put into practice create and sustain a positive work place environment. In other words when motivation is high, employees get job satisfaction and performance levels increase.

Since the 1940s, research into human behaviour suggests that employees are motivated by a number of different needs on the job and in their personal lives (Bennell, 2004; Chin et al., 2002; Daniels, 2006; Heller, 1998; Herzberg et al., 1999; Kelley et al, 2002; Rebore, 2001; Schultz & Schultz, 1998). What motivates teachers, administrators may vary from what motivates accountants and auditors in the same working environment (Bourne & Bourne, 2009; Caillods, 2001; Hedges, 2002; Mathis & Jackson, 2000). The knowledge about these differences and similarities in terms of satisfaction helps employers know how to reward their employees.

Differences in behaviour may be influenced by individual characteristics as earlier mentioned (Bame, 1991; 1998; Edwards, 2003),

namely age, gender, marital status education and professional qualification, position on the career ladder, salary, number of years in organisation, family size, socio-economic status, cultural background, geographic regions etc. These individual characteristics are referred to in this study as personal characteristics and are discussed in full later in the literature review. The assumption is that the above may offer useful information to management to know how to reward an employee or group of employees in the right direction. In the case of the study, personal characteristics serve as controls for the analysis process.

Lewis (1993), notes that, motivation involves a person's desire to perform. This is not to say that performance problems are automatically correlated with low levels of motivation. Nevertheless, it is important to note that when a person's performance is determined to be unsatisfactory, low motivation is often considered a likely problem (Edwards, 2003; Henderson & Tulloch, 2008; Richardson, 1999; Rousseau, 1995). A teacher ill-motivated may refuse to perform and when pushed to do so may resign or may not do what he or she was instructed to do. Furthermore increasing labour turnover or reduce his performance resulting to low productivity in school.

Comparisons on employees' attitudes to work namely traditional and modern, differences among geographic regions including urban, suburban and rural, and differences in high and low performing districts will provide important information on the effects of the above on the performance of the employees. This study will explore the comparisons empirically. From the above discussion, an employee who is motivated and satisfied with the reward system will be committed to perform and to achieve the organisation goals

(Bratton & Gold, 2007; Edwards, 2003; Heller, 2004; Mullins, 1999; Robbins, 2010). Employee motivation therefore leads to employee satisfaction. It is imperative that the concepts satisfaction and for that matter job satisfaction are examined. Job satisfaction is discussed in the next stage of the study.

Job satisfaction

Job satisfaction has stimulated a great deal of research interest in the area of the welfare of the employee. The employee is easily perceived as being satisfied or dissatisfied and when in such a scenario, s/he values the reward system of the organisation; the organisational goals will be achieved (Armstrong, 2005; Bratton & Gold, 2007; Graham & Messner, 1998; Locke, 1976; Robbins, 2010; Shea, 2002; Stockard, & Lehman, 2004; Van Scotter, 2000). Satisfaction generally is seen as a number of factors working together for the fulfilment of an expectation of an individual and group. The expectation could be positive or negative resulting in improved or unimproved performance.

Definition and scope of job satisfaction

Robbins (2005) defines Job Satisfaction as a collection of feelings that an individual has towards his or her job. He further argues that an employee with a high level of job satisfaction holds positive feelings about/towards the job, while an employee is dissatisfied with his/her job has negative feelings about the job. Diefendorff et al. (2002), discovered that an employee who is highly involved in his or her job performs on the job; In other words a high level of job involvement is positively related to organisational citizenship and

job performance (Anderson & Olsen, 2005; Heller, 2004). High job involvement however is related to decrease in absenteeism and lower attrition rates (Adelabu, 2005; Anafi & Quartey, 2010; Bourne & Bourne, 2009; Diefendorff, et al., 2002; Heller, 2004; Ingersoll, 2003).

Studies reviewed, show the extent to which job satisfaction affects performance (Herzberg et al., 1968; Lawler, 1989; Schulz & Schulz, 1998; Steers & Porter, 1991; Van Scotter, 2000). Bame (1991) points out in his study of one thousand four hundred and twenty-nine elementary school teachers (1429) that job satisfaction is a multi-dimensional phenomenon which lays emphasis on factors that influence an employee's attitude and behaviour to his job. Earlier studies of employees of the school environment namely administrators and teachers, engineers and accountants by Herzberg Mausner and Synderman (1999), Ivancevich (1976), Locke (1976), Rebore, (2001) and Van Scooter (2000) and using the two-factor theory or motivation-hygiene theory posit that an employee who is satisfied with her job will perform whilst the employee who is dissatisfied with hers will withdraw and not perform.

Organisational Commitment on the other hand means an employee identifying with a particular organisation and its goals. All three job attitudes namely Job Satisfaction, Job Involvement and Organisational Commitment relate positively to Performance. A dissatisfied employee will see his/her position in a particular job as temporary and resign even though she may not be dissatisfied with the organisation. The three attitudes are helpful to employers in attempting to predict employee behaviour (Anderson & Olsen, 2005; Bourne & Bourne, 2009; Heller, 2004; Robbins, 2010; Simpson, 2002).

Employers should be interested in their employees' attitudes because they influence behaviour. A satisfied and committed employee has a lower attrition rate and absenteeism. Comparable studies among employees in Canada, Mexico, Europe and the US indicate that in the 1990s there were more positive minded and motivated employees as a result of job satisfaction (Fisher & Locke, 1992; Grant, 1997; Mudd, 1999; OECD, 2004; Spector, 1997).

Interestingly that is not the case in the 21st Century; a study by Shea (2002) found out that 58.6 percent of Americans were satisfied with their jobs in 1995. By 2002, the percentage had reduced to 50.4. The study explains further that the most dissatisfied employees fell within the 35 – 44 age group. This is the active working group in most countries. In 1995, 61 percent of employees in this age group were satisfied, by 2002, it had dropped to only 47 percent. Increase in employee dissatisfaction followed the same pattern in other countries.

What accounts for this may depend on a number of discrete job elements including heavy workloads, tighter deadlines, inadequate rewards, and less involvement especially in decision-making. Where all employees are satisfied there is an increase in performance. When there is an increase in performance the organisation becomes more productive. Most studies on the relationship between satisfaction and performance is based on the individual, and therefore there is the need to have a satisfaction – that leads to – performance theses where the focus is on both the individual and the organisation. Organisational success, individual and group satisfaction indicates the existence of performance.

Evidence shows for instance that job satisfaction is negatively related to job turnover, (Ingersoll, 2003; Spector, 1997; Spencer & Steers, 1981). Employers acting on this evidence now focus on improving employee satisfaction to increase employee performance which may go a long way to achieve organisational goals and promote customer satisfaction. Job satisfaction then reflects an employee's feelings about various aspects of work (Bratton & Gold, 2007; Graham & Messner, 1998; Harvey-Beavis, 2003; Kim & Han, 2002; Robbins 2010; Ross & Hutchings, 2005; Stone, 1995).

To emphasise this point Mullins (1999) adds that job satisfaction is a fit between what the organisation is expecting, what the employee is looking for, and what the employee is receiving. A look at the discussion on all the theories examined directly or indirectly confirms this statement. According to Mullins, satisfaction only affects performance through a feedback loop to valued reward. People seem to be satisfied with their job when it demands something from them, especially when their jobs require intellectual (training/development) or physical effort. A skilled person is motivated to perform. The opposite is boredom.

As a further elaboration of this point, numerous studies show that boredom can lead to high levels of dissatisfaction (Mitchel & Larson, 1987; Steers & Porter, 1991; Schultz & Schultz, 1998). If perceived equitable rewards of employees are not met by the actual reward given, several behaviours of dissatisfaction displayed will lead to low performance. Job turnover will increase leaving the loyal workers the option of working strenuously or quitting as well. The organisation may fold up as a result of losses.

On the other hand when needs are satisfied the rate of satisfaction will be higher (Armstrong, 2005; Bibwell, 1965; Bourne & Bourne, 2009; Chin et al, 2002; Daniels, 2006; Heller, Stockard & Lehman, 2004; Kuhlem, 1965; Lawler, 1989; Robbins, 2010; Van Scotter, 2000). As a result, valued reward systems will lead to an employee being motivated and satisfied to perform. However, there are other researchers who point out that, the relation between job satisfaction and performance is weak (Cascio, 1992; Molander, 1996).

On the other hand dissatisfied employees express their views in a number of ways Fisher and Locke (1992). These include first the employee's behaviour directed towards attrition/leaving the organisation – finding a new job and resigning. Secondly, dissatisfied employees through organised labour or unions attempt to improve work conditions with suggestions for improvement in the organisation through discussions with employers. Thirdly, employee loyalty to the organisation as a result of job security compels him/her to wait for conditions to improve and fourthly, neglecting job tasks and allowing conditions to worsen.

According to the above findings of the studies mentioned, one can easily conclude that dissatisfied employees may vent their anger on the organisation and other employees thus jeopardising the goals and real existence of the organisation. It should be noted that if there is no organisation existing, the employers have failed in assisting the employees achieve the organisation's goals and will need more capital to build afresh leading to huge investment.

Frase and Conley (1994) after forty years of research concluded that satisfaction is the result of good work, if financial and security needs are met;

people will maximise their career development, motivation, satisfaction and job performance. An examination of the dependent variable, performance, will bring out a better platform for the creation of the conceptual framework of the study and its application during the review of a reward system that will enhance performance (Robbins, 2010).

Performance

The concept performance is explained with reference to its definition, goals, indicators and evaluation. Bame (1991) defines performance as the actual carrying out of a standardized behaviour by an employee in an organisation or any functional relationships. According to Cascio (1992) performance is what is expected of employees plus the continuous orientation of employee towards work. Some studies posit job performance as having two dimensions, task performance and contextual performance (London & Smither, 2002; Molander, 1999; Van Scotter, 2000).

Task performance is when employees use technical skills and knowledge to accomplish specialised tasks that support the core functions of the organisation (Van Scotter, 2000). Contextual performance on the other hand is when employees voluntarily assist co-workers who are getting behind and maintain good working relationships or put in extra effort to get a job done on time (Banker et al, 1995; McGowen, 2007; Van Scotter, 2000). Both dimensions of performance contribute to organisational effectiveness. Van Scotter (2000) in an experimental study, investigates the usefulness of task performance and contextual performance as predictors of turnover, re-enlistment eligibility, promotion eligibility, job satisfaction and organisational

success and concluded that performance (both task and contextual) relate to achieving organisational goals and employers should reward it accordingly.

There are different types of performances in the school environment. These performances are in the area of student performance, employee performance and the organisation's performance. All three types of performances mentioned relate to each other. All the above factors are assumed to contribute towards the achievement of the Ghana Education Service and Ministry of Education goals. In order to ensure improvement in performance in general, performance goals, performance measures or indicators and assessment should be identified, established and taken care of and evaluated.

Performance goals

Goal-setting in an organisation is an effective performance improvement strategy (Bratton & Gold, 2007; Cascio, 1992). It has been shown, for example, that goal setting changes behaviour and provides feedback on the quality of change, when the employee has a positive perception of the feedback and the organisation has a strong feedback culture (Smither & London, 2002). Through management-by-objectives (MBO) procedures (Ivancevich, 1972, 2005; Odiorne, 1965, 1969; Odiorne, 1979; Robbins, 2005), operational goals and targets could be set to guide employees to accomplish organisational goals (Bratton & Gold, 2007; Richardson, 1999).

These goals for the present study are generally to train the human resources for the tertiary level of education to complement the nation's development agenda of becoming a middle-income earning economy by 2020.

Specifically the Ghana Education Service is to equip, prepare and train the young human resources of the nation through the basic and secondary levels of education with literacy, numeracy and problem solving skills and cognitive abilities for nation building. The assumption is that if this is done effectively, the move from a primary economy to a more technologically advanced economy to meet global competition would be achieved.

These goals should be stated specifically and clearly and be understood by all in the organisation especially the employees (Yuen, 2004). Studies indicate that unclear goals affect performance for this reason there is the need to state clear goals. Such goals produce positive effects on employee performance (Bratton & Gold, 2007; Ivancevich 1976; Steers, 1976).

There is the need to work with smart, measurable, achievable, realistic and time-bound (SMART) goals in order to improve employee performance. These goals should be clear and specific, quantifiable, achievable and accurate and have a time span or duration (Ivancevich, 1976; Steers, 1976; Cascio, 1992; GES 2010; Robbins, 2010). On the other hand, SMART goals should not be either too easy or too difficult to attain as they require either less effort, knowledge and skills to achieve or require greater effort, knowledge and skills to attain (Locke & Schweiger, 1979; Richardson, 1999, Daniels, 2006) which may affect the performance of the employee.

When employees are aware of the organisation goals and know that they are achievable, they are motivated to perform (Bratton & Gold, 2007; Cascio, 1992; Ingersoll, 2003; Mathis & Jackson, 1999). However, it should be emphasised that for these goals to be effective on performance, certain indicators should be established to measure the accomplishment of the goals.

Darling-Hammond (2001) and Richardson (1999) list some of the goals set for teachers in the United Kingdom and classifies them into four groups namely the pupils' performance in achieving good results; teachers' knowledge of their subjects; planning, teaching and assessment by teachers and teacher personal/professional effectiveness.

Specific, measurable, accessible, realistic and time-bound set goals identified covers Richardson's lists and expands to cover social intra and interrelationships resulting in the coordination of the classroom activities and other policy demands. Specific, measurable, accessible, realistic and time-bound goals sets the organisation on the right path in making reference to the set goals for direction. Organisations have their performance indicators, which will be discussed in the next section of the report.

Performance indicators

Performance, the dependent variable in the study, is measured by its indicators. These include students' performance in the Basic Education Certificate Examination and Senior Secondary Certificate/West Africa Senior School Certificate Examinations. Other organised assessments to test students' level of literacy, numeracy and problem solving are part of the indicators (Chen & Carroll, 2005; Edwards, 2003; McGowen, 2007; Mulkeen et al, 2005; Quinn et al, 1996). Absenteeism and lateness, labour turnover and levels of waste also form part of the indicators (Bandura, 2010; Cascio, 1992; Daniels, 2006; Heller, 2004; Maud, 2001; McEvoy & Cascio, 1985).

Maud (2001) postulates that for planning purposes, it is necessary for management to be able to measure the performance of the human resources

within the organisation. The process of monitoring employee performance is byperformance management. Maud (2001), Mahony et al. (2002), and Anderson and Olsen (2005) have recommended four key performance indicators that would measure the success or failure of initiatives such as new working or payment methods. These indicators include the following:

- i. labour productivity, which measures how well an organisation is doing or how the employees were achieving the goals and objectives of the organisation;
- ii. absenteeism, which indicates the number of workers who miss work;
- iii. labour turnover, which measures the rate at which employees leave the organisation; and
- iv. levels of waste which gives an organisation an indication of its efficiency in over staffing or understaffing of skilled and unskilled personnel, reduced commitment among others.

The performance indicators of the Ghana Education Service may constitute the following and can be grouped into four main areas of discussion, namely:

1. professional and academic strengths;
2. effective curricular and co-curricular activities;
3. students' performance;
4. teacher and other staff compensation and other activities that assist the teacher to achieve organisational goals which are the goals of providing quality education for the human resource base of the nation.

A number of countries have performance indicators for teachers in the primary (basic), secondary (high school), vocational/technical and at the

tertiary levels. Some countries using performance indicators to reward their teachers include Australia, Belgium, Denmark, France, Germany, Korea, New Zealand, United Kingdom (England and Wales) and most states in the United States of America (Harvey-Beavis, 2003). These performance indicators help the organisation achieve its set goals, and assist the institution to best reward employees and this when executed efficiently promotes businesses.

The personnel performance indicators according to Kelly et al. (2002), Harvey-Beavis (2003), Maud (2001) and Richardson (1999) combine to inform the management of the organisation on how it (employees) is performing. These may be considered comparatively annually and with other years, with targets set for each indicator and results assessed. Good performance assists the organisation to provide promotion and money, recognise the work potentials of employees, develop and plan for individual training and learning needs, and which department an individual when placed would perform (Ampiah, 2008; Armstrong, 2005; Bandura, 2010; Bourne & Bourne 2009; Daniels, 2006; GES, 2011; Mahony et al, 2002; McGowen, 2007; Mulkeen et al, 2005; Rogers, 1992; Torrington & Hall, 1998).

Performance indicators in the teaching field could be grouped into categories from the students' performance, through the teachers' academic and professional status, attendance and attitude to work, social relationship and collaboration with other stakeholders. Others include teachers' appearance to work and achievements, confidence and personal traits of employees. These indicators are generally the main categories from which the comprehensive performance indicators emanate. These indicators are on appraisal forms and

used during promotions and recruiting interviews in assessing and evaluating teachers for the different ranks.

Performance indicators are a necessary ingredient in the process of managing effectively the human resources of an organisation and growing an organisation by ensuring that all set goals are achieved. Some schools of thought believe if the indicators are compulsory in the rewarding procedure of the organisation it could affect the performance of the employees (London & Smither, 2002; Rebore, 2001; Storey, 1992). Whilst others are of the view that a well-structured performance indicators scheme can provide a rewarding plan for performing employees, especially when there is a perfect performance evaluation plan involving both employees and management of the organisation (Bratton & Gold, 2007; Menter et al, 2002; Robbins, 2005). A look at a perfect performance evaluation system in the organisation is necessary to explain the need to use performance indicators.

Performance evaluation

In assessing the performance of employees through the use of performance indicators and performance appraisals, managers and administrators ensure that employees' activities and outputs support organisational goals. This may include measuring actual performance and providing feedback (Bach & Sisson, 2000; Noe, 1996; Robbins, 2005; Smither & London, 2002). When well done, performance management can promote positive work attitudes, support employee motivation and improve the accuracy with which employees and managers perceive the employees' efforts.

Frequent performance appraisals is believed to help in the redesigning of jobs, retraining and development of personnel, as well as instituting better motivation and reward systems to maintain professional staff and influence the quality of output of the organisation (Analoui, 1999; Armstrong, 2005; Dadoo, 1997; Nadler, 1984, Nathan et al, 1991; Noe, 1996; Randell, 1994; Spector, 1997; Torrington and Hall, 1998). Whatever results or information gathered, performance feedback sessions on employees' activities are held to adjust employee performance to organisational goals through rewards including employee development. Effective performance evaluation also creates a platform for good employee-employer relationship resulting in increased performance.

Maud (2001) analysing the results of studies conducted by Pfeffer, (1998), Johnson, (1990), Steers and Porter, (1991), Cascio, (1992), Storey, (1992), Tracey, (1994), Torrington and Hall, (1995), Clotfelter and Ladd, (1996) and Bach and Sisson (2000) suggests that organisations should identify human resource strategies that link business strategies to performance. Cascio (1992) mentions that in creating a reward system that will promote employee performance linked with the achievement of organisational goals, "roadblocks" to performance should be excluded. These include poor working conditions, inadequate resources for performance, ineffective and inefficient management and careful selection of employees (Richey, 1963; Antwi, 1992, Rebore, 2001, and Bratton and Gold, 2007). The Expectancy theory predicts that if any employee perceives the reward system as not satisfactory, then the "disillusioned" employee will stop performing (Babcock, 2003; Billingsley, 2002; Edwards, 2003; McGowen, 2007; Richardson, 1999; Robbins, 2005).

Cascio (1992) stipulates that performance evaluation serves a number of purposes in organisations. For general human resource decisions, the management of organisations use evaluations to identify training and developmental needs. Evaluations provide input into important decisions such as promotions, transfers, and terminations and newly recruited employees' performance can easily be identified through performance evaluations. Similarly the effectiveness of training and development programmes can be determined by assessing how well employees who took part in a performance evaluation fared. Performance evaluation can also be used as a criterion against which selection and development programmes are validated.

Performance evaluations are also used to fulfil the purpose of providing feedback to employees on how the organisation views their performance. Furthermore, performance evaluations are used as the basis for reward allocations. For instance, decisions as to who gets merit pay increases and other rewards are frequently determined by performance evaluations. All the above purposes are relevant and emphasis on performance evaluation's role as a mechanism for providing feedback and as a determinant of reward allocation is recommendable. Employees prefer to have feedback on their performances than big promises.

The expectancy model of motivation currently offers one of the best explanations of how an employee performs, based on conditions available. A vital component of the model is performance, specifically the effort that leads to performance and performance that leads to rewards. To maximize motivation therefore, the employee perceives that the effort he or she exerts in

performing a task leads to a favourable performance evaluation and that the performance evaluation leads to the rewards he/she values.

Alternatively if the goals the employee is expected to achieve are unclear, the criteria for measuring those goals could be vague, especially if the employee lacks confidence in a satisfactory performance evaluation and anticipates a negative outcome of the performance evaluation system, then we can expect individuals to perform below their potential (Robbins, 2005). It should be noted in this respect that the effective implementation of a prudent selection practice, state of the art training and development programmes and a reliable performance evaluation system shapes the behaviour and attitudes of employees,

First, in the case of selection practices, it guides in the hiring of competent employees. An effective selection system increases the probability of hiring the right person for the job (Posthuma et al., 2002; Wilk & Cappelli, 2003, Robbins, 2010). Second, training and development programmes improve employee self – efficacy and skills necessary for performing the task. A well skilled employee has the potential to perform at a higher level than an ill-equipped employee who, even though may put in more effort, cannot be compared to an employee with increased ability to perform. A highly skilled employee in performing work-tasks expects better reward allocations. If that is not forthcoming he/she exhibits low performance. In other words, the highly skilled employee's potential can be realized if fully based on the motivation - reward system available.

In our discussion, so far, it is clear that an effective performance evaluation in human resource management is to assess accurately the

employee's performance as a basis for the creation of a valued reward system and making reward allocations. It came to light that performance evaluation could produce positive or negative results, depending on the criteria set and content used (Darling-Hammond, 1986; Jarrin, 2008; Stone, 1998). Specifically, performance and satisfaction are increased when the evaluation is based on the behavioural results – oriented criteria and participation in decision making – when career and performance issues are discussed, and when the employee has the opportunity to participate in the evaluation.

The duration of performance evaluations may differ in the various organizations in different countries, depending on the cultural dimensions. For instance, individual oriented cultures like the United States of America and Canada perform the performance evaluation annually, and more frequently, unlike in Japan and Israel with the collectivist cultures whose performance evaluations are not frequent but normally are held at five year intervals and emphasis is more on team work. In the United States of America performance evaluation is more formal, with written evaluations whereas in Japan the informal evaluation systems are used (Robbins, 2007).

O'Leary-Kelly & Newman (2003) in a study posit that antisocial work behaviour takes place when employees perceive a negative feedback on their work-related performances. Interestingly, the employee will react aggressively to any negative situation and this may lead to violence, negligence of duty, theft, and low performance. From the literature it is clear that the use of positive feedback techniques to encourage the employee to perform is necessary for an organisation to be successful. For all members of the organisation to be satisfied and appreciate their competencies, their personal

background/characteristics, or who they are, counts and these should be taken into consideration during the rewarding process

Reasons for non-performance in schools

A number of studies have presented some reasons for the low performance of teachers. These reasons range from the situation in the classroom, school, community, district offices, and through to the national level. The National Centre for Education Statistics (NCES) of the United States of America in 2001 reported that public school teachers had large class sizes, more teaching hours, inadequate salaries and that the United States of America was losing “veteran” teachers.

Ingersoll (2001) in his study states that teachers would not perform if there were little support from administration, student indiscipline, lack of student motivation, inadequate salary and insufficient participation in decision-making (Hardy, 1999). The above factors resulting in employee attrition and low performance is not peculiar to teachers. In a study conducted by Maslach and Leiter (1997), it was inferred that nurses due to insufficient rewards among others, held strikes, many resigned and this cost the hospitals and the United States of America more than the cost of the nurses’ request.

Frase and Conley (1994) attribute school problems to the schools themselves and not the teachers because the focus of the schools is on the quality of the systems in the schools and districts and not the welfare of the teachers, the teacher’s skills and performance. Other reasons for non-performance are the increase in workloads, with insufficient rewards, unfavourable working conditions and minimum career development. Maslach

and Leiter (1997) echo challenges such as unfair treatment of employees at both management level and the workplace could result in non-performance of employees.

To conclude, a number of studies have identified factors contributing to the non-performance of teachers, be it in the classroom or at the administrative level (Ankomah, 2005; Bame, 1991; Edwards, 2003; Farber, 1991; Frase & Conley, 1994; Menter, Mahony & Hextall, 2002; Richardson, 1999; Rose & Gallup, 2001). These factors can conveniently be summarised by those identified by Johnson (1990) consisting of a constellation of features which contribute to employee or specifically teacher performance. The seven features are discussed as follows:

1. Physical – the need for a well equipped, safe and comfortable workplace. The working environment whether favourable or unfavourable may also contribute to employee motivation or demotivation. Easy access to information and available resources to perform a task makes performing that task simple.
2. Organisational – fairness regarding teaching loads, and a certain amount of flexibility and discretion allowed in actual teaching. Equity in the allocation of tasks for employees with like skills promotes job satisfaction and vice versa. The elimination of favouritism promotes a healthy work environment.
3. Sociological – recognition of the role of teachers and relationship with peers, students, administrators and parents. A cordial atmosphere at the workplace creates an enabling work environment, where everyone is

each other's keeper and trust for each individual is portrayed. The organisation is one big family.

4. Political – ability on the part of staff to influence living choices, expenditure of funds, textbooks choices and policy decision. Employees are part of the decision making body of the organisation.
5. Economic – teachers' access to job security, sufficient salary and availability of meaningful incentives and accolades. A valued reward system motivates employees to perform.
6. School Culture – the presence or absence of positive customs, traditions and histories that represent the value of the school. The employee (teacher) sees the organisation as his/her past, present and the future and being part of the its tradition, handles the school as such in the promotion of the values of the school and shows loyalty to it.
7. Psychological – the importance of teaching to the organisation and the availability of teacher development. The organisation recognises the employee's worth and promotes employee development and employee welfare.

The seven groups of factors are a corollary to enhanced teacher performance or low teacher performance. All countries that have the interest of their teachers at heart are striving with numerous strategies to improve on the welfare of teachers (Ingersoll, 2001). These countries are interested in promoting teacher performance and are absorbing reforms that will assist in building their education department and their human resource capital.

Attempts to enhance performance in some countries

In a rapidly changing and ever-demanding world, many economies have realised that the skills, abilities, development and welfare of teachers are important in the development of their economies. Efforts are being made to promote the welfare of their teachers to enhance performance. A number of strategies and interventions have been adopted and implemented, others in the implementing stage, some still in the pipeline and yet to be implemented. More collective bargaining activities are also going on in these economies to promote staff welfare. A look at a few of these countries classified under the Western and Asian cultures will help in understanding the study problem if Ghana is really going to be a middle income economy by 2020.

In the United States of America generally, a number of researches have taken place to promote quality education since the middle of the twentieth century (Billingsley, 2002; Edwards, 2003; Farber, 1991; Frase & Conley, 1994; Rebore, 2001; Rose & Gallup, 2001; World Bank, 2007). These have affected the teacher at the school, community, federal, and state and government levels. For instance, the county of Kentucky in the United States of America has a school based performance rewards system and this is to reward a group of teachers based on the group's evaluation (Tomlison, 2000).

The school is measured on an index of student performance in academic work (reading, writing, mathematics, science, social studies, arts/humanities and vocational/practical living). Other school-performance indicators include drop-out rates, school environment, school attendance and transition to a successful adult life. Through an accepted external evaluation, all schools which reach the target are rewarded. The rewards are allocated

every two years as bonus to supplement the salary scale. Furthermore, poorly performing schools are allocated funds and enough resources, and supervised by a 'Distinguished Educator' to assist improve student outcomes (GES, 2012; GNAT, 2009; Kelly et al., 2002; SEIA, 2007).

The researchers conducted are all fashioned to improve student outcomes and the tradition to achieve such a feat is very strong. In the United Kingdom where the education system differs in England (centralised system of education), Wales (centralised system of education) and Scotland (decentralised system of education), changes in the various education set-ups are evident. Policy papers listing policies to that effect have been presented to teacher unions, education departments and the communities. These are stated in the number of studies undertaken by researchers in education at large (Bratton & Gold, 2003; Menter, Mahony & Hextall, 2002; Richardson, 1999).

In England and Wales for instance, the reward allocation is individually-based and evaluated. The rewards are allocated at three different levels namely the threshold assessment, fast tracking and advanced school teachers rewards. The Threshold Assessment is the base and first system for rewards. As a teacher progresses to the top of the salary scale, he/she takes a performance-based test to advance to a new scale. There are sixteen selection criteria including student-performance, teacher performance, and teacher relations that need to be successfully met for transition beyond the threshold (Cutler & Waine, 2000; Harvey-Beavis, 2003; Tomlinson, 2000). Performance of the teacher was evaluated by both internal and external review. The reward is allocated annually and covers a quota of about 25,000 teachers, allowing them a transition to a new salary scale.

The second is the fast tracking rewards allocated to talented teachers to progress quickly through the salary scale. This award includes both intrinsic and extrinsic rewards after successfully going through the performance evaluation process. The fast track teacher can progress two salary scale points per year, instead of the traditional one year. Selected teachers are granted a bursary of £5000 as supplement to the existing salary, with the expectation that the teacher's performance will increase substantially.

The third reward system, which is the advanced teacher awards are for teachers who exhibit outstanding skills based on excellent student outcomes, excellent subject knowledge, excellent ability to plan, excellent ability to assess, and excellent ability to support other teachers. These teachers are placed on a special salary spine (Harvey-Beavis, 2003). This award is centrally determined and like the fast tracking awards has ascending levels of rewards.

Denmark's rewards system on the other hand is designed to evaluate individuals annually based on four factors. These factors are a basic wage, a function wage, a qualification wage and a results wage. The results wage is based on the attainment of qualitative and quantitative results in class (Held, 2001). This reward is available to all teachers. In Germany, the Bundesbesoldungsgesetz creates a link between progression up the salary scale and teacher performance (Jeuthe, 2001). All teachers who complete the evaluation successfully are awarded. The reward is based on performance and seniority (Harvey-Beavis, 2003; Waterreus, 2001).

Greece, on the contrary has no formal performance- based reward system. The existing reward system evaluates teachers' performance, the

performance of school units and the effectiveness of the school system. This evaluation was not done annually it only affected the teacher's initial appointment and not the salary (Doukas & Smyrniotopoulou, 2001). Austria is another country whose reward system is not based on performance. Schratz and Resinger (2001) mentioned that it has attracted criticisms and is currently a subject of debate. Teachers' salaries are determined by teacher workload, teacher experience and the type of employment contract. Countries like Spain, Ireland, Finland and the Czech Republic do not have reward systems based on performance (Harvey-Beavis, 2003).

Korea has a merit-pay for teachers who perform excellently which provides a hypothetical performance bonus in education. In practice only 10 percent of the bonus is paid differentially based on teacher evaluation (Kim & Ham, 2002). As a result, teacher performance does not affect the reward system due to the small number of teachers rewarded. Teachers are evaluated individually, and those who fulfil the criteria are granted bonus as supplement to their salaries.

In Japan, changes to improve education began about one hundred and thirty years ago, when in 1872 the Order of Education was promulgated by the government (Grant, 1997; Tabata, 2005). A number of activities to improve the performance of teachers have taken place in the area of the development of education; teacher education, certification and employment; working conditions and economic status of teachers; teacher training and development; teacher evaluation and promotion. However, these changes did not come on a silver platter, as a result of the numerous problems associated with the changes. Nevertheless, Japan can boast of a good education system, with a

high literacy rate of 99 percent in 1995 and an improvement on its human resource development indicators (Tabata, 2005).

All the countries mentioned and other countries not examined continue to research to improve on their education systems. Investigations are conducted through studies on existing theories and policies, seminars, workshops and conferences take place after such studies are conducted and disseminated to share information and build the capacity of the human resource base in their various countries (Harvey-Beavis, 2003; Anderson & Olsen, 2005). Austria, Croatia and Norway among other countries are also working towards the welfare of their teachers to retain them and reward them effectively.

Comparing the above countries' reward systems to the existing Ghanaian reward system is necessary. It is clear the Ghana Education Service reward system has a fraction of all Western type of education systems including countries like England, Wales and Germany. The Ghana Education Service reward system is individually based; it is on student and teacher performance, teacher's experience and seniority, and progression up the ladder. Such automatic promotions and progression up the ladder does not encourage increased performance, it rather promotes laissez-faire kind of attitude to work. The scenario is that the employee knows despite his or her negative behaviour; whether positive or negative performance he or she will be rewarded.

The Ghana Education Service reward system as a result does not create an environment at the work place for competition among employees that leads to increased performance and achievement of goals. An attempt to introduce

performance rewards leading to the national best teacher awards has not seen any significant improvement in workers in the Ghana Education Service as more teachers leave the service or are not motivated to perform (GES, 2010). For performance to increase and set goals of the Ghana Education Service to be achieved the reward system should be reviewed to benefit both the employee and the employer. After looking at the various reward systems existing in other countries, a look at other factors that benefit both employer and employee should be examined and discussed under the sub-heading personal characteristics.

Personal characteristics

This idea of personal characteristics being used as controls for the study is necessary. Billingsley (2002) supports this and mentions that large-scale studies should always include and report on variables related to teacher characteristics such as age and gender among others including teachers' personal circumstances and priorities. It assists the employer to identify the individual needs and expectations of the employees and help in motivating the employees according to their values and expectations.

For instance a group of employees sharing the same individual characteristics namely sex, gender, marital status educational background among others may have the same needs expectations and may be satisfied in the same way (Billingsley, 2002; Heller, 1998; Heller, 2004; Johnson, 1990).. On the other hand the needs of the young may differ from that of the old and that of the new may not be in line with that of the experienced worker who has

been in the job for many years (Ampiah, 2008; Daniels, 2006; Edwards, 2003; Graham & Messner, 1998; Hedges, 2002).

Some studies posit that employees should be qualified to avoid placing square pegs in round holes (Armstrong, 2005; Cascio, 1992; Chin et al, 2002; Hoogvelt, 1976; Mathis & Jackson, 1999). Furthermore, in some studies data show that nationwide teacher shortages are concentrated in particular geographic areas and this fuel the need to retain and inspire teachers to perform. It should be reiterated that it is important to note that the district, school and classroom environments define many aspects of the teachers' lives, including the salaries and benefits received. The nature of the community and student population, the physical facilities, the role expectations and professionalism as well as the relationship of the teacher towards the communities in which they live influences their performance (Billingsley, 2002; GES, 2011; Ministry of Education, 2006; Mulkeen et al, 2007). Teachers not attracted to such geographical areas, may not perform.

In the same way, the human resource practitioner should look at the skills, knowledge, age, gender, and income among others of employees when designing a reward system that will reap the expected results of high performance. Furthermore, it is assumed that the efficient and effective employee who is satisfied is capable of providing leadership to the pupils/students, parents and the community for national development (Beatty, 1977; Brown, 1978; Connors, 2000; Darling-Hammond et al, 1983; Graham, 1986; Harbison, 1973; Richey, 1963; Rebore, 2001; Wayne & Dimmock, 1992). Frase and Conley (1994) concluded in their research that until teachers are supported in developing themselves looking at their backgrounds (personal

characteristics), school problems cannot be blamed on them. The society's focus on a good school is always on the quality of the education system when other pressing personal factors including needs should be considered.

Effective human resource development of a nation can be achieved only if the economic, political and especially the social institutions of that nation have been well established. The social institutions mainly include the education system, systems of industrial relations, health systems and the cultural orientation of the country. The education set up begins from the basic through to the university level and even to the training of the employee on the job (Mulkeen et al, 2007). This is necessary in providing knowledge, skills and training for the human resource and the mobilisation of a country's labour supply in contributing to the people's needs and the economy's needs. The Industrial relations of a country should be such that it influences the reward systems of industries positively. These include the labour laws, collective agreements and other welfare conditions that have positive effects on the development of the human resource development of the nation's human capital (Lundvall, 1996; Robbins, 2010).

Culture

Culture influences the performance of a person. An example is the Japanese work model, which influences their performances. The values of the Japanese employee affect her/his performance. A value shift in the direction of intrinsic work values from traditional extrinsic work values supports modern 'holistic' forms of organisation. Hofstede (1983), in a study used four dimensions of culture to map the work related values and the attitudes of fifty

(50) countries. The four dimensions were the Uncertainty Avoidance Index (UAI), which measures the extent to which society relies on norms and procedures to alleviate the unpredictability of future events.

The second dimension was the Masculinity versus Femininity (MFI) index. This captures the extent to which traditional male or female gender roles are dominant in the work values of a culture. The index ranges from a high score to a low score. Masculinity implies values or appreciates opportunities for high earnings, achieving status (i.e. deserved recognition and promotion) and having a challenging position. Femininity on the other hand reflects the relative importance attached to job security, living conditions and to an appreciation of mutually cooperative and amicable work relations.

Individualism versus Collectivism is the third dimension mentioned by Hofstede (1984; 1991). Individualistic cultural values portray loose ties with little sense of mutual obligation. The employee has work autonomy and can be innovative and choose his/her work method, to perform a challenging work and to have time for personal activities. Collectivism on the other hand portrays strong ties with the high expectation of assisting and receiving help from others. The implication is that such an employee places high value on what the organisation provides in terms of the reward system, especially the training and physical working conditions.

The final dimension is high power versus low power. The power culture depicts the expectation of society that power should be shared equally. People who perceive equality regardless of status, wealth or power and the decentralisation of authority fall within the low power distance whereas people with focus on autocratic leadership culture and centralisation of authority and

see the distinction between the rich and poor fall along the high power culture distance. The introduction of the Ghana Poverty Reduction Strategy among others seeks to portray this paradigm of fair treatment in the distribution of resources and services. The above dimensions are worth looking at when it comes to the different work cultures influencing performance. All the above information will assist the researcher during the fieldwork and analysis process.

Perception

The value of the reward system to an employee depends directly on her perception of its worth. Consequently, that will influence the teacher's performance. In making decisions, individual or group perceptions of certain issues are pertinent in giving meaning to their interpretations. What one perceives of a person, an object and an organisation may differ from another individual or group's perception. The Attribution theory has been developed to explain the different ways individuals judge other people (Kelly, 1972). Making judgments about others positively or negatively depends on three factors, distinctiveness, consensus and consistency (Kelly, 1972, Robbins, 2005).

Kelly further explains that an individual may display different behaviour in different situations, depending on its state being usual or attributed as internally influenced or unusual and attributed as externally influenced. This is referred to as distinctiveness. On the other hand, if all employees respond in the same way when faced with a similar situation, their behaviour shows high consensus. However, from the attribution perspective, if

all employees respond in the same way, that is if consensus is high, then it is seen as an external attribution to the employees' behaviour. But if some employees' behaviour differs in response to that situation the conclusion is that there is an internal attribution to the behaviour exhibited, that is low consensus.

Finally, if the behaviour of the employee is consistent then the judgement on such an individual could be interpreted. Nevertheless, there could be errors and biases in judging the behaviour of individuals using internal or external attribution. For organisational goals to be achieved and employees to perform, their perception of the work situation becomes the basis for performance. The employer should assess how employees perceive their jobs and perform tasks and reward them accordingly.

However, since perceptions differ, when issues are tackled effectively whether in favourable or unfavourable work environment and considering gender differences, culture and other factors already mentioned in the discussions, the employee responds accordingly (Shea, 2002; Nolen-Hoeksema, 2003). Lack of expected reward allocations like promotion opportunities, staff training and development programmes, and dissatisfaction with the working conditions and management systems influence the judgement of the employee's behaviour. As a result, the employee's perception of his/her environment produces reactions in the forms of lateness, absenteeism and finally attrition. The next section presents an overview of the Ghana Education Service in relation to the existing reward systems.

The reward systems of the Ghana Education Service

Asynopsis of the reward systems in theGhana Education Service from pre independence period; from the Missionary through the Colonial to the post – independence era will present the Ghana Education Service as the ideal unit of analysis for the study and support the conceptual framework of the thesis for empirical research. The background and administrative structures, unions and change initiatives in the Ghana Education Service are all examined and linked to the reward systems. The Ghana Education Service is examined beginning with the introduction of education in the country.

Overview of education

Formal western education started with the advent of the Europeans and became more established and preferred to the informal traditional education. Informal education was based mainly on the training not acquired in a classroom with books, but through apprenticeship under mentors (McWilliam & Kwamena-Poh, 1978). The Ghanaian child was trained in a trade or vocation and had moral training as well. The child was trained and prepared for adulthood as an asset to the community (Mensah, 1998). Although, this form of education exists, most of it is now more organised under the non-formal education unit under the Ministry of Education and other skilled training centres and workshops.

The schools started by the early European traders were held in the castles where they resided and were managed by them. The schools were attended by the children of local converts, mulatto children of slaves and their masters as in the case of Philip Quaiocoe, James Bannerman and Reverend

Thomas Birch Freeman, and the children of local Kings and Chiefs like the Ashanti princes Owusu Ansah and Owusu Nkwantabisa (Graham, 1975; Odamten, 1978; Wolfson, 1958). The rewards for these Europeans for teaching the children were diverse. These included gold, farm produce, slaves, local traders, more converts, good interpreters and land. The Europeans also enjoyed recognition and as a result interfered in the administration and decision making of the people. The children produced as a result of genuine relationships between the Europeans and African women, and rape of the indigenes created an avenue for more formal schools to be set up. The progeny of the union among the Europeans and indigenes had to be formally educated.

Gradually the 'Castle and Fort Schools' became inadequate for the people to access them as just a few of the converts and the African people could attend the schools to attain formal education. The Chiefs and Missionaries needed accountants, lay preachers and other administrative staff to assist in the administration of their communities. They realised the need to build the capacity of their children and people and gave out their houses and lands for that purpose. Furthermore the children of the chiefs and other wealthy traders and scholars were sent abroad to further their education and those from the average homes who could not afford the expenses of studying abroad had to do with not advancing their education. Chiefs including King Ghartey IV of Winneba, Nana Yaw Darkwa I of Tafo, near Kumasi, Nana Kwamina Ansah and King Acquaaah from the Central Region donated land towards the construction of schools.

The 'elites' and wealthy traders who contributed land and houses towards the promotion of formal education in the country include Messers

Grant, Sey, Ackah and Mensah Sarbah. To widen the scope for the Africans to obtain formal education the missionaries and traders who managed the schools moved out of the forts and castles and built schools within the communities where their churches were. These schools came to be known as the Missionary schools. These included the Wesleyan Methodist Mission schools, Basel Mission schools, Anglican, Bremen and Roman Catholic Mission schools.

There was the need to employ teachers and assistant teachers to assist in the teaching of the children, as the mission schools' enrolment increased. With an increase in the numbers, more classrooms were created and more teachers required and obviously they needed to be employed. The reward system during this era was not formal as records could now be kept. Earlier, the missionaries taught without receiving salaries or pay, though they had intrinsic rewards but gradually with the increase in the number of teachers and pupils there was the need to pay the teachers. Grants were sent from the Missions abroad to their missions in Africa for preachers, teachers and other church workers to be paid as the main source of sponsoring the reward system (Foster, 1965; Mensah, 1998). Teachers went on study leave with pay at Richmond College, Sierra Leone and abroad where their wives were paid salaries or given allowances and were re-engaged when they resumed duty. Others were given accommodation and those who performed were rewarded by the church and community. The teachers were respected and some played roles as interpreters, administrators for the chiefs, traders and missionaries.

The reward system was managed by its benefactors till there came the need for change in the system due to change in the behaviour of teachers in the area of marriage and social development, for improved salaries and

accommodation, towards societal recognition and better conditions of service. That those affected were not only teachers but other workers questioned the reward system. In 1903, four teaching assistants had to share twenty two shillings as salary and other teachers also were not paid any better salaries (Graham, 1976). It led to agitation in the schools as teachers and their assistants asked for better rewards till endowment funds were set up by the management of the missions, especially, the Methodist Church established churches to help make the salaries better (Mensah, 1998).

Gradually when the British took over the administration of the Gold Coast, government schools were established to meet the educational needs of the African people. These schools had to be managed by officials and be under a ministry for efficiency and for the basic needs of these schools to be met strategically by the government. Departments where the Governors could not effectively control were created as ministries and designated Ministers appointed to manage them. The ministers then were in charge of promoting the welfare of staff they worked with.

From few schools at the 'Castle Schools' then to the missionary schools and to the government schools, the increased schools led to the creation of the education ministry (Graham, 1976; Hilliard, 1974). There was a wide variation in the educational system in terms of curriculum and management of the schools. This prompted the authorities to draw up plans in 1882 to guide and standardize educational development in the country. As a result, the proposed targets for the development of education were set in 1918 by Sir Hugh Clifford, (Graham, 1976; Nkrumah, 1967). This system of drawing up plans for the development of education has continued to date and

is used for education reforms. The 1918 Plan for the development of education during pre-independence included the following:

- Primary education for every African boy and girl;
- A Training College for teachers in every province;
- Improved salaries for teachers; and
- A Royal College

To improve access to education during the colonial era, a separate department of education was created to take charge of education including the inspector of schools and later the Director of education. The Prince of Wales College now Achimota was established in 1927 to add to the few existing senior high schools including Mfantsipim and Wesley Girls High Schools as of the part of the 1918 plan (Hilliard, 1974). Even after the end of the British colonial rule and the independence of Ghana on 6th March, 1957 the education ministry existed and served the new government under Dr. Kwame Nkrumah, Prime Minister and later President of the First Republic. Post-independence education was given additional improvement by the Nkrumah Government (Abosi & Brookman-Amisshah, 1992; Graham, 1975).

Nkrumah saw education as the key to national development and introduced the policy of education for all. Basic education was made free and compulsory by the Education Act, 1961 (Act 87) which made education compulsory and free (Graham, 1976; Nkrumah, 1967). There were free textbooks for all students and local education authorities were created and charged with the responsibility for buildings, equipment and maintenance for primary schools (McWilliam & Poh, 1978). Some teachers were sent abroad

to study and return to take over the positions in the secondary schools and education offices in the country (Antwi, 1992; McWilliam & Poh, 1978).

The Education ministry has been promulgating the education policies of successive governments through reform programmes and plans; including the Accelerated Development Plan of 1951 through to the Education Reforms of 1994, 2004 and beyond passing through other organisations and agencies established under the education ministry to implement these policies.

These implementing organisations and agencies including the Education (Teaching) Service assist the Ministry to implement national goals and have their individual reward systems in place. The organisations and agencies include the Non-Formal Education and literacy division, National Archives, Ghana Teaching Service (later the Ghana Education Service), West Africa Examination Council, Ghana Library Board, and the National Scholarship Secretariat. Others are the National Service Scheme and the National Sports Council. Later other organisations and agencies were created including National Council for Tertiary Education. These agencies support the Ministry in the development of education. For the sake of this study, the Ghana Education Service is discussed in the next section.

The Ghana Education Service (GES)

The Ghana Education Service plays a major role in the implementation of education policies at the pre-tertiary level of education. It metamorphosed into the Ghana Education Service by an amendment judgment (NRCD, 247) in 1975 from the Ghana Teaching Service (GES, 1979; MOE, 1995). The education policies at the pre-tertiary level included quality education, the

promotion of access to education (both pre-tertiary and tertiary) and education materials, motivation of students and teachers. The Ghana Education Service therefore is mandated to motivate teachers and other education staff under it to perform. The Ghana Education Service has a reward system that is both intrinsic and extrinsic in nature.

The Ghana Education Service headquarters is located in Accra, the capital city of Ghana. Apart from the headquarters, there are regional offices in the ten regions of Ghana. The population of Ghana in 2000 was approximately 21,000,000 and 65 percent of the population still live in the rural areas within the districts in regions. There are Ghana Education Service offices scattered in the 238 districts in all the 10 regions of Ghana to meet the developmental needs of the populace. The Ghana Education Service schools are in these districts, which are of Metropolitan, Municipal or District status.

Organisational Structure of the Ghana Education Service

The managing body of the Ghana Education Service is the Ghana Education Service Council, which is accountable to the Ministry of Education. It has a chairman, secretary and ten other members who are appointed by the government. The Council plays legislative, executive and civil roles in ensuring efficient performance of the Ghana Education Service in pursuance of its organisational goals. The Chief Executive Officer of the Service is the Director-General assisted by two deputies, academic and administration, and the ten divisional directors at headquarters in Accra, the capital town of Ghana.

Administration at the national level

The Ghana Education Service implements its policies through its directorates at the national, regional, district and circuit levels. Directors head the departments/divisions at the national level. The divisions include Basic level; Second cycle schools; Technical, Agriculture and Vocational; Special Education; Human Resource Management and Development; Research, Planning, Monitoring and Data Collection; Curriculum Research and Development Division (CRDD); Procurement and Logistics; Finance and Administration and Teacher Education division (DEPT Manual, 1998). The Director-General liaises with the Minister of Education on the education policies and s/he in turn implements these policies with all stakeholders of education at all the regions. All Directors at the headquarters level are appointed due to long service and for finding themselves in positions at that level. For instance a teacher who is promoted to assist an officer at the headquarters could with time take over from that officer.

Regional level Administration

At the regional level, Deputy and Assistant Directors also assist the Regional Director to implement the policies. These Deputy and Assistant Directors represent the main departments at the national level. The District Directors in turn carry out the implementation process at the district levels with the Circuit Supervisors, the four frontline Deputy and Assistant Directors representing supervision and management of teaching and learning, human resource management and development, finance and administration, and research, monitoring and planning. Other stakeholders in education including

non-governmental organisations (NGOs), other corporate organisations, parent-teacher associations, community leaders, school management committee (SMCs) members at the basic levels and school board (SBs) members at the senior high school levels assist in the management for effective supervision of the schools.

Administration at the District level of the Ghana Education Service

At the district level, which is the context of this study, the District Director, who is the head of the district, is assisted by a Principal Accountant, Principal Internal Auditor and four Assistant Directors referred to as the four frontline “ADs” responsible for the following departments:

- administration, budget and financial control,
- planning, monitoring and data collection, research and records,
- human resource management and development,
- supervision and management of teaching and learning, and

guidance and counselling (GES, 2005; GES, 2010; GES, 2013).

The above officers in the Metropolitan/Municipal/District Education Offices are in turn assisted by other Assistant Directors/Principal Superintendents (teaching staff) and non-teaching staff in the institutions who are also selected by the same criteria. At the district/municipal/metropolitan level teachers only promoted to the rank of Principal Superintendent and above are permitted to work at the District/Municipal/Metropolitan Education offices. One has to be in the Ghana Education Service for a long time before promotion to the grade of Principal Superintendent and Assistant Director. The Principal Superintendents and Assistant Directors are in turn assisted by.

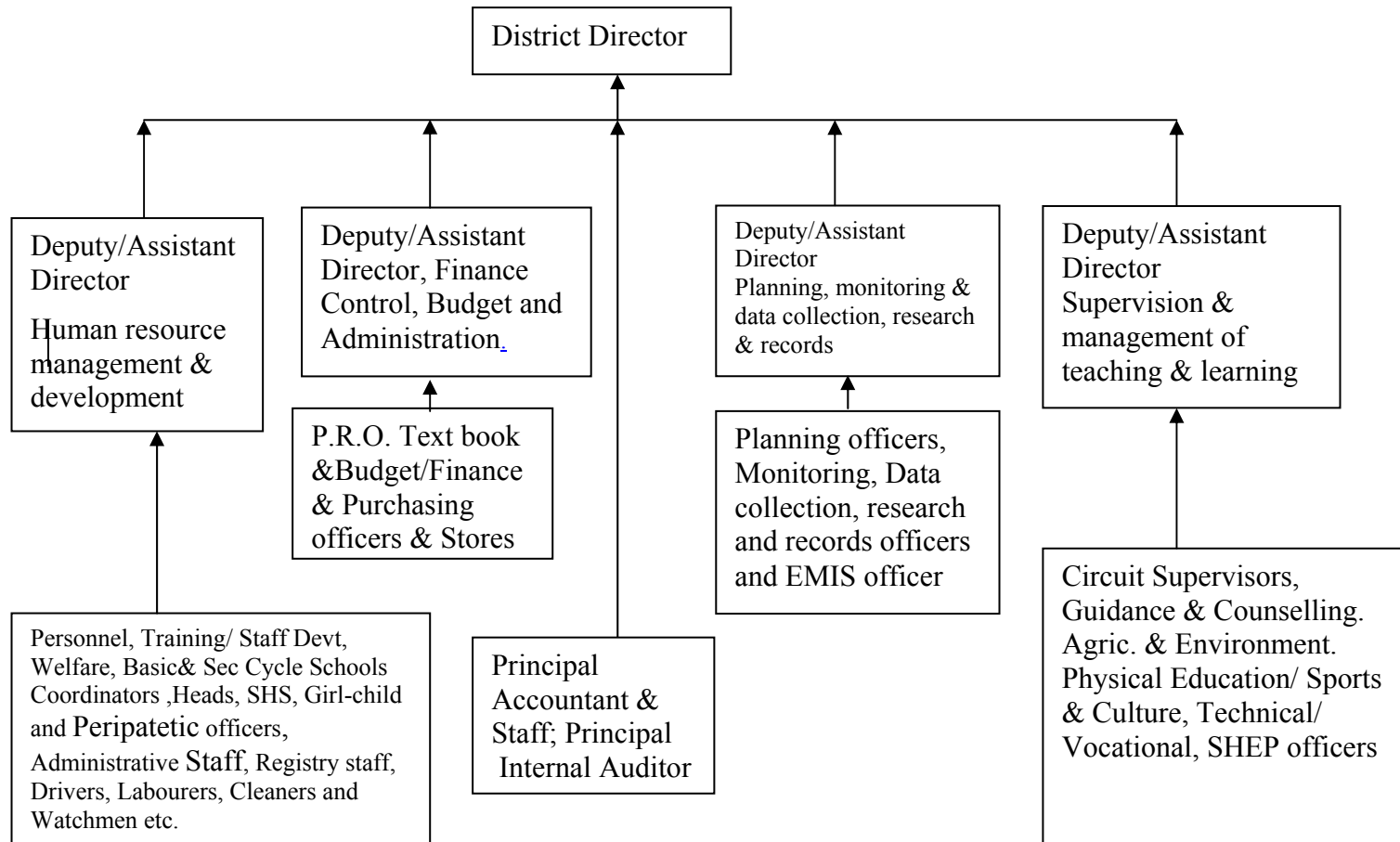


Figure 2: Organisational chart of the Ghana Education Service

Source: Ghana Education Service (2011).

other employees to complement the work at the districts (GES, 2010). The other employees are non-teaching staff in the offices who also perform administrative, accounting, security and other services

The organisational chart of the Sekondi-Takoradi Metropolitan Education Office represents the general District/Municipal/Metropolitan administrative machinery of the Ghana Education Service in Figure 2. The Heads of the senior high schools also report to the District and Regional offices for effective monitoring and supervision of their schools. As managers of their schools they manage their assistant heads and heads of departments as well as their students, teaching and the non-teaching staff. The Ghana Education Service staff structure with the Director as Chief Executive Officer is shown in Figure 6.

There are other teaching personnel in charge of unit schools who are referred to as the unit heads/managers of Educational Unit schools. These include the mission and Armed forces schools. The Regional Manager of Methodist schools for example liaises with the District and Regional Ghana Education Service offices for effective administration of the Methodist schools. There is also a unit for private schools, where an officer attached to the Inspectorate division of the Ghana Education Service oversees the registration, administration and welfare of both the staff and students of the schools in the educational unit.

At the school level, heads of Assistant Directors' grade supervise teachers of Principal, Senior Superintendents and Assistant Superintendents grades. Heads supervise pupil teachers and other workers in the institutions and offices in charge of the different units in the various basic and second cycle

institutions. At the basic level, there are pre-school, primary and junior high teachers. Subsequently there are senior high school teachers and technical/vocational instructors at the second cycle level. Some of the teaching personnel perform administrative and accounting duties as a result of their background experience and skills alongside their colleague non-teaching employees (i.e. bursars, accountants, auditors, etc.).

The Ghana Education Service workforce at the national level is very large, 215,000, with a number of strata (GES, 2004). These include trained and untrained personnel, teaching and non-teaching staff in the rural and urban areas, kindergarten/preschool, primary, technical and vocational, junior and senior high school teachers and Directors at the District, Municipal, Metro and Regional offices; Divisional Directors and officers at the Headquarters in Accra. All these together make up the Ghana Education Service workforce. The Ghana Education Service workforce in the Western Region is 17,533 (GES, 2004). The large workforce in the Region could easily exhibit and infer the behaviours of the Ghana Education staff across the nation.

There are 15,800 teaching personnel out of the 17,533 Ghana Education Service staff in the Western Region (GES, 2005). The other remaining personnel are made up of non-teaching personnel that include administrators, accountants and auditors, clerical and accounting staff. Others include the catering and technical staff, the security and driving staff, the cleaners, labourers and other supporting staff. The Ghana Education Service staff, teaching and non-teaching are recruited in all 238 districts of the 10 regions; including Sekondi-Takoradi Metropolitan Assembly (STMA) for the urban district and the Ahanta West District (AWD) representing the rural categories.

For effective supervision the districts are sub-divided into circuits. The Circuit Supervisors have offices in both the circuits and at the district office. The reward system of the Ghana Education Service apart from salaries and accommodation as existed in the early education systems includes long service promotions which were not only for movement from one grade to another but from the classroom to the office at all levels of administration in the Ghana Education Service.

In the light of the discussion on the benefits the teacher gets for long service, it was prudent for one to look at the levels of administration in the Ghana Education Service. From 1975 when the Ghana Education Service was established to date, teachers have mainly been promoted based on seniority and long service. Teachers and other educational workers enjoyed this reward. It was so even when it came to the appointment of Education Managers or Directors up to the grade of the Director – General.

Other stakeholders in Education

Other stakeholders in education include the Parent Teacher Associations (PTAs), School Management Committees (SMCs), School Boards (SBs) and the District Education Planning Teams (DEPTs), District Education Oversight Committees (DEOCs) and other Education Sub-Committees at the various Metropolitan, Municipal and District Assemblies. All these stakeholders assist in the supervision of the schools, planning of the schools and in financial and material assistance. These stakeholders are interested in the motivation of the teachers.

The School Management Committees and the School Boards are governed by a Constitution under the Ghana Education Act of 1994. This was a directive in the country's 1992 Constitution. The School Management Committee consists of the Metropolitan, Municipal or District Chief Executive or his/her representative from the Metropolitan or District Assembly, usually the Assemblyman of the area, the chairman of the Parent Teacher Association of the school in question and the chief of the town or village where the school is situated or his/her representative. Others include an old student of the school and a representative from the unit school (Mission or Services). Others are the Head of the school and the Metropolitan or District Director of Education or his/her representative normally the Circuit Supervisor. The Unit Committee member of the area representing grassroots participation in decision making is also a member.

The same is replicated at the second cycle level but this time it is either the Regional Director of Education or his/her representative and the Metropolitan, Municipal or District Director of Education being part of the School Board. Others included two old students, one representative each from the teaching and non-teaching staff. All the above agencies at the pre-tertiary level are monitored by the District Education Oversight Committees which includes the Directors of Ministries and Departments such as Health, Agriculture, Sports and Lands who collaborate with the Ghana Education Service. The District Education Planning Teams on the other hand monitor and ensure the needs of the school are met for effective teaching and learning. The other Education-Sub Committees help to promote quality in the schools and the welfare of both the teachers and the students.

The calibre of people who make up the committees portrays their willingness to support teacher motivation and rewards. In their contribution to motivate the teachers to perform, some of the above committees have instituted awards, credit facilities, in-service training and even arranged for accommodation for teachers (Graham, 1976; Foster, 1976; Mensah, 1998; GES, 2002). Traditional rulers, District assemblies, missions and philanthropists have acquired land for school expansion, furniture and other educational resource. The stakeholders also ensured that resources needed at the schools for effective teaching and learning to take place during the academic year is supplied and available in the schools.

Other stakeholders who participate in education delivery include Non-Governmental Organisations (NGOs), Corporate Institutions like Banks, Industry, Exporters and Foreign Donors or Development Partners. The foreign stakeholders or Donor countries support and promote the welfare of the teachers in diverse ways. This is done in the area of capacity building of teachers through in-service training locally and externally as scholarships to teachers to further their studies abroad, in Japan, United Kingdom, United States of America and Canada. These local workshops and seminars are organised for teachers by the United States Agency for International Development (USAID) and Department for International Development (DFID). Other local workshops and seminars are held for teachers and students by the Japan International Cooperation Agency (JICA) and United Nations Education Science and Cultural Organisation (UNESCO), Canadian International Development Agency (CIDA) and the Canadian teachers' federation.

Science, Vocational and Technical centres have been set up and equipped. Some of these centres include the Takoradi Technical Centre and Ghana Secondary Technical School (both science and technical), Accra Technical Training Centre and Presbyterian Boys School (technical and science). Other schools including teachers and students receive teaching and learning materials and even teachers accommodation in the deprived areas from donors including World Vision International and Care International.

Trade Union involvement in Ghana Education Service teacher welfare

Currently three main unions promote the welfare of staff of the Ghana Education Service. These are the Ghana National Association of Teachers (GNAT), National Association of Graduate Teachers (NAGRAT) and Teachers and Education Workers Union of Ghana (TEWU). All three associations have made strides in promoting teachers' welfare and continue to do so to date. In the next section these associations are discussed. The first to be discussed is the Ghana National Association of Teachers, followed by the National Association of Graduate Teachers and Teachers and Education Workers Union.

Ghana National Association of Teachers (GNAT)

Historically, the Government Schools Teachers' Association started in 1925 and later became the National Union of Teachers, when teachers in the pre-tertiary educational institutions came together to fight a common cause in defending and promoting their interests and rights. The teachers came together and organised themselves as a result of the Government's proposal to cut down teachers in Assisted Schools' salaries by 29 percent. Their representatives

came together to petition to Government and in 1932 the success of this petition to Government on the cut in teachers' salaries led to the formation of the Assisted School Teachers Union (later known as the Gold Coast Teachers Union). Gold Coast Teachers Union was formally recognised by Government as a teachers' union in 1944 and assisted by a £200 grant annually.

In 1956, the two existing bodies, namely, the Gold Coast Teachers Union and the National Union of Teachers, merged and became known as the Gold Coast Teachers Union. Between 1958 and 1962, the Association went through a number of stages till finally on 14 July, 1962 Ghana National Association of Teachers was formed. Ghana National Association of Teachers comprised a number of associations including Elementary School Teachers Association, Association of Secondary School Teachers, Association of Teachers of Technical Institutions and Association of Training College Tutors.

In promoting the welfare of teachers to ensure quality performance, the Ghana National Association of Teachers was established under PNDC Law 309 as the exclusive bargaining agent representing teachers in pre-tertiary educational institutions. Ghana National Association of Teachers, from its humble beginnings as a union of mostly primary school teachers, has developed today to embrace the majority of teachers in both the public and private basic and second cycle educational institutions and with estimated membership strength of over 150,000 teachers.

Some of the achievements the Ghana National Association of Teachers since its inception include:

- amalgamating about 90 percent of teachers and administrators into a single union in public educational institutions;

- establishment of the Ghana Teaching Service in 1974 and later Ghana Education Service in 1976;
- promotion for all grades of qualified teachers under a unified Scheme of Service;
- granting of study leave facilities to qualified teachers and re-introduction of allowances to teacher trainees;
- placement of teachers on the Ghana Universal Salary Structure;
- handling of legal services of personal cases of teachers arising out of Conditions of Service;
- establishment of a Teachers' Fund to assist teachers financially and the creation of a Credit Mall where teachers can do a one stop shopping including household electric appliances, provisions etc.;
- construction of GNAT hostels in the Regional capitals to assist teachers who travel out of their station to pursue courses or perform other duties and social activities to obtain places to lodge.
- Collaborating with Government to establish the Best Teacher Awards in 1995.

Despite the above achievements by the Ghana National Association of Teachers, there were challenges the Association faced. Issues of corruption, discrimination, harassment including sexual harassment and distrust militated against the Union (GNAT, 2005; NAGRAT, 2014). As a human institution it could not satisfy all its members. As a result of this dissatisfaction, the front of the teachers union broke in 1996 and the National Association of Graduate

Teachers (NAGRAT) was formed (NAGRAT, 1998). Negotiations between Ghana National Association of Teachers, National Association of Graduate Teachers and their employers (Ghana Education Service Council) on one side, and the government of Ghana on the other side have led to some changes in the conditions of service of the teacher (GNAT, 2007).

National Association of Graduate Teachers (NAGRAT)

The National Association of Graduate Teachers (NAGRAT) was formed in 1998. The National Association of Graduate Teachers has offices in all the ten regions in the country and like the other unions have desks in the districts. It came into existence when a group of graduate teachers in the second cycle educational establishments in the Central Region of Ghana concluded that Ghana National Association of Teachers full of teachers could not satisfy the welfare needs of graduate teachers. This was as a result of negligence of their higher academic qualifications and the out-of-date way of promoting teachers; promotion was only based on the number of years spent in the teaching field - experience - without taking cognizance of other factors including academic achievements and exposure (NAGRAT, 2004).

The National Association of Graduate Teachers also was not happy about the retirement benefits its teachers were entitled to at the end of their service. It has been a daunting task for them as they did not have any bargaining power to negotiate on behalf of members. They realised the need to assist teachers from the second cycle schools to be motivated and satisfied to perform. They agitated continuously and when they realised their demands

were not being met, they broke away from the Ghana National Association of Teachers in 1998.

Ever since the coming into existence of National Association of Graduate Teachers, the association has been the mouth piece of most of the graduate teachers in the Ghana Education Service. The association's concerns have been in the form of dialogue, strikes and petitions. The presence of the National Association of Graduate Teachers as a pressure group has put Ghana National Association of Teachers on its toes. Establishing the association has not been without challenges especially as National Association of Graduate Teachers does not have a bargaining power. The association has applied and the due procedure has commenced but their proposals are yet to be honoured. In spite of this, National Association of Graduate Teachers has also made some successes. These achievements include

- Placing all graduate teachers on the right salary scale proposed to Government
- Forming a formidable association for graduate teachers and fighting for their courses
- As a watch dog keeping Ghana National Association of Teacher on its toes
- Seeing to the social, economic, pension, promotion and development needs of their members.

Teachers and Education Workers Union of Ghana (TEWU)

The Teachers and Education Workers Union (TEWU) is another union for teachers and workers in the Ghana Education Service. Teachers and Education Workers Union represents teachers in education institutions and all non – teaching staff of all educational institutions in the country. Teachers and Education Workers Union of Ghana was formed in July 1958 when three unions joined to form a strong union to press home their demands. The three unions included the Ghana Union of Teachers (GUT), Federation of Ghana Teachers Association (FGTA) and the University of Ghana Workers Union (UGWU). Teachers and Education Workers Union comprises junior staff of the universities and polytechnics, and other workers under the Ministry of Education.

As the recognised mouthpiece of the teachers and education workers in both the Ghana Education Service and other educational establishments, the union has agitated for the needs of its members. Teachers and Education Workers Union has promoted the course of its members. The union holds the bargaining certificate for members in both public and private institutions in the Education industry. The union has some challenges managing the affairs of their members but despite these challenges they have made some achievements to promote the welfare of their members. These include

- Acquiring a bargaining power for promoting members welfare
- Ensuring all members from the cleaner to the highest rank are placed on the Ghana Universal Salary Scheme now Single Spine Salary Scheme
- Negotiations regarding conditions of service of its members
- Promoting the social, economic, retirement, promotions and

development needs of its members.

All three associations and union have played complementary roles over the years in negotiations and consultations regarding the salaries and conditions of service and the welfare of teachers and non-teaching staff of the Ghana Education Service and the Ministry of Education. They work together with other unions and associations in the tertiary institution under the Trade Unions Congress of Ghana to press forward the demands of their members.

Efforts to promote the welfare of teachers have come with a number of challenges. Disappointed teachers not satisfied with the outcome of issues have looked for alternatives including strikes and pushing their union to negotiations on their behalf, (GES, 2012). These negotiations have been short-lived with little impact and expectations of teachers have not been achieved. Teachers continue to leave the classroom on strike demanding better conditions; others absent themselves unpredictably from classes; teachers leave for better jobs or even travel abroad for greener pastures.

The poor conditions in the country led to a large scale exodus of qualified teachers to South Africa, United Kingdom, United States of America, Kuwait and Nigeria when the new found oil wealth was funding a rapid expansion of education. The attrition rates of some African countries in 2005 including Chad were (5%), Benin (5%), Tanzania (5%) and Malawi (10%). For the attrition rate of teachers in Ghana to improve, the real problems of the teachers should be identified and the right strategies for solution put in place. This will improve teachers' welfare.

Reward system and performance indicators in the Ghana Education Service

The Ghana Education Service has a reward package for all its workers including both teaching and non-teaching staff. The reward package is made up of both tangible and intangible rewards. These tangible rewards are mainly based on seniority and experience and interview sessions and manifest themselves as promotions, salaries and accommodation. The intangible rewards include recognition and staff development. Normally, after training college, the teacher trainee qualifies as a teacher and is referred to as a diploma teacher, the teacher spends at least six years on the job before he/she is promoted and the promotion is a reward. Other rewards include the pension scheme, fringe benefits including car maintenance allowance for teachers who have cars and teachers' bungalows.

The reward system for teachers since the Missionary period through the Colonial, Independence and to date has seen a number of interventions aimed at improving it. It has supposedly moved for the better. These interventions were done in a gradual way to ensure the teacher is satisfied in the long run to perform. This is seen in the salary history of the Ghana Education Service where salaries increase as a result of long service and seniority in the Ghana Education Service, and not your academic background.

Teachers were respected notwithstanding their low salaries, recognition of teachers as interpreters and secretaries to some local rulers served as motivation (Abosi & Brookman-Amisshah, 1992; Antwi, 1992; Bame, 1991; Graham, 1979). Other non-teaching staff also enjoyed long service rewards. These rewards were presented to teachers based on certain performance

indicators set by the Ghana Education Service. The performance indicators of the Ghana Education Service include:

- being punctual and regular to work,
- knowledge of subject matter and teaching methods and applying them during teaching,
- preparation and use of scheme of work, understanding and the application of recommended syllabuses.
- teacher's relationship with the students, parents, colleague teachers, the community and the opinion leaders, education officers and other officials both government and private.
- involvement of teachers in extra-curricular activities and teachers who are innovative and creative.
- teachers should be moralists and trustworthy, fair and kind and
- teachers who are role models in the society (GES, 2011).

This study examines the extent of correlation between performance and the reward system of the Ghana Education Service. The assumption is that these indicators guide the judgement of evaluators when it comes to rewarding performance (Billingsley, 2002; GES, 2004). The change in the reward system from pre to post independence periods has been effected through a number of reforms and interventions.

Change initiatives

A number of change initiatives have taken place to bring about quality teaching and learning in the country. The change initiatives that have taken place in the Ghana Education Service date as far back as the Colonial era

including Education plans including the Poll tax ordinance of 1852, education reforms of 1882 and 1918. Other education reforms were the Accelerated Development Plan of 1951 before independence and after independence the Educational reforms of 1961.

The Ghana education system was in a state of crisis and standards in education were falling prompting several commissions of inquiry including the Dzobo education review committee to be set up. Between 1976 and 1983 poor conditions in the country led to the exodus of qualified teachers to Nigeria for better working conditions (GES, 2004; World Bank, 2004). Apart from disruptions by military coups, the Ghana Education Service was challenged with the following:

- drastic reduction in government financing,
- lack of educational materials,
- deterioration of educational infrastructure,
- increase encroachment of school land
- lack of community participation in school development and
- low enrolment levels and high dropout rates.

As a result of the state of the economy, the education sector budget as a share of Gross Domestic Product, declined from 6.4 to 1.4 percent (World Bank, 2004). After the 1974 education review, the 1987 educational reform introduced. The 1993, 2002, 2007 and 2011 reviews were to improve the state of education in the country. These educational reforms include the following:

1. free enrolment of all children of school going age
2. decentralisation of decision making
3. reduction of the education period from 19 to 16 years

4. increase in access to education; for the girl-child and the vulnerable in the society
5. improvement of infrastructure and furniture development
6. updating and upgrading of personnel of the Ghana Education Service
7. participation of the community in the management of education
8. motivation of teachers
9. establishment of a model second cycle institution in every district
10. promotion of reading in schools and creation of library corners in schools (GES, 1994; 2008).

These initiatives have come along with a number of interventions like the Free Compulsory Universal Basic Education (fCUBE), Basic Education Schools Improvement Plan (BESIP), Whole School Development Project (WSDP)-DFID, Best Teacher Awards, School Feeding Programme, USAID initiated education projects-QUIPS, Community Schools Alliance (CSA), Danish International Development Agency (DANIDA), Action Aid on School Health Education Programme and World Vision International supply of school materials. Japan International Cooperation Agency (JICA) from Japan supported with technical exchange programmes for science and mathematics teachers and many others. The Ghana Education Trust Fund - GET Fund, Capitation Grant and School Feeding Programmes are in place to promote quality education (World Bank, 2004; GES, 2006).

The National Best Teacher Awards Scheme inaugurated in 1995 as collaboration between Ghana National Association of Teachers and the

Government has metamorphosed into the National Best Teachers and Workers Awards. It is now collaboration among Ghana National Association of Teachers, Teachers and Education Workers Union, National Association of Graduate Teachers and Coalition Concerned Teachers and the Government.

The Award which started with a handshake to deserving teachers using the performance indicators as determinant is now awarded with a house for the overall national best teacher and other prizes. Cars, personal computers and accessories, home appliances, motor bikes, scholarships and hardware to a range of teachers and workers from the Districts, Regions and National level. The teacher is in the middle of these reforms and the one to effect these changes expected by them is the Ghana Education Service and the other stakeholders in education. This cannot be done if they are in favour of the rewards systems of the Service available and this attitude of some of the stakeholders has affected the performance of the teachers (Bame, 1991; GES, 2005; SEIA, 2007; World Bank, 2004). The next section discusses the theoretical and conceptual frameworks of the study. The theoretical and conceptual frameworks will assist and guide the researcher during the empirical study of the problem stated for investigation; alongside the research questions and literature review. The combination of the frameworks and the above enhance the analysis of the results of the study and the recommended solutions to the problem in the Ghana Education Service disseminated.

The theoretical and conceptual frameworks

The works reviewed above provide the theoretical orientation and the conceptual basis for the study. Specifically, Lawler's expectancy theory on

rewards and performance of individuals or groups together with other relevant theories are adapted for this study. According to the model in Figure 3, behaviour depends on the outcomes that an employee values personally, and the expectations that a particular type of behaviour leads to the outcomes being valued (Maud, 2001). Deriving from this assumption, Casio (1992) posits a general model of behavioural outcomes resulting in rewards which is depicted in a diagrammatic form by Lawler in Figure 3.

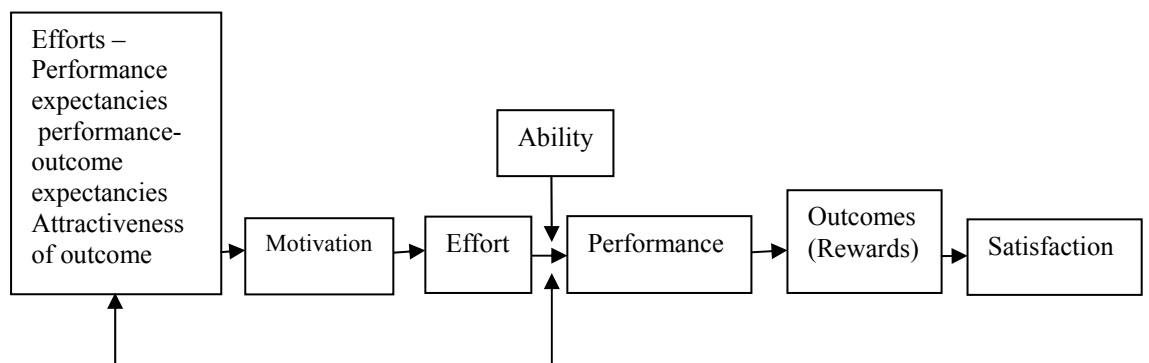


Figure 3: Effects of performance on rewards

Source: Lawler, 1989

According to Lawler’s model, the motivated employee is forced to put in more effort to perform. The effort made to perform depends on the ability, skills, and training of the employee. The employee if not highly trained may not be recruited or promoted. This situation could help the organisation hire qualified personnel; on the other hand it could scare off other employees though not highly skilled whose services may be needed.

Improved performance then leads to outcomes (rewards) which may be extrinsic and intrinsic. As the performance reward process cycle occurs again and again the performing employee becomes satisfied. The Lawler model was

INPUTS LINKAGES OUTPUTS OUTCOMES →

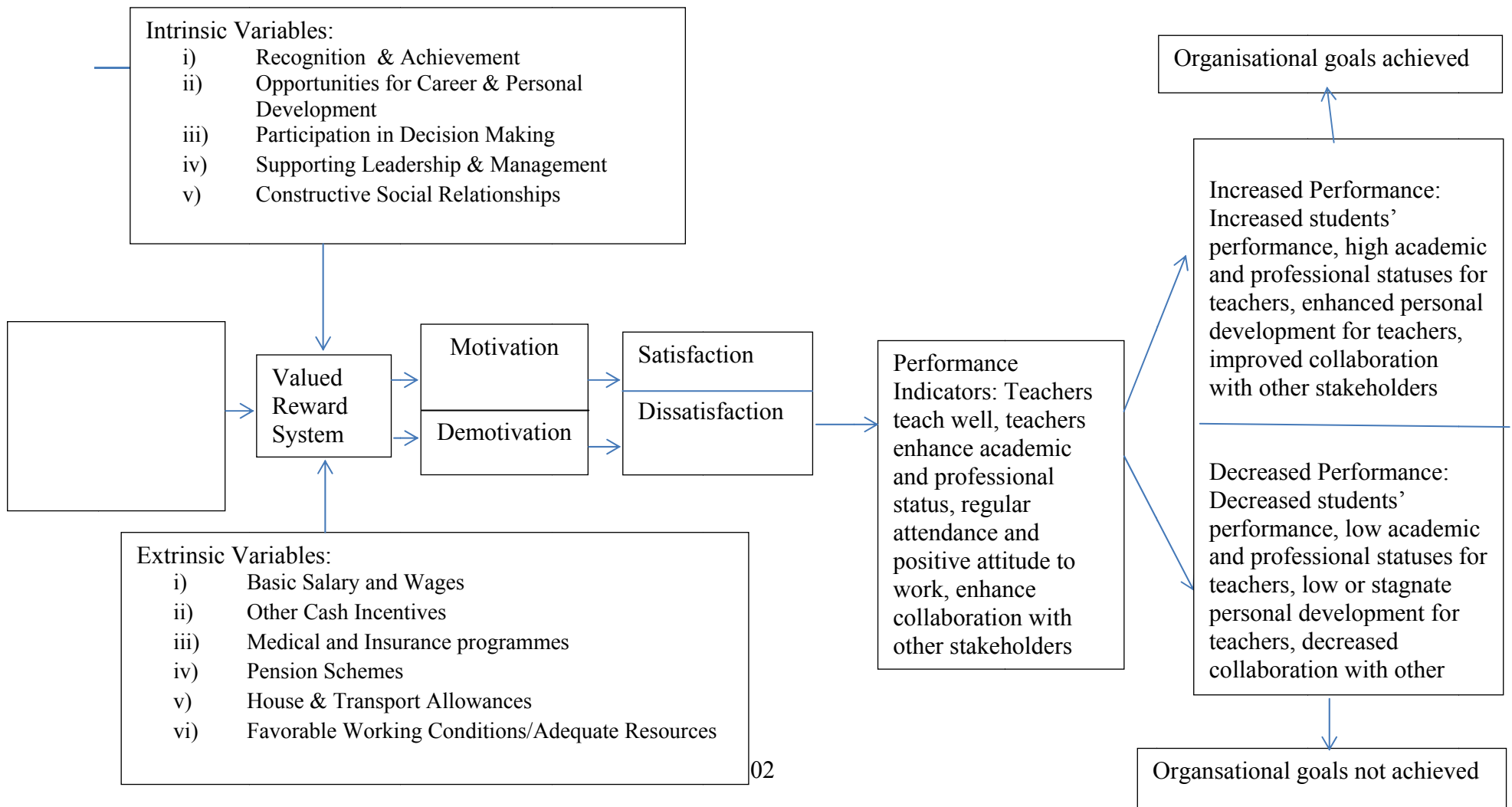


Figure 4: Reward Systems and Performance
Source: Adapted from Lawler, 1989

ideal when it was propounded in the 1980s by Lawler but in this era of the twenty first century, employees would want to see their reward here on earth before they perform, and this model may not be embraced by most employees. As a result there is the need to have a framework favourable to employees of recent times as shown on the conceptual framework in Figure 4.

The Lawler model suggests that performance leads to satisfaction rather than satisfaction being characterised as a cause of performance. If what is perceived to happen in future does not take place then the demotivated employee will not perform well. Changes have been made to the above model for the theoretical and conceptual framework of this study. The conceptual framework is illustrated and explained in Figure 4. The assumption is that if the employee perceives the reward system that is available as favourable, the motivated and satisfied employee will perform; all things being equal. The adapted theory and other theories suggest a reward – performance process. Rewards in the conceptual framework are inputs and not outcomes as in Lawler’s model (1989).

Motivation and satisfaction in the conceptual framework lead to performance. Here it is the effects of the reward system on performance and not otherwise. The framework has been designed on the review of literature, other existing reward models, theories and Lawler’s 1989 performance – reward model. Broadly, it attempts to portray how a valued reward system may motivate and satisfy a worker or teacher to perform to attain organisation goals referred to as policies. This is portrayed in the conceptual framework and further explained graphically in Figure 4. The conceptual framework shows a cyclical rewards-performance process. From the framework, the

reward system should include both extrinsic and intrinsic variables. Intrinsic variables are namely recognition and achievement, opportunities for career and personal development, participation in decision-making, increased responsibility and innovation, supportive leadership and management and constructive social relationship.

The extrinsic variables include basic salary and wages, other cash incentives, and services, medical and insurance programmes, pension schemes, house and transport allowances/schemes and favourable working conditions/adequate resources. These are the inputs the organisation invests in its human resource to achieve positive outcomes. The reward system should meet the perceived expectations and needs of the employee. If it does then the teacher will be motivated and satisfied to perform for the organisation goals to be achieved or vice versa. The linkage between “valued” reward system and performance are the antecedents of improved performance or low performance of employees and these are motivation and satisfaction.

The assumption is that based on the personal characteristics of the employee including culture and attitude, the reward system may lead to high performance or low performance. In view of this, a combination of facts and theories could lead to the design of a valued model that will promote employee performance in the organisation. The integration of features that generate the conditions of a reward system for high performance is the fundamental idea of the framework.

Revisiting the conceptual framework of the study

From the above discussion, for an employee to improve on performance to attain organisational goals, the needs and aspirations of that employee should be addressed. Schools can ill afford to lose teachers at this time of increased attention on student test scores and a demand from the public for accountability. The literature review in this chapter described the unique needs of junior and senior high school teachers in the Ghana Education Service and presented the methods and strategies for motivating and retaining them to perform.

The above motivational and satisfaction theories and models, a look at the Ghana Education Service and its reward systems and other theories and models bring out what should actually go into a valued reward system. A reward system should therefore have both intrinsic and extrinsic variables as mentioned above in the discussion. The employee should be satisfied when rewards are compared to colleagues within the organisation and outside the organisation.

The employee will as a result perform when perceived needs and aspirations are met. The organisation will find out through its indicators, which are used to measure the performance of the employees and subsequently that of the organisation. This foundation in the form of assumptions created by the above discussion will be more realistic when it is used in an empirical study. This is exactly what this study sets out to do. The above studies will also help in the understanding of comparisons on employee job and reward system among colleagues of the same job and benchmarking of external organisations for standards in relation to performance (Dennis, 1999;

London & Smither, 2002; Mathis & Jackson, 2000; Richardson, 1999; Robbins, 2005).

However, when employees' performance is low, which can be explained as a result of ineffective feedback mechanisms, the employer will have to look at the reward system again and redesign to suit the employee to perform for the success of the company taking into consideration the personal characteristics of the worker. Billingsley (2002) suggests to policy makers to facilitate the development of better working conditions, management support and professional development among others. This could be in the form of career development, other benefits or remuneration for the cycle to continue. If there is the need to draw the attention of the employee to that the performance indicators are shown to the employee during feedback/appraisal meetings.

Furthermore social relationships or employee-employee relationships and employee-employer relationships in organisations are important and influence performance of employees (Edwards, 2003; Seers, 1995). This could be part of the conditions for improved performance of employees and help in the success of an organisation.

Summary

The study was grounded in relevant theories regarding development, motivation, and reward systems; intrinsic and extrinsic rewards as motivators. It critically examined the existing theories, practices and strategies of realistic reward systems for high school teachers to promote quality performance of teachers. Performance concepts, job satisfaction and other related concepts to

the study were discussed. The study identified thirteen variables of the Ghana Education Service reward system grouped mainly under intrinsic and extrinsic reward categories. The study then used both theoretical and empirical methods to investigate and establish a relationship between the categories of rewards and motivation. The intrinsic variables were related to the higher level needs of Maslow's hierarchy of needs (1954) and the motivators of Herzberg's theory (1999). The personal characteristics of the teachers were used in the analysis as controls in identifying the individual and group needs of the teachers.

The next Chapter examines the methods and instruments through which the problem identified are empirically and statistically solved. This is effectively done by examining the research design, sampling procedures and understanding the statistical processes, and results of the study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter provides information on the research design in order to enable the reader understand and evaluate the investigation process and the facts derived from it. It deals with the methods and instruments used to conduct the study, as well as the statistical techniques applied on the data. The topics covered were the study area, study design, the population, the sampling method and sampling size, data collection including layout and administration of the questionnaire, and other field instruments such as interview schedules and observation guides. The statistical methods used such as descriptive and inferential statistics and their practical relevance are also discussed.

Research philosophy

The qualitative and quantitative research methodological concepts that are rooted in the positivist and interpretative philosophical traditions guided this study. Positivism assumes objectivity whereby emphasis is placed on the actual level of the relationships between variables. This is done in a factual, systematic and statistical way to predict cause and effects (Cassell & Symon, 1997; Jick, 1979; McNeill, 1985; Neuman, 2009). The interpretative tradition (hermeneutics) on the other hand, deals with the identification and understanding of people and their social life (Silverman, 2006; Sarantakos,

1999; 2005). In examining the nature of the various research dimensions, this research assumed the position that falls somewhere in the objectivist region of the functionalist paradigm where it overlaps with the interpretative paradigm.

The assumption is that, the issue at stake exists and its causes and effects can be identified and explained (positivism) through rigorous analysis of information. But then to relate it to social life, there is the need to interpret peoples' understanding and meaning of issues and occurrences (interpretative perspective). From the collection of data, the overlap of the two traditions takes place at the level of identification and description of data. Data is identified and described both quantitatively and qualitatively. It is then followed by the categorisation and conceptualisation of the data. To do this for the purpose of the present exercise, the comparative study framework was adopted.

The comparative study approach

The study focuses on the Ghana Education Service as the unit of analysis. A comparative cross-sectional survey research approach was used during the study. The comparative study approach is a research that comes in many forms in the area of spatial, inter-district, and cross-national comparisons and will be beneficial to the study. Most important reason for the use of the comparative research is the existence of differences (rural, urban) to be analysed (Clasen, 2004; Neuman, 2009). The two selected districts; Sekondi-Takoradi and Ahanta West were analysed within the comparative study method.

Comparative research, simply put, is the act of comparing two or more things and discovering something about one or all the things being compared. Quantitative analysis is used due to the data collected in the study. The comparative approach used is highly representative, providing a capability in representing a larger group during surveys and this informed its usage in the study. A usual huge number of respondents who answer the questionnaires during the survey present a better description of the relative characteristics of the general population. As compared to other methods of data gathering, surveys are more precise and near to the attributes of the larger population.

The approach was used because it is a convenient data collection method. The surveys can be administered to respondents through a variety of ways including fax or email, online and 'face to face' to the sample group personally. Aside from the convenience of data collection, data can be sent and collected from respondents from many areas. Comparatively, such a survey was used because it was cost effective.

The comparative approach data has little or no observer subjectivity and was appropriate to use. The visibility of the researcher during the administering of the questionnaires is nonexistence or minimal. With such high reliability obtained, researcher biases are eliminated. Because of its high reliability and high representativeness the researcher used the method. The results are accurate as questions used in the survey underwent careful scrutiny and standardisation resulting in uniform definitions to all respondents who answered the questionnaires. There is greater precision in terms of measuring the data gathered. The next paragraph presents the disadvantages of the comparative study approach.

The cross-sectional survey approach is not without criticisms. The survey format used from the beginning was tested and remains the same during the administering period. It cannot be changed throughout the process of data collection and this inflexibility is viewed as a weakness. Questions that bear controversies may not be precisely answered by the respondents as a result of probable difficulty of recalling the information related to them. Such 'recalled' or controversial questions may not be relieved as accurately as when using alternative methods such as interviews and observations. In this regard the researcher used alternative methods such as interviews and observations during the study for reliability and accuracy. The researcher was compelled to set general questions that suited the group and appropriate to the individual respondent as well.

Study area

The Sekondi-Takoradi Metropolitan Assembly (STMA) and the Ahanta West District Assembly (AWA) were selected for the purpose of comparative investigation. The two selected districts are located in the Western region of Ghana one of the ten regions in Ghana. With the variety of natural resources in the Western region and the cultivation of cash and food crops as well as other minerals, the region experiences net migration of people. However, for various reasons teachers refuse postings to some parts of the region especially the rural areas including the Ahanta West District. Teachers who responded positively to postings to such districts appear not to be committed and do not perform (GES EMIS/HRMD, 2011/12).

The reason for selecting the Ahanta West District is that the district is largely rural and deprived of infrastructure. Thus, teachers who accept postings to the area prefer the few urban centres, and as such shun the rural areas (GES Regional EMIS/HRMD, 2011/12). Consequently, the choice of Sekondi-Takoradi Metropolitan Assembly was to have a comparative examination of an urban area and a rural area in terms of the Ghana Education Service reward systems on the performance of high school teachers. With adequate infrastructural facilities, more schools and a large enrolment, and the capital town of the Western Region situated at the twin cities of Sekondi/Takoradi, in the Sekondi Takoradi Metropolis was selected. Sekondi-Takoradi Metropolis has more social amenities as an endowed area and Ahanta West District Assembly on the other hand as a deprived area is ideal and feasible.

Geographical differences in the two areas, namely, Sekondi-Takoradi Metropolis and Ahanta West District and the type of school atmosphere in both study districts influence the type of teaching staff who are attracted to the area. Both districts are at different stages of development in the area of provision of social amenities, distribution of incomes, which justify the choice for the study. Specifically, the two districts are different in terms of socio-economic characteristics such as educational and health facilities, and industries. Ahanta West district falls under the rural category and the Sekondi-Takoradi Metropolis under the urban group. Poverty tends to be high in the rural areas resulting in substantial differences in the standard of living between rural and urban districts. The urban area is more cosmopolitan and teachers from Sekondi-Takoradi have the right choices to make.

Sekondi-Takoradi Metropolis (STM)

An overview of the two study districts gives a true picture of the study areas and the influence of available facilities influencing the performance of the teachers and other stakeholders in education. Figure 5 shows the location

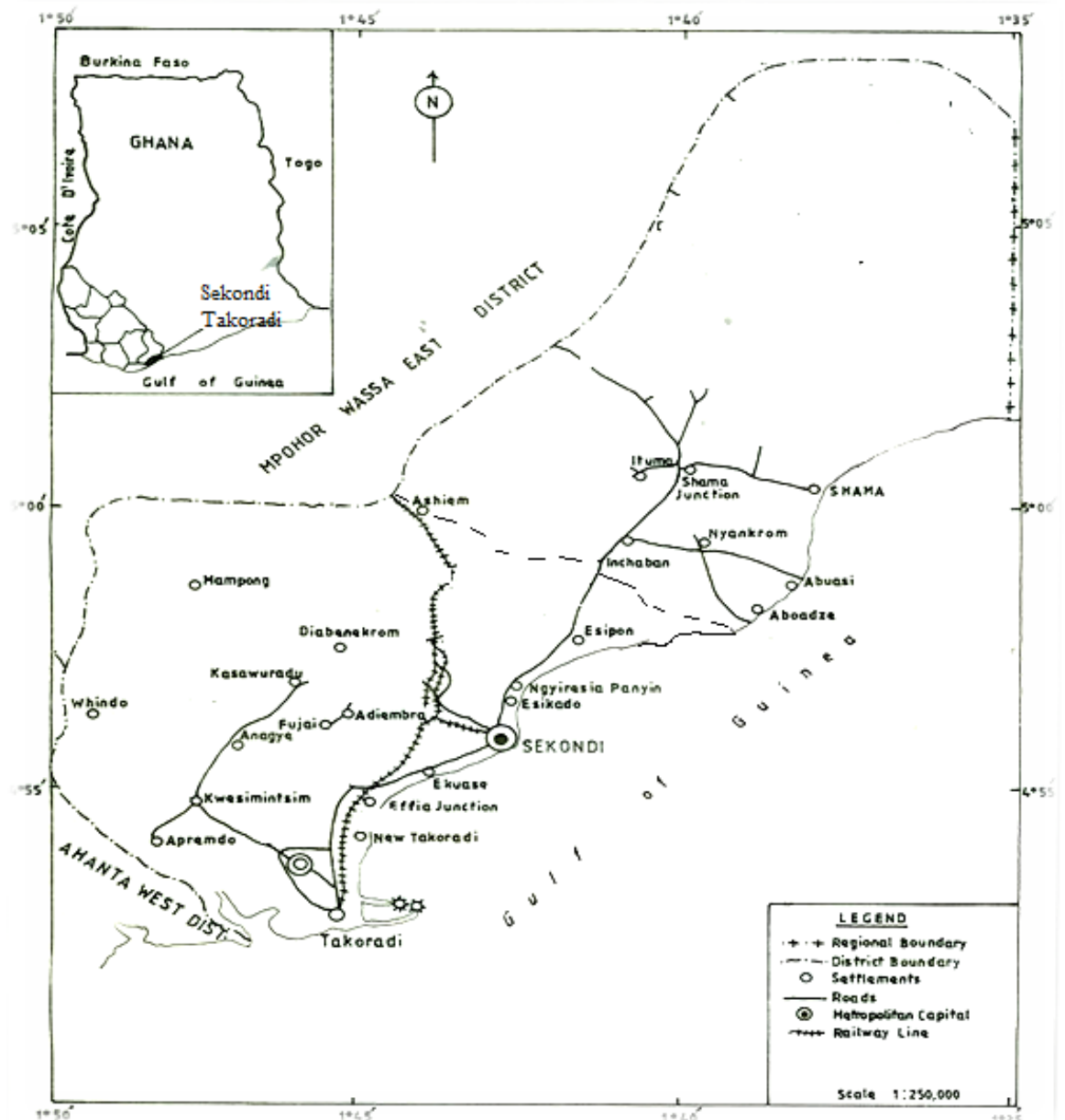


Figure 5: Sekondi-Takoradi Metropolis (STM)

Source: Local Government Services, Accra (2010)

of Sekondi-Takoradi Metropolitan Assembly (STMA) in the Ghana context. Sekondi-Takoradi Metropolis shares boundaries with Ahanta West District to the west at the Apremdo Whin River, to the east with Shama District, and the north with Mpohor Wasa West District and to the south by the Atlantic Ocean. The metropolis covers an area of 334.43 square kilometres and is the administrative capital of the Western Region of Ghana. The metropolis is cosmopolitan.

The Sekondi-Takoradi Metropolis has an annual rainfall pattern, which is experienced in May and June. The minor rains come between September and October. The common dialects are Fanti, Ahanta and Nzema (2000 National Population Census, 2002). The capital of Sekondi-Takoradi Metropolitan Assembly is the twin city of Sekondi-Takoradi which is the third largest city in Ghana.

The Metropolis has all the basic social and economic amenities to attract teachers and other workers. It has potable drinking water, electricity, an effective but inadequate housing system; information and telecommunication services are available, as well as shopping and market centres. There is adequate infrastructural development regarding school facilities, offices, roads and other social amenities including a regional hospital at Effia Nkwanta in Sekondi. There are also the Takoradi hospital, two polyclinics at Kwesimintsim in Takoradi and Essikado at Sekondi, clinics and health posts in the metropolitan area. There are a number of churches, mosques and other religious centres scattered over the metropolis. There are factories and other corporate institutions available in the metropolis which enhances the living standards of the inhabitants in the

Metropolis. Apart from the Tema harbour the Takoradi port is the other gateway to Ghana with the movement of goods and services to and from the port.

Educational establishments in the Sekondi-Takoradi Metropolis

The Sekondi-Takoradi Metropolitan Assembly's Ghana Education Service Directorate has 1,244 primary school teachers engaged in 226 public primary schools and 972 junior high school teachers in 111 public schools at the basic level (EMIS, Metro Education Office, 2010). At the second cycle level, there are 566 teachers in 12 senior high schools, 46 teachers in one technical institute (Takoradi Technical Institute) and 30 teachers in one College of Education (Holy Child Training College). The only tertiary institution in the metropolis is the Takoradi Polytechnic. There are both trained and untrained (pupil) teachers in the public schools in the Metropolis.

Table 1: Sekondi-Takoradi Metro staff strength and number of schools

Level	Schools	Teacher	Female	Male	Trained	Untrained
Preschools	167	668	640	28	237	431
Primary	226	1244	883	361	1136	108
JHS	111	972	445	527	867	105
SHS	12	566	131	425	445	121
Total	516	3450	2101	1341	2685	765

Source: EMIS, Education Office, Takoradi, 2010

Table 1 shows Sekondi-Takoradi Metropolis' educational establishments. As an urban area, Sekondi-Takoradi Metropolitan Education Office has nine

circuits for effective supervision in the various schools. Apart from the junior and senior high school teachers expected to provide education to their students, there are other stakeholders in the Metropolis and district who assist the teachers in this function. These are the School Management Committees (SMCs at the junior high schools), School Boards (SBs at the senior high schools) and Parent Teacher Associations (PTAs) at all levels. The SMCs and PTAs help indirectly in the day-to-day activities of the schools and assist the schools when in need, and liaise between the parents and teachers to promote quality education. The District Education Oversight Committee (DEOC) exists in all Metropolitan, Municipal and Districts to oversee all education institutions within their districts including pupils, students, teachers, other non-teaching staff and material resources.

Ahanta West District (AWD)

Ahanta West shares boundaries with the Sekondi-Takoradi Metropolitan Assembly to the East, Nzema East District to the West, Mpohor-Wassa East and Wassa West to the north and the Gulf of Guinea to the south as shown in Figure 5. It has a population of 90,567 (2000 National Population Census, 2002). This is made up of 43,567 males and 47,302 females. They are predominantly farmers, fishermen and some indulge in commercial, mining and other economic activities.

Ahanta West district lies within the equatorial climatic zone which is the wettest zone in the country, with a mean annual rainfall of about 1,700mm, favourable for farming activities (Ahanta West District Assembly Office documents, 2010). Consequently the district has a high percentage (80%) of its

population being farmers. Agona Nkwanta is the district capital. Ahanta West District is made up of a number of ethnic groups including the Ahanta who form a majority, the Wassas, Nzemas, Ewes and Fantes.

The district does not have adequate infrastructure and other social amenities that will attract human resource personnel because, of the approximately 200-kilometre road network, only 80 kilometres of trunk roads are available throughout the year. Apart from the Highway and the Agona-Nkwanta – Busia, Agona-Nkwanta – Dixcove roads which are tarred, all the other roads are untarred. There is one hospital at Dixcove and nine health centres in nine other towns in the district. Figure 6 shows the location of the Ahanta West District.

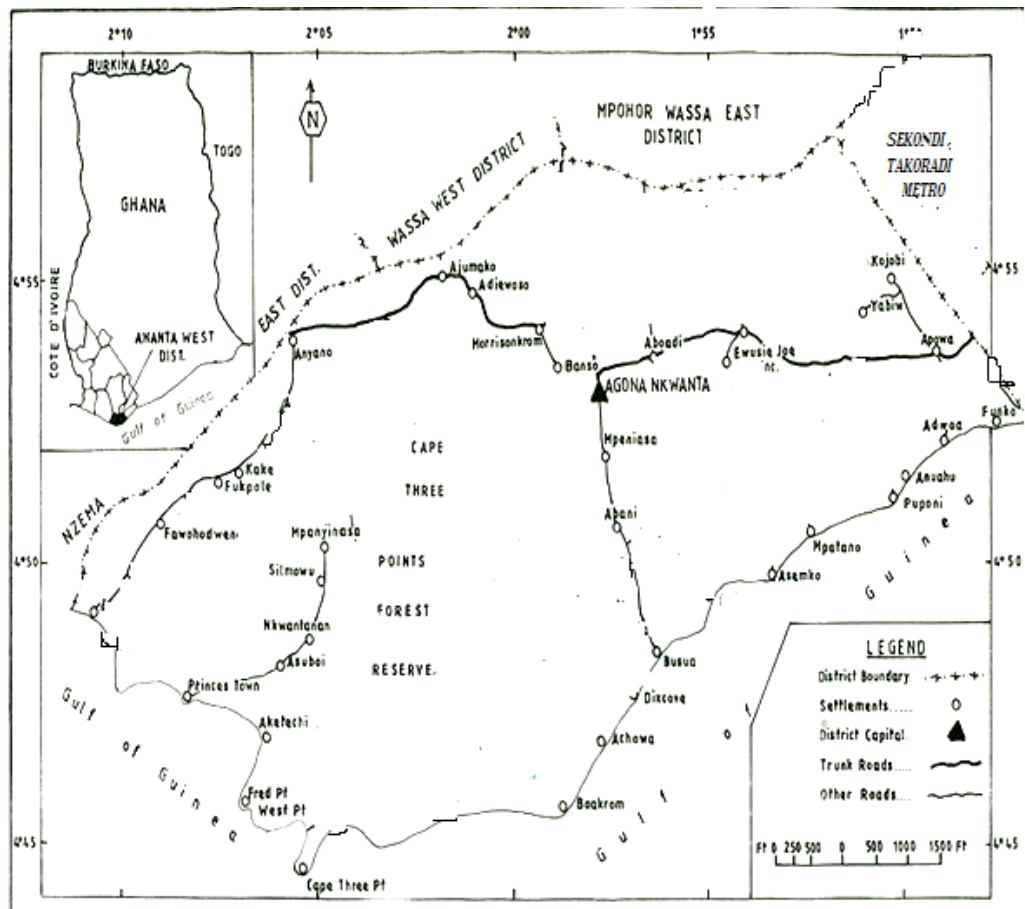


Figure 6: The Ahanta West District

Source: Local Government Services, Accra, 2010

Most of the communities in the Ahanta West District do not have potable sources of drinking water, electricity and the other basic amenities that will motivate the teacher to stay. Despite the above, the district has school structures built with the help of the District Assemblies' Common Fund, the Ghana Education Service, Non-Governmental Organisations (NGOs) such as World Vision International and Friends of the Nation though not adequate.

Economically, the district has large palm, coconut and rubber plantations that feed the factories in both Sekondi-Takoradi Metropolitan and Ahanta West areas nevertheless; Ahanta West has oil and rubber processing factories. A number of saw milling factories are based in the Apowa zone. The inhabitants are mainly fisherpersons, farmers and a few in petty commercial activities. Quantities of oil have been discovered in the area towards Cape three points and that will bring more economic activities to the area. Ahanta West District has a hospital, health posts and Community Health Improvement Programme compounds.

Educational establishments in Ahanta West District

Ahanta West has of 34 pre-schools, 51 primary schools, and 31 junior high schools at the basic level. At the second cycle level, there are two senior high schools and one vocational institute. These are made up of one boys' school and a co-educational/mixed school. The Ghana Education Service has a District Office at Agona Nkwanta the District Capital. It has the full complement of staff, both trained and untrained teachers. The Ahanta West District directorate has a compliment of all the ranks within the Ghana Education Service. Teachers are at the various ranks from Superintendents to

Deputy Directors. Teachers on the different ranks perform different roles in teaching, administrative and other non-teaching jobs. Table 2 presents the Ghana Education Service teaching staff and the number of schools in the district.

Table 2: Ahanta West District staff strength and number of schools

Response	Total		Teachers		Teachers	
	Schools	Teachers	Female	Male	Trained	Untrained
Preschools	34	92	78	14	5	87
Primary	51	293	118	175	218	75
JHS	31	189	52	137	153	36
SHS	2	73	20	53	64	9
Total	118	647	268	379	440	202

Source: District Education Office, 2010

The district is divided into five Circuits for effective supervision (GES, 2010). The five circuits are the Apowa, Agona, Dixcove, Ewusiejoe and the Abura circuits. The circuits are managed by the Circuit Supervisors who supervise all pretertiary schools in the circuits. Information from Ghana Education Service headquarters is disseminated through the regional education offices, via the districts through the circuits to the various clusters or centres and to the schools.

Population

The target population consisted of junior and senior high school teachers, school management committee executives, parent teacher association

executives, representatives from the Ghana National Association of Teachers and National Association of Graduate Teachers. Others include the District Directors and human resource officers, the chief executives and the coordinating directors. The Western Region is composed of 21 districts. Nevertheless, owing to limited time and financial resources only 2 districts namely: the Sekondi-Takoradi Metropolitan Assembly and Ahanta West Assembly were selected for the study. The Sekondi-Takoradi Metropolitan Assembly was selected to represent an urban district, while Ahanta West Assembly represented a rural district. The population for study was all teaching personnel of the Ghana Education Service and stakeholders in education in the Western region. The actual teaching establishment of the Ghana Education Service at the time of the study stood at over 200,000 (GES, 2010). These teachers spread all over the ten regions of the country.

As earlier explained, in order to cut down cost, reduce duration of time and magnitude of work during the research the two districts; Sekondi-Takoradi and Ahanta West in 2010 were selected to provide the study area for the study. These districts were selected purposively. These two districts selected from the Western Region would be referral models that represent the rural and urban districts in the region.

The total number of high school teachers that is junior and senior high school teachers in the two districts at the time of the study stood at 1800 or 35 percent of all junior and senior high school teachers in the Western region (GES, 2010). The 1800 high school teachers include 1,538 of these teachers from the Sekondi-Takoradi Metropolis and 262 from the Ahanta West District. The difference between the number of teachers in the rural and urban areas is

explained by the socio-economic characteristics of the population of the selected study areas.

The population for the study as presented in Table 3, has a total of 1800 junior and senior high school teachers in the two study districts. It shows further how the population was arrived at. Out of the total population of 1800 of high school teachers from Sekondi-Takoradi Metropolis and Ahanta West District, there were 566 senior high teachers from 12 senior high schools and 957 junior high school teachers in 108 schools from Sekondi-Takoradi Metropolitan Area. From the Ahanta West District, 73 senior high school teachers from two senior high schools and 204 junior high school teachers from 31 Junior High Schools made up the population (GES EMIS, 2010).

Table 3: Population of JHS/SHS teachers and schools in the two districts

Districts	JHS teachers	SHS teachers	Total
STM	957	566	1538
AWD	204	73	262
Total	1161	639	1800

Source: Field Survey, 2010

Rationale for selecting High school teachers

The junior high school teachers prepare students for the Basic Education Certificate Examination and contribute to the success of basic level education. The senior high school teacher also continues from where the junior high school teacher's work terminates, and prepares the students for the West Africa Senior High School Certificate Examination (WASSCE) and higher

education. As a result, the second cycle teachers complement the work of the junior high school teachers to build the human resource base of the nation. Both junior high and senior high school teachers prepare students for examinations which are formative in determining the students' future careers. Both are important if the nation's development plans are to succeed. Basic Education Certificate Examination results show high failure rates which is a good reason to focus on teaching conditions at the basic level (GES-Sekondi-Takoradi, 2011/12).

Sampling procedure

Sample size

According to Welman, Kruger and Mitchell (1999; 2006) and no matter the population size, it is necessary to use a sample size for the unit of analysis during any study. Lists of school teachers were obtained from the two district education directorates and distributed into different strata, namely junior and senior high school teachers. The lists of other stakeholders in education including the parent-teacher associations (PTAs), school management committees (SMCs), School Board (SBs), Metro/District Education Oversight Committee (M/DEOC), Metro/District Chief Executive, Metro/District Coordinating Director, HRMD, Metro/District Director of Education, Metro/District Education Planning Team, Ghana National Association of Teachers, and National Association of Graduate Teachers were obtained and respondents selected from the two districts.

The respondents for the study were selected through stratified sampling, random sampling and purposive sampling methods. The sample size was arrived at, using the Krejcie and Morgan (1970) table for determining sample size from a given population. The Krejcie and Morgan (1970) table has been examined in the area of determining sample size and is mentioned in some studies conducted like that of Sarantakos (2005).

Using the Krejcie and Morgan (1970) table for determining sample size from a given population, a sample size of 317 junior and senior high school teachers from the two districts was arrived at (Sarantakos, 2005). The sample ratio for Sekondi-Takoradi teachers was obtained by dividing the number of junior and senior high school teachers, (1538) by the population size of the two districts which is 1800, resulting in 1538/1800, and giving 85 percent of the target population. The sample of the Ahanta West district teachers was obtained using the same sampling method used for the Sekondi-Takoradi Metropolitan Assembly teachers, (262/1800, giving 15% of the total population). Table 4 presents teachers sampled from the two districts.

Table 4: Teachers sampled from the two districts

Districts	J H School teachers	S H School teachers	Total	Percentage
STMA	170	99	269	85
AWD	35	13	48	15
Total	205	112	317	100

Source: Field Survey, 2010.

Table 4 shows 269 junior and senior high school teachers representing 85 percent of the sample size (317) were drawn from the Sekondi-Takoradi

Metropolitan Area and 48 teachers making about 15 percent of the sample size was also drawn from the Ahanta West district. The 269 teachers were drawn from junior high and senior high school teachers in the different schools at Sekondi-Takoradi Metropolis. Using the Krejcie and Morgan (1970) table, 170 teachers from the Sekondi-Takoradi Metropolis junior high school teachers were selected randomly from 70 junior high schools. Ninety nine senior high school teachers were randomly selected from 4 schools out of the 12 senior high schools.

Sampling techniques used

From the Ahanta West district out of the 48 teachers, 35 junior high school teachers were purposively selected from 22 out of the 31 junior high schools, using the same method. Table 5 shows the selection of the other stakeholders in education and the sampling methods used.

Table 5: Sampling of other stakeholders in education from the districts

Stakeholders	STM	AWD	Total	Method used
PTA/SMC	74	23	97	Purposive
M/DCE	1	1	2	Purposive
M/DCD	1	1	2	Purposive
HRMD	1	1	2	Purposive
GNAT/NAGRAT	2	2	4	Purposive
M/DEOC/DEPT	2	2	4	Purposive
Total	81	30	111	

Source: Field Survey, 2010

Another stratum was made up of 13 senior high school teachers making 28 percent of the 48 senior high teachers in the Ahanta West district. Thirteen teachers were randomly selected from one school out of the only two senior high schools in the district. Using stratified sampling, the stakeholders illustrated in Table 5 were grouped into 74 Parent Teacher Association (PTA) and School Management Committee (SMC) members from Sekondi-Takoradi Metropolitan Assembly and 23 Parent Teacher Association/School Management Committee members from Ahanta West district. The strata were further divided into subgroups and determined according to the personal data of the respondents. In addition to the Metro and District Directors of Education, the two Chief Executives of the two districts, two Coordinating Directors and Assistant Directors of Human Resource Management and Development Units (HRM/D) at the district offices were selected.

The two Ghana National Association of Teachers' Secretaries and their two counterparts from the National Association of Graduate Teachers were selected. One representative each from the two District Education Planning Teams and District Education Oversight Committees were selected purposively from the two districts. In all 428 respondents from the selected junior and senior high school teachers and other stakeholders in education from public schools, drawn from the Sekondi-Takoradi Metropolitan Area and Ahanta West district were involved in the study.

Data and sources

The study involved the collection and analysis of primary and secondary data. The primary data in this study were the responses and

opinions of the selected junior and senior high school teachers and other stakeholders in education about the reward systems in the Ghana Education Service and its relation to performance in the service. Opinions were obtained in the form of oral accounts and completion of questionnaires.

Secondary data on reward systems and performance sourced include, documents involving human resource policies, appraisal reports and results, historical materials on the Ghana Education Service reward systems and performance. Minutes of meetings of the Ministry of Education, Ghana Education Service, District Education Offices, District Education Planning Teams, District Education Oversight Committees (DEOC) and relevant reports, published and unpublished works including books, articles, journals, conference papers, abstracts and these among other materials relevant to the research were accessed.

Other secondary sources used were the Ministry of Education archives, Ghana Education Service headquarters, regional and district archives, the School of Administration and the Balme Libraries of the University of Ghana, the University of Cape Coast Main Library, Departmental Libraries of the Faculties of Social Sciences, Education, Science, the Institute for Development Studies (IDS) and the Institute of Education. Newsletters, reports and other relevant documents were sourced from the main unions within the Ghana Education Service namely Ghana National Association of Teachers, National Association of Graduate Teachers, Teachers and Education Workers Union and Coalition of Concerned Teachers. Information from the Internet was also accessed. Secondary sources; documentary evidence and

data on rewards system and performance were used for the literature review and discussion of empirical data.

Techniques of data collection

Questionnaire, interview schedules and observation sessions are more appropriate in data collection when information should come directly from people associated with the problems under investigation (Creswell, 2003; Neuman, 2009; Sarantakos, 2005; Silverman, 2006). In this study data on the high school teachers of the Ghana Education Service and stakeholders, was collected by soliciting the responses of teachers and other stakeholders in Education, through the survey questionnaires, interview schedules, checklists and during observation sessions. The instruments include items made up of closed questions and open-ended questions (Fink & Kossecoff, 1998). The closed questions format is suitable if the objectives of the research are about a person's attitude on some openly understood dimension, in this case the perceptions and opinions of the respondents on the reward systems and performance is suitable.

Open-ended questions used during survey sessions presented definite responses from the respondents in the course of the analysis of data. The questionnaire responses from the respondents were applied during the analysis and ranged from the Likert scales and verbal scales to the ranking on a five point scale.

The questionnaire used for the study was divided into four parts as shown in the Appendix E. Part one of Appendix E consisted of items relating

to respondents' personal particulars. These question items refer to respondents' age, gender/sex, location of school where they are employed, marital status, number of children, ethnicity, academic and professional qualifications, job rank and position, number of years in service in the school as a teacher. Other information sought included the number of subjects taught a week, monthly gross incomes and whether entering the teaching profession was based on motivation.

The items in Part Two of the questionnaire were related to the respondents' perceptions of the Ghana Education Service rewards system and the prevailing performance indicators. The variables for the rewards system were identified as extrinsic rewards which include salary structure, medical bill support, working conditions, resources for teaching and learning, transport and housing allowances. Others include pension schemes, other fringe benefits, national best teacher awards and promotions. The intrinsic variables include opportunity to study, participation in decision making at all levels, recognition and achievement, and constructive social relationships.

The final part, Part Three consisted of questions that specified the respondents' perceptions of what role the reward system plays in the performance of teachers.

An in-depth interview guide was also used to obtain oral and documented information and the opinions of respondents on the Ghana Education Service reward systems and performance indicators from stakeholders. A tape recorder was used to record all interviews to make data original, authentic and reliable. This in-depth interview provided first-hand information and a better understanding of the nature of the reward systems and

performance in the Ghana Education Service. Responses were accurate and intended to compensate for unintended inadequacy connected to the use of questionnaires.

The observation sessions revealed the actual behaviour of the respondent in his/her environment. Checklists were used during the observation sessions. Questionnaires were administered to selected high school teachers (JHS and SHS), and the checklists used were for the selected junior and senior high school teachers of the Ghana Education Service in the two districts whilst the other stakeholders of education were interviewed.

Pre-testing of research instruments

The research instruments including the questionnaires, interview guide and checklists for the study were pre-tested. Pre-testing of the instruments was conducted in a systematic manner in the Cape Coast Metropolitan Assembly (CCMA) and Abura/Asebu/Kwamenkese District Assembly (AAK) all in the Central Region. Cape Coast is the capital town of the Cape Coast Metropolitan Assembly and Abura/Asebu/Kwamenkese District has Abura-Dunkwa as its principal town. Junior and senior high school teachers were the target group for the pre-testing.

Fifty high school teachers drawn from the junior and senior high schools in the two selected areas, Cape Coast Metropolitan and Ahanta West District Assemblies were involved in the pre-testing. The fifty respondents were briefed and taken through the administration method and assigned with the questionnaires. The reason for this exercise was to test the instrument in

the same way it will be administered and to find out if the wording and well structured. Pre-testing was employed to assess the instrument's validity, clarity and consistency (Clasen, 2004; Kanji, 2006). Based on their combined feedback, some typographical errors were identified in the questionnaire and corrected. Some ambiguities in the questions were also clarified.

Actual field work

During the distribution of the questionnaire, introductory letters explaining the purpose of the questionnaires were sent to the Metro and District Directors of Education. The Directors informed their Assistant Directors of Supervision and they in turn liaised with their Circuit Supervisors to send the questionnaires to the selected schools in the circuits. The two assistant researchers took the 10 Circuit supervisors through the questionnaires before the Circuit supervisors in turn distributed the questionnaires to the respondents for their responses. This was effectively done in the Ahanta West district even though it was inaccessible (apart from Agona Nkwanta roads which were better the others were bad roads).

The questionnaires for the survey were distributed to respondents who were at post at the time of the administration of questionnaires and where the number was less than expected the sample selection continued on the ensuing days. In the Sekondi-Takoradi Metropolis and Ahanta West District, teachers took turns to pick the questionnaires and answer them. All in Sekondi-Takoradi Metropolis and Ahanta West District wanted to be part of the survey but their numbers had to be reduced to the sample size. This made it extremely time-consuming and expensive.

The Circuit supervisors who are managers of the schools managed the junior and senior high school teachers during the administration of the questionnaires, briefed them and explained to the respondents on how to respond to the questionnaires. The circuit supervisors administered the questionnaires to the selected junior and senior high school teachers. The respondents were introduced to the questionnaires by their Circuit supervisors in the staff common rooms and guided as to how to complete them. The administration of the questionnaire was then executed with the research assistants and the circuit supervisors. This was to ensure majority recovery of the questionnaires,

Questionnaire response rate

The response rate of the survey was good. Though during the collection of data for the study, teachers were dissatisfied with the Ghana Education Service rewards system, the respondents were cooperative. Forty-six out of forty-eight selected respondents from the Ahanta West district responded to the questionnaires. The response of the high school teachers at Sekondi-Takoradi though not as high as in the Ahanta West district, was good. Out of a sample of 317 respondents, only 236 responded and sent their questionnaires back. About 190 respondents hailed from Sekondi-Takoradi Metropolis, while 46 were from Ahanta West District. This gave a response rate of 74.4 percent.

Interview procedures

The items on the interview guide were based on the in-depth review of literature with emphasis on the concepts of the reward system and performance of teachers especially and employees in general. Once potential questions were identified they were assembled in semi structured interview form (Appendix D). According to Gall et al. (1996), the advantages of this form of interview are evident as it affords the researcher to ask a series of questions and also probe more deeply using open-ended questions to obtain additional information (Gubrium & Holstein, 2002; Silverman, 2006). As the interviewees answer the questions on the interview guide during the interview sessions, any need for further explanations for more data is effectively handled. This procedure of data collection made analysis of data simple even though voluminous. The transcribed works of 86 participants were screened, compared and contrasted during the data analysis.

The interviews were conducted with interview instruments including tape recorders and semi-structured written schedules. One hundred and eleven stakeholders in education sampled excluding teachers took part in the interview. Out of the sample selected to participate 81 stakeholders were expected from Sekondi-Takoradi Metropolitan and 30 from the Ahanta West District assemblies. The response to the interview schedules was high.

The stakeholders in education were selected by the purposive and random sampling methods. Invitation letters were sent to would be interviewees for their participation and the mode at which the interview will be conducted. In acknowledging acceptance to the interview and confirmation of availability of respondents to participate in the interviews, the respondents

were to inform the researcher the time when it will be convenient for them to honour interview schedules. Due to the large number of interviewees that was required to avoid waste of time due to the time frame for data collection. A semi-structured interview guide was used just to get the interviewees on course during the interview sessions and to make the research assistants' work a little easier.

All the 111 stakeholders were interviewed. Getting to the individual study districts, the interviewees and their response to attendance to the interview sessions, was high. The response of stakeholders in the Ahanta West district was high. All the 30 stakeholders selected from Ahanta West District participated. On the other hand in the urban area of Sekondi-Takoradi Metropolitan Area, only 56 respondents (69%) of the targeted group of 81 participated in the interviews.

Observation sessions

The observation sessions were held for the researcher to take part in the classroom teaching situation and to observe the teachers' performance, conducted by the Circuit supervisors. In all 92 schools were visited in the two districts, made up of 70 selected schools from Sekondi-Takoradi Education Metropolitan Area and 22 selected schools from Ahanta West, and two observation sessions were held in each school (lists of schools observed, Appendix VI). These sessions lasted 30 to 45 minutes usually one period and during very interesting classroom performance lasting for two periods. The observation sessions were held only in the junior high schools since most of the junior high school students did all the core and elective subjects together

unlike the senior high students who selected their elective subjects and were not compelled to all do the same subjects.

For every teacher that was observed, a checklist was used to collect information on his or her performance in the classroom. In all forty-four observation sessions were held in the Ahanta West district and one hundred and forty such sessions in the Sekondi-Takoradi Metropolis. The checklists on performance indicators were based on the Ghana Education Service promotions and other awards criteria. They were made up of 16 items with the fifteenth item having four parts. Apart from the name of the teacher, which was not requested for the sake of anonymity, the personal/ basic information about the teacher was requested.

Other information on the checklist included the tone of the school, the classroom condition, the class - enrolment and number of subjects taught, preparation of lesson notes and teaching-learning materials. Furthermore other information such as class control, communication skills and knowledge of subject matter, student participation and evaluation in the lesson observed were on the checklist. The output of work in the academic year and keeping of school records and the general comments the observer has on the teacher's performance including his/her appearance in class were all part of the checklist.

The procedure was that the teachers were not informed in order that the natural teaching session portraying the actual day-to-day activities of the teacher in the classroom would be captured. It also provided a platform for the committed teacher to prove his/her worth to us. A copy of the checklist prepared is attached to the thesis (Appendix IV).

Data analysis

Data collected were coded, transcribed and analysed for the identified themes; including significant comments and voluntary information supplied by the interviewees. This procedure provided an understanding of the opinions for the participants of the interview sessions on the needs of the high school teachers, teachers' attitudes and anticipated performance motivators. In using the triangulation method of analysis four aspects for assessing trustworthiness of the study as outlined by Dessler (1991) were identified. These were the credibility of the study, transferability, dependability and the confirmability of the study.

The levels of measurement used in this study were the nominal and interval measurements. The numbers assigned to variables only served to distinguish them in terms of their attribute being measured, such as in the case of gender and age, to mention a few. The personal characteristics of the respondents fall under such a category. The mode, frequencies and coefficients of associations were statistics used in nominal data.

On the other hand, the teachers' perceptions of the Ghana Education Service reward system and the role it plays on their performance were measured by interval scales. The statistics used for interval data included the mean, (average score for a group), frequencies and standard deviation. In the study, personal factors of teachers and the existing rewards were used as independent variables and the perceptions of teachers on the reward systems and performance became the dependent variables.

Personal characteristics served as controls for the analysis process. The independent variables included the main characteristics of a valued reward

system, namely intrinsic and extrinsic factors or rewards. The dependent variable was explained using the teachers' satisfaction and motivation of the Ghana Education Service reward system and performance indicators to measure performance. Other relevant statistical measures such as central tendency and dispersion were applied. Tables, charts, matrices and figures were used to represent data collected and analysed.

Field challenges

The stakeholders in education were selected through the purposive and random sampling, in all 111 stakeholders were interviewed. This was quite a large number to be handled only by the researcher. As a result, two research assistants were appointed to take part in the interview sessions. The two were graduates with experience in research. One was the Deputy Director Supervision and Management of teaching and learning and Metro Education Public Relations Officer. The assistants were taken through what is expected of a research assistant, how to effectively administer the questionnaires to the respondents and their relationship to them. The administration of the questionnaires was done in-house; in the offices of some respondents and for others in groups at their staff common rooms. Sometimes the assistants had to accommodate lateness and absenteeism on the part of the respondents. Letters were sent to would be interviewees and they were to inform the researcher when it will be convenient for them to honour interview schedules. This was a difficult task as some could not honour the invitations as scheduled and they had to be rescheduled. The interview dates for those who were rescheduled

were not convenient and the interviews did not come off. However, respondents were interviewed and observed.

Summary

The methods used during the empirical research of the study were discussed. The focus was on data collection methods, statistical and analytical applications used for the examination of the research questions identified for the study. These include the research philosophy, comparative study approach, the context of the study area, the population, sample size and sampling techniques used. The layout and type of the questionnaires used, the pre-testing of the questionnaires, the type of interview schedule undertaken, the observation sessions held, and the response rates to the three data collection techniques were discussed in the chapter. The effectiveness of the methods in relation to the study were examined. The methods, analytical and statistical applications were used to provide the basis for discussion of the results as presented in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

Results of the analysis on the questionnaire-survey, interviews and observation sessions are detailed in this chapter. Descriptive statistics and analyses on the background of the respondents and other stakeholders are all reported and interpreted. A comprehensive analysis presents the actual perceptions of junior and senior high school teachers, the opinions of selected stakeholders in education and a summary of the observation sessions held. As a result, the role the Ghana Education Service reward system plays on the performance of teachers in the two selected districts namely Sekondi-Takoradi Metropolis (STM) and the Ahanta West Districts (AWD) is presented. This section begins with analysis on the background characteristics of respondents both from the Sekondi-Takoradi Metropolis and the Ahanta West District and continues with the objectives of the study and answers the research questions.

Background characteristics of respondents

The personal characteristics of the junior and senior high school teachers are illustrated in chart and table form making it easy to compare the facts collected from the two districts with available literature. During the collection of data, their personal characteristics of the respondents were identified and include namely: age, sex, number of junior and senior high teachers, marital

status and their academic background. The income levels, ranks of the respondents and their professional experiences in the Sekondi-Takoradi Metropolis and Ahanta West District were discussed.

Age distribution

The ages of the respondents from the Sekondi-Takoradi and Ahanta West districts ranged from 23 to 58 years. The ages are in categories and were from 25 years and below (≤ 25), between 26 and 40 years and 40 years and above ($40 \leq$). As indicated in Table 6 the various age groups identified and their percentages are presented. The age range of respondents in the Sekondi-Takoradi each represent 2 (1.1 %), 122 (64.2 %) and 66 (34.7%) respectively in Table 6. The number of teachers and its corresponding percentage in the Ahanta West district are as follows, 5 (10.8 %), 32 (69.5%) and 9 (19.5 %) respectively. The median age of the Ghana Education Service junior and senior high school teachers in the two districts is 37 years, which makes the teachers in the two study districts a relatively young workforce (Bennell, 2004).

The respondents within the age group from 25 – 44 years are perceived as an active workforce in most countries and due to their increased economic and social needs are more vulnerable to employee turn-over (Shea, 2002). The ages of the respondents identified in the study who fall within the group were examined in relation to the role the Ghana Education Service reward system played in their performance. Table 6 presents the distribution of the age range of junior and senior high school teachers in the two study districts, Sekondi-

Takoradi Metropolis as STM and Ahanta West District as AWD. The percent values are presented in parenthesis on the Table 6.

Table 6: Age of sampled teachers

Study area	<=25years		26-40 years		41 years		Total	Percent
	Freq.	%	Freq.	%	Freq.	%		
STM	2	1.1	122	64.2	66	34.7	190	80.5
AWD	5	10.9	32	69.6	9	19.6	46	19.5
TOTAL	7	3.0	154	65.3	75	31.8	236	100.0

*81 constitute non responses

Source: Field survey, 2010

From Table 6, older high school teachers within age 41 years, 34.7 percent and above teach at the high schools in the Sekondi-Takoradi Metropolitan schools while 9 (19.6%) teachers teach at the Ahanta West Directorate. An indication that there are more teachers in the 41 years and above age in the Sekondi-Takoradi Metropolis teaching at the high schools than high school teachers of the same age group from Ahanta West District.

A concentration of more high school teachers within the age of 26 – 40years, 69.5 percent in the Ahanta West District schools is higher than their counterparts in the Sekondi-Takoradi Metro high schools who are 122 (64.2%). At the age range of 25 years and below, more teachers numbering 5 (10.9%) teach at the high school level in the Ahanta West District schools than 2 (1.1%) at the Sekondi-Takoradi Metropolitan high schools.

Sex distribution

Overall, 64.4 percent of the respondents were males, the rest were females. The proportion of male to female respondents was higher in both districts. In the Sekondi-Takoradi Metropolis, 62.1 percent of the respondents were males as compared to 37.9 percent females. The proportion of male respondents in Ahanta District was even higher (73.9%) (Table 7).

Table 7: Sex distribution of respondents

Districts	Male		Female		Total	Percent
	Freq.	%	Freq.	%		
STM	118	77.6	72	47.4	152	64.4
AWD	34	40.5	12	14.3	84	35.6
TOTAL	152	64.4	84	35.6	236	100.0

*81 non responses

Source: Field survey, 2010

At the junior and senior high school levels, the male teachers improve and add on to the child's development; building on the basics already learnt and formed by the child at the primary level to assist the child who is no longer dependent to begin to make choices. Males easily fit in this role. The role of training the teenager and adolescent at the high school level is more convenient to the males than the demanding needs of the toddler and infant which is the preserve of women. The implication is that the males have no better option than in positioning themselves more strategically at the junior and senior high schools to train the human resource base of the nation. The males preferred a valued reward system that would enhance their productivity.

Number of junior and senior high teachers

Table 8 presents the findings of junior and senior high teachers in the various districts. The findings show that the percentage (60.2%) of junior high school teachers outnumbered their counterparts (39.8%) in the senior high schools for both districts. In the Sekondi-Takoradi Metropolis, 57.4 percent were junior high school teachers compared to 42.6 percent who were senior high school teachers. In the same vein, Ahanta West district had 71.7 percent of the respondents who were junior high school teachers, as opposed to only 28.3 percent who were senior high school teachers.

Table 8: Number of junior and senior high school teachers

Districts	JHS		SHS		Total	Percent
	Freq.	%	Freq.	%		
STM	109	57.4	81	42.6	190	80.5
AWD	33	71.7	13	28.3	46	19.5
TOTAL	142	60.2	94	39.8	236	100.0

Source: Field survey, 2010.

Marital status

The study also examined the marital status of respondents. As can be seen in Table 9, the majority (73.7%) of respondents in Sekondi-Takoradi Metropolitan Assembly were married, while only 0.4 percent were widowed. Similarly, the respondents who were married were more (50.0%) in Ahanta West Ahanta, compared to 4.3 percent of their counterparts who were divorced. This meant the proportion of respondents who were married was

more relative to the proportion of respondents who were single, divorced, separated or widowed.

Table 9: Marital status of respondents

Status	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Married	140	73.7	23	50.0	163	69.1
Single	44	23.2	21	45.7	65	27.5
Divorced	3	1.6	2	4.3	5	2.1
Separated	2	1.1	0	0.0	2	0.8
Widowed	1	0.4	0	0.0	1	0.5
Total	190	100.0	46	100.0	236	100.0

Source: Field survey, 2010

Twenty-one respondents were single and two were divorced. There were no respondents widowed or separated from the Ahanta West district. The marital status groups identified in the study were in the active responsibility and the higher level needs groups referred to as motivators in Herzberg's two – factor theory. They were likely to be needs driven and be in a high expectant mood to receive better rewards for tasks performed.

Number of children

One of the background characteristics that was investigated was the number of children, teachers had. The analysis depicts that many over a third (35.2%) of the junior and senior high school teachers from Sekondi-Takoradi Metropolitan Assembly and Ahanta West Assembly had no children. In Sekondi-Takoradi Metropolis and Ahanta West District, 31.6 percent and 50

percent of teachers respectively had no children. However, in the Sekondi-Takoradi Metropolis, 11.6 percent of the teachers had children, who were three in number (Table 10).

Table 10: Number of children of respondents

Number of children	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
No child	60	31.6	23	50.0	83	35.2
1	35	18.4	7	15.2	42	17.7
2	43	22.6	2	4.3	45	19.1
3	22	11.6	3	6.5	25	10.6
4 and above	30	15.8	11	24.0	41	17.4
Total	190	100.0	46	100.0	236	100.0

Source: Field survey, 2010

On the other hand, Table 10 further discloses that 4.3 percent of the teachers in Ahanta West District had only two children. The rest of the respondents had either one child or four children and above. The findings relate to Hedges, 2002; Mulkeen et al, 2005; OECD, 2004 and explanations that teachers with children have more needs including more mouths to feed and that provision should be made for teachers with families in the reward system.

The selection of the two study districts as a representative of junior and senior high teachers was necessary to identify the needs of teachers in both the rural and urban areas of Ghana. Teachers deployed to the rural areas refuse due to lack of basic social amenities (Anderson, 2005; Lewin, 2002). The pattern is that in Ghana most teachers are urban dwellers and prefer the urban

areas to the rural areas (Akyeampong & Lewin, 2002). For instance the frequency of the teachers' response to living in either an urban or rural area revealed in the Sekondi - Takoradi Metropolitan Assembly 190 representing 80.5 percent of teachers, whereas the frequency in Ahanta West Assembly was 46 representing 19.5 percent.

Academic qualification

Teachers in the Ghana Education Service have different academic backgrounds based on the institution they attended, the programmes they offered, as well as the levels attained. Teachers in the Service as a result of the differences in their educational backgrounds are grouped as professionals and non-professionals. Teachers should be qualified as professionals (with a certificate in education) and non-professionals (without any certificate in education) with a degree or national diploma since that qualifies them to teach in the junior and senior high schools. Table 11 shows the different levels of the respondents' educational background.

Table 11: Academic qualifications of respondents

Districts	SSCE/WASSCE		Diploma		Graduate		Total	Percent
	Freq.	%	Freq.	%	Freq.	%		
STM	89	47.1	31	16.4	69	36.5	189	80.8
AWD	20	44.4	15	33.3	10	22.2	45	19.2
Total	109	46.6	46	19.7	79	33.8	234	100.0

*83 constitute non responses

Source: Field survey, 2010

Findings from the study show that 47.1 percent of the respondents in Sekondi-Takoradi Metropolitan Assembly had either obtained the Senior Secondary Certificate Examination (SSCE) or West African Senior High School Certificate Examination (WASSCE) certificates. Only 36.5 percent were graduates, while 16.4 percent had obtained a Diploma. Conversely, there were more (33.3%) Diploma holders than graduates in Ahanta West District. Nonetheless, 44.4 percent of the teachers had attained Senior High School Education either as SSCE or WASSCE holders (Table 11).

Professional qualification

Table 12 presents the results of teachers' professional qualifications which are namely: Certificate B, Post-Secondary/Certificate A, Diploma in Education, Bachelor of Education (B.Ed), Masters of Education (M.Ed)/Masters of Philosophy (Mphil). The results disclose that the proportion of teachers in Sekondi-Takoradi Metropolitan Assembly who had either obtained Post-Secondary/Certificate A was more (39.5%) than those who had obtained Bachelor of Education, Masters of Education or Masters of philosophy. Only 22.2 percent of the respondents had obtained a Bachelor of Education, while 9.7 percent had acquired either a Masters in Education or Masters of philosophy. Comparatively, there were more (45.5%) Certificate B than Certificate A holders in Ahanta West Assembly. Only 2.3 percent of the respondents had taken up professional interest to pursue and obtain a Masters Degree, while 4.5 percent were Bachelor of Education holders. More teachers in the Sekondi-Takoradi Metropolis had the Bachelor of Education than the

teachers in the Ahanta West District. Implicitly, many more teachers were yet to enhance their professional training.

Table 12: Professional qualifications of respondents

Type of Certificate	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Cert B	28	15.1	20	45.5	48	21.0
Post-Sec/Cert A	73	39.5	11	25.0	84	36.7
Dip-Ed	25	13.5	10	22.7	35	15.3
B.Ed	41	22.2	2	4.5	43	18.8
M.Ed/Mphil	18	9.7	1	2.3	19	8.2
Total	185	100.0	44	100.0	229	100.0

*88 are non-responses of non-professional teachers

Source: Field survey, 2010

Teachers' contact hours

Teaching at both junior high and senior high school levels is done on subject basis. Implicitly, the teacher specialises in a subject and teaches students that particular subject. It is only where there are shortfalls in the staffing situation that the same teacher is asked to teach another subject in addition to his/her own teaching subject. For instance, the mathematics teacher is expected, if there are shortfalls, to teach a second subject and may be asked to add science to his/her subjects. A competent teacher may have another subject added to the one he/she already has, in order to make up for the number of approved teaching periods (teacher's contact hours/time with students).

Table 13 illustrates the teaching periods of teachers. The results depict that 43.5 percent of teachers in Ahanta West Assembly had more (<24 loads) teaching periods than 47.4 percent of their counterparts in Sekondi-Takoradi Metropolitan Assembly who had lesser (>10 loads) teaching periods. These meant teachers in Ahanta West Assembly were overloaded compared to their colleagues in Sekondi-Takoradi Metropolitan Assembly. One of the concerns expressed by teachers is the amount of work they do. They feel that they are overloaded with teaching hours (Di Gropello, 2006; Hedges, 2002; Heller, 2004; Ingersoll & Smith, 2003).

Table 13: Teaching load (periods) of respondents

Districts	> 10 loads		11 – 24 loads		24 loads <		Total	Percent
	Freq.	%	Freq.	%	Freq.	%		
STM	90	47.4	60	31.6	40	21.1	190	80.5
AWD	10	21.7	16	34.8	20	43.5	46	19.5
Total	100	42.4	76	32.2	60	25.4	236	100.0

Source: Field survey, 2010

The Ghana Education Service (2012); Mulkeen et al (2007); World Bank (2010) note that teachers in Francophone countries as well as Madagascar taught between four and eight class periods per week, whereas teachers in Ghana taught between 24 and 36 class periods per week. For the length of each teaching period or contact time, the minimum was 35 to a maximum of 70 minutes per subject. Contact time in the Ghana Education Service timetable is important as it determines the number of hours a teacher spends with the student. The more the teacher's contact hours with the child,

the better the teacher's performance and the child's performance. The lower the contact time, the higher the risk of both the student and teacher to perform poorly (GES, 2012; Mulkeen et al, 2007; World Bank, 2010). The workload if heavy, could affect a teacher's performance.

Years in service as a teacher

Teachers' years of service was one of the background characteristics that was further examined. All the 236 respondents provided information on the number of years that they had worked in the Ghana Education Service. While the minimum number of years served was two, the largest number was 40 years. As can be seen in Table 13, the majority (57.2%) of the respondents had served for 10 years or less. This was followed by those who had served for between 11 and 20 years (25.9%). Within the districts, most of the respondents from Sekondi-Takoradi Metropolis (59.5%) and Ahanta West district (47.8%) had served for not more than 10 years. Only a few of the respondents had served for 30 years and more (Table 14).

Teachers who have taught for more years are recognised as experienced teachers. From the analysis, respondents who had taught for only up to 10 years were more experienced relative to their counterparts who had taught for more than 10 years. Going by Heller (2004); Ingersoll and Smith (2003); OECD (2005) the expectations in terms of the reward systems for these different groups of teachers will differ. Teachers who have put in more years in the teaching service, will expect more rewards than their colleagues who have put in lesser years.

The expectation of the respondents who have stayed more years in the service differs from those who have less teaching experience. As a result remuneration to the teachers should be according to their experiences and expectations so they are motivated and satisfied to perform

Table 14: Number of years

Number of years	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
< 10 years	113	48.0	22	9.3	135	57.2
11 – 20years	47	20.0	14	5.9	61	25.9
21 – 30years	20	8.4	7	2.9	27	14.4
30 years >	10	4.2	3	1.3	13	5.5
Total	190	80.6	46	19.4	236	100.0

Source: Field survey, 2010

Ranks of respondents

The Ghana Education Service uses the grade or rank system to reward long service teachers and workers, as measure to motivate them to perform. Analysis from the findings in Table 15 depicts that there was a greater concentration (30.9%) of junior and senior high school teachers at the rank of Principal Superintendent (PS), which is a middle level position in the service ranking. The inference is that more teachers in the Principal Superintendent range are likely to be young and waiting to be motivated. Thus, any dissatisfaction on the part of these teachers leads to low performance and high teacher turn over.

Table 15: Ranks of respondents in the study districts

Level	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Teacher trainee	24	13.6	15	32.6	39	17.5
Superintendent	45	25.4	11	23.9	56	25.1
SS	34	17.9	12	26.1	46	20.6
PS	63	35.9	6	13.0	69	30.9
AD	8	4.5	2	4.3	10	4.5
Instructor	3	1.7	-		3	1.4
Total	177	100.0	46	100.0	223	100.0

*94 non-responses

Source: Field survey, 2010.

The Ghana Education Service ranking of teachers is from the teacher trainee after some years of teaching experience through promotion (oral and practical examinations) to the superintendent status. The same procedure is used for promotion to the rank of Senior Superintendent (SS), Principal Superintendent (PS) and Assistant Director (AD) grades. The findings reveal that only 20.6 percent of the teachers had risen to the rank of Senior Superintendent, as opposed to 25.1 percent of their colleagues who had attained the rank of Superintendent. The Principal Superintendent teacher may be promoted to the rank of Assistant District, then to the level of a director where he/she is promoted to District, Municipal, and Metropolitan level.

After years of experience and interview they are promoted to the position of regional/divisional directors and to the Deputy Director and Director General. The findings show further that only 1.4 percent of the respondents were instructors (Table 15). In Ghana Education Service, an

instructor is regarded as a teacher in a technical or senior high technical institution. There are also instructors in some subjects who are graduates but not trained teachers and they are ranked alongside the Superintendents. At the junior and senior high school level the teachers fall between the ranks of Superintendent and Assistant Directors. This buttresses Hedges (2002); Akyeampong and Stephens (2002); Lawler (2012) postulations that the different ranks and promotions in an organisation influences ones' performance.

Monthly income

As part of the background information of respondents, it became necessary to examine the income of respondents. Out of the 236 respondents 224 provided data on their monthly earnings. The majority (68.8%) of the respondents earned between 410 and 600 Ghana cedis (Table 16). Only 2.7 percent of the respondents earned above Ghana cedis. 810 and above. Respondents in this high income category were assistant directors and senior officers of the Ghana Education Service who perform administrative duties as heads and assistant heads. Within the districts, the majority (73.6%) of the respondents from the Sekondi-Takoradi Metropolitan Assembly earned between 410 and 600 Ghana cedis, compared to half of the respondents from the Ahanta West Assembly.

Table 16: Monthly income of respondents

Monthly income	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
400 and below	20	11.2	15	32.6	35	15.6

410-600	131	73.6	23	50.0	154	68.8
610-800	23	12.9	6	13.0	29	12.9
810 and above	4	2.3	2	4.4	6	2.7
Total	178	100.0	46	100.0	224	100.0

*93 non-responses

Source: Field survey, 2010

Teachers' perceptions of the Ghana Education Service rewards system

Apart from teachers' personal characteristics, their perceptions regarding Ghana Education Service rewards system were sought. During the survey the respondents were to give reasons for not having their 'prospects turn out as expected' when they joined the service. The respondents gave reasons by mentioning a few vocations preferred to teaching. These vocations include the business and financial sector, health sector, industry and agriculture sector. The results from the analysis revealed that in a nutshell, out of the 236 respondents 84.7 percent were not motivated by the reward system of the Ghana Education Service. This notwithstanding, 15.3 percent remarked that they were motivated by the service. The results are presented in tables 17 and 18.

Apart from not being motivated, 82.2 percent of the 236 respondents bemoaned the Ghana Education Service reward system as dissatisfactory. The major reason that was advanced by 40.2 percent of this group of respondents was the service not giving them opportunities to further their education, which they very much desire. This reason was stated by a higher proportion of respondents from Sekondi-Takoradi Metropolis and Ahanta West district

(Table 17). Others complained of their salaries not being commensurate to their career upliftment and qualifications; non-recognition, and inadequate allowances and fringe benefits.

Table 17: Reasons for respondents' dissatisfaction with the rewards system

Districts	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Inadequate allowances and fringe benefits	13	11.7	10	12.0	23	11.9
No recognition when promoted	25	22.5	14	16.9	39	20.1
Salary not commensurate to career upliftment	30	27.0	24	28.9	54	27.8
Limited opportunities to further education	43	38.8	35	42.2	78	40.2
Total	111	100.0	83	100.0	194	100.0

*123 non-responses

Source: Field survey, 2010.

Furthermore, of the 236 respondents, only 17.8 percent commended the service's reward system. They remarked that they were satisfied with the system. This group of respondents were probably members of the high ranking staff of the Ghana Education Service such Directors, Assistant Directors, Principal Superintendent. About 54.7 percent commended the system for giving them adequate transport and housing allowance. A view that was shared by 54.5 percent and 55.6 percent of the respondents from Sekondi-Takoradi Metropolis and Ahanta West district respectively. About 28.6

percent lauded the service for providing sufficient resources for teaching, while 16.7 percent complimented the pension schemes that have been facilitated for teachers (Table 18).

Table 18: Reasons for respondents' satisfaction with the rewards system

Districts	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Appropriate pension schemes for teachers	5	15.2	2	22.2	7	16.7
Adequate resources for teaching	10	30.3	2	22.2	12	28.6
Adequate housing and transport allowances	18	54.5	5	55.6	23	54.7
Total	33	100.0	9	100.0	42	100.0

*275 non-responses

Source: Field survey, 2010

As a mechanism to further ascertain teachers' perceptions of the rewards system, their satisfaction with the system was also measured using thirteen reward elements namely as shown in Table 19. The distribution of means and standard deviations on satisfaction is also presented.

Table 19: Respondents' satisfaction with the rewards system

Reward elements	N	Mean	Standard deviation
Salary	236	3.67	.548
Opportunity to study	236	2.78	1.019
Medical bills	236	3.38	.448
Working conditions	236	3.39	.851

Resources for teaching	236	3.61	.605
Participation in decision-making	236	3.45	.739
Transportation/housing allowance	236	3.87	.424
Recognition and achievement	236	3.30	.935
Pension schemes	236	3.74	.581
Constructive social relationship	236	2.88	.921
Other fringe benefits	236	3.77	.562
National best teacher awards	236	3.44	.851
Promotion	236	3.33	.936

Source: Field survey, 2010

Though the respondents had proven that they were not satisfied with the reward system earlier on, they however revealed that of all the reward elements, they were at least satisfied with the transportation and housing allowances, as this element had the highest (3.87) mean score with the lowest standard deviation (.424). After the allowances, the respondents also expressed satisfaction with the provision of fringe benefits, which earned a mean score of 3.77, with an associated standard deviation of .562.

The pension schemes earmarked for teachers were also regarded by respondents as satisfactory with mean score of 3.74 and standard deviation of .581. The opportunity to study had the lowest mean score (2.78) and the highest standard deviation (1.019). This meant all of the respondents were dissatisfied with this reward element of the Ghana Education Service, as it may not have created and given opportunities for most teachers to further their education, which is often regarded as a key instrument for promotion in the service (Table 19).

Opinions of stakeholders on the Ghana Education Service reward system

The results of the interviews conducted for the stakeholders in the two districts to solicit their opinion on the Ghana Education Service rewards system, performance indicators and performance of teachers were discussed in this section. A cross section of respondents from the Sekondi-Takoradi Metropolis and Ahanta West District were interviewed on different occasions using the interview guide and recording the responses with a tape recorder to ascertain their opinions on the Ghana Education Service rewards system.

The educational background of the stakeholders differed from no education to graduate degree. The respondents included farmers, traders, artisans, educationists, assemblymen and other workers from the public and private sectors. The number of stakeholders who were males from both districts was more than the females. In all 48 males from Sekondi-Takoradi were interviewed in relation to 28 males interviewed from Ahanta West District. The females from the Ahanta West district were two and 33 female interviewees were from Sekondi-Takoradi Metropolis.

In terms of the educational background, the highest number (81) of educated stakeholders hailed from the Sekondi-Takoradi Metropolis. The educated stakeholders by virtue of their background were better positioned and expected by government to be supportive to the management of the schools including motivating teachers. Seven stakeholders from Ahanta West District were not educated, but the remaining 23 were educated. The stakeholders were parents and guardians of pupils/students in the various schools in the two study areas. Stakeholders have the same goal of promoting quality education

in their schools and were all interested in ensuring the motivation of teachers to retain them and for them to perform.

With such diverse educational background, the cross-section of stakeholders selected to ensure that the teachers are motivated to retain them and for the teachers to perform were in a position to identify which areas in the rewards system needed improvement or could be replaced. The stakeholders were also part of management of the schools that recommend which teacher should be rewarded and who should not be rewarded. In the rural areas, some stakeholders commented that "...we accommodate teachers in our own houses to make life comfortable for them. It is true we don't know the type of houses they live in but we try our best to accommodate the teachers", or assisted them to rent rooms in the village, as a strategy to retain them in these areas. Another stakeholder from the Ahanta West district had this to say, "...when I asked him to farm he (teacher) turned it down but when the harvest was good and there was a good yield, he appreciated it. You know he sold them and had cash". Teachers in some cases, were allotted parcels of land for farming or building a house at a reduced or subsidised price.

Stakeholders' knowledge of the Ghana Education Service reward system

The section examined the knowledge of stakeholders of the Ghana Education Service rewards systems. Results from the analysis disclosed that of the 111 stakeholders, only 50 were completely conversant with the system. Fifty-two were partially knowledgeable about the system. Nine of the stakeholders were newly elected School Management Committee/Parent Teacher Association executives/chiefs and assembly members who were not knowledgeable about the system. They had only heard of the Ghana Education

Service reward systems but did not know what it was. One stakeholder had this to say, "...oh I have heard teachers are allocated houses and cars when they perform but it has not reached our village, Tumentu so I cannot tell you much about the education peoples' reward system".

One hundred and six of the respondents were of the opinion that the rewards system was not motivating. One School Management Committee Chairman who was a Regional Administrative Director in a Corporation in Takoradi confirmed this; "I am shocked to hear a teacher with a Master's Degree had a salary of less than 600 Ghana cedis equivalent to \$ 200, whilst a supervisor with no university diploma at Western Veneer and Lumber Company (WVLC) a timber firm takes more than that amount at his organisation". Another Parent Teacher Association executive said; "Ah if after all the teacher's education he or/she is receiving that amount then being even a driver at CEPS or a businessman is better". A traditional ruler commented that, "... the government could assist teachers by spreading the awards to wherever there was a school. Our teachers also perform but they are not rewarded '*krom kesefo nkoa*'" literary meaning only teachers in the urban areas are rewarded.

Stakeholders' value of the rewards system

Still on their opinion of the rewards system, during observation sessions, the School Management Committee and Parent Teacher Association executives from Ahanta West district could not agree to the assertion that the Ghana Education Service reward system was not motivating. To these executives, the reward system is motivating and one of them purported that, "... government is trying its best to motivate teachers and teachers should

reciprocate by putting in their best” and another mentioned, “... teachers should also remember that their reward is in heaven “.

Most of the urban stakeholders from Sekondi-Takoradi perceived the value of the rewards differently from that of the rural stakeholders (Akyeampong & Stephens, 2002; Hedges, 2002; Heller, 2004). The stakeholders interviewed were of the view that the existence and establishment of schools provided with infrastructure and teachers’ housing units was rewarding enough. The existence of furniture, textbooks and other teaching and learning materials as well as the national best teacher awards should serve as motivation for the teachers.

Other stakeholders were of the view that teachers received television sets, cloths, cooking utensils, and sometimes bicycles as rewards and that was motivating. Another stakeholder from the Ahanta West Assembly shared the opinion that the national teachers’ award system was quite motivating. From his point of view, initially the best teacher awards scheme rewarded teachers with cash donations valued from ten to one hundred Ghana cedis. Other awards included ‘ghetto blasters’, radio sets and a hand shake. But a stakeholder from the Sekondi-Takoradi Metropolitan Assembly did not agree to that assertion, she was of the view that, “... the awards should be of benefit to the awardees”. She agreed that it is now that one could be rewarded with a personal computer and accessories, a car and even a three-bedroom house.

Stakeholders managing junior and senior high school teachers from the urban areas where social amenities are available had different opinions. To the stakeholders from the Sekondi-Takoradi metropolis “... more should be done for teachers to assist them provide quality service to the human resource base

of the nation. More good working conditions, adequate teaching and learning resources, furniture, accommodation and transportation should be available. Good health and pension schemes and better salaries provided would motivate teachers to perform". The stakeholders explained further that teachers were not satisfied with the rewards hence their negative attitude to teaching as a profession.

Stakeholders selected from Organised labour (namely Ghana National Association of Teachers, Teachers and Education Workers Union and National Association of Graduate Teachers) were in their opinion not enthused about the Ghana Education Service reward system for teachers either. These organisations, according to the respondents, were trying their best to negotiate with government on the welfare of teachers. The Single Spine Salary Structure introduced to bring equity among other public workers had its own 'teething' problems. They were of the view that the consolidated salary scheme was nothing to write home about. It could not be compared to income levels of other salaried workers like the nurses and other health workers.

Another stakeholder added that there were others enjoying the consolidated salary structure whose salaries were better than the teachers. The consolidated salary structure to the stakeholders was supposedly introduced to motivate workers who benefit from it but that had not been the case resulting in agitations (GES, 2010). Subsequently, leading to workers not motivated enough to perform and leave the teaching profession.

One of the respondents drew attention to the fact that some teachers taught in schools built with no urinals and toilets but the communities sometimes came to the assistance of such teachers. Where assistance was not

forthcoming the school had to cope with its resulting challenges. Ultimately such challenging situations included nonexistence of places of convenience and potable water. One stakeholder had this to say, ‘... when I see them into the bush to answer nature call due to no toilets I feel for them. You know they could be my children’. These challenges according to the stakeholders affect teachers’ performance in the classroom. Even the popular positive responses expected on the national best teachers awards were not available as most of them argued for more teachers to be given the chance of being awarded instead of the few who were selected and awarded.

On the issue of social interactions rapport amongst colleague teachers and the communities, students, officers, and decision makers, the respondents were of the view that, there had been quite a number of ugly situations between the different opinion groups and the teachers. Some stakeholders apologised on behalf of the behaviour of the community, “... we apologise for the misuse of the classrooms and parks, and the way some parents beat up teachers or insult them. I remember how Egya Kwesi’s sons beat up their sister’s teacher, it was awful”. For instance some teachers did not respect the authority of their heads, and others clashed with their colleague teachers over petty and grave issues as a sign of dissatisfaction. This behaviour affected teachers’ performance.

Stakeholders’ views on the reaction of teachers to the rewards system

Responses from the stakeholders were that when teachers are aggrieved, teachers transferred their anger on the students by insulting them at the slightest errors made by the students. Other teachers out of anger may

leave the classroom and not return to teach the students for the day or even more days resulting to loss of teacher student contact hours. This could also result in late completion of syllabuses especially that of final year students in the examination classes for the Basic Education Certificate Examination (BECE) at junior high school and West Africa Senior Secondary Certificate Examinations (WASSCE) at the senior high school levels. This behaviour is contrary to what they profess to do when deployed to their stations to teach.

As a result, to manage such scenarios, some teachers were transferred. In some cases, teachers had insulted students and made derogatory remarks like, “you are good for nothing”, and “useless” among others, which in the long run affect the performance of some of the students. Another scenario, was when some members of the community attacked a teacher, their wards were disciplined to serve as a deterrent to them. It also came to light that the community misuse the schools’ properties and this on a number of such situations impede the performance of the teachers and even drive the teachers away from the village or town. Some of these disputes are settled but a few are yet to be looked at.

Troublesome teachers and truant students are also disciplined during disciplinary committee sessions at the school, circuit and district levels. Even though about forty percent were not pleased with some of such social interactions on the average it was managed effectively and its presence promoted a good tone in the schools depicting the kind of leadership and supervision in the schools. The recalcitrant children who are not motivated at home and sometimes in school due to an inefficient school system became indisciplined.

The stakeholders in the Sekondi-Takoradi Metropolis and Ahanta West Districts were of the opinion that their presence as partners in education had helped a lot in the area of conflict management in the schools. The establishment of the disciplinary committees at the school, district, regional and the national levels helped in the maintenance of cordial relationship among the other primary stakeholders in education, namely the teachers, officers, parents, communities and the students. Such an environment if maintained should create an effective and satisfying constructive social relationship suitable for quality education. However, to 38 % of the respondents, the Ghana Education Service reward system was to some extent motivating but the teachers perceived otherwise. Despite the above views the general opinion of the stakeholders was that something should be done to motivate the teachers for them to put in their best.

In differentiating between the work and the teaching environment of secondary school teachers and other teachers and education workers, the interviewees were of the view that, the junior and senior high school teacher's workload differed in the case of his/her contemporaries. The high school teachers taught at a higher level than the primary school and preschool teachers and this created the differences in their workloads and expectations. Apart from the content of the curriculum they used in teaching all teachers had a lot in common. They were all faced with the same problem of the extent of motivation and satisfaction when it was about teachers' remuneration.

Some also were of the view that their contemporary workers' job description differed from that of the teachers' and went with the corresponding remunerations. In a scenario, a participant cited an example of a banker and a

teacher, though both are graduates the difference is in their jobs and salary. Whilst the teacher is assured of job security, the banker could lose his job in the period when things get out of hand in his/her institution in relation to decrease in the financial institution's cash flows and profits. Definitely the two employees can never have equivalent salaries and other benefits.

To some of the respondents from the rural areas, the teachers' attitude to work was impressive as some of the teachers are very knowledgeable and hardworking but they were quick to add that there were a few among them who were defiant, irresponsible, lazy and truant. One School Management Committee Chairman had to say, "that some teachers performed under effective supervision in his school". Others were of the opinion that junior high school and senior high school teachers' attitude to work differed. Both the junior and senior high school teachers' attitude to work was more satisfactory in that the performance of the pupils were tied to their performance. The senior high school teachers were motivated more by Parents Teachers Association and the School Boards and until recently the School Management Committees in the junior high schools are practising the same.

Some stakeholders were of the view that "senior high school teachers were motivated" by the fact that they were "accommodated on the school compound and interacted more with the students". Furthermore, "they often met the students on the school compound even when classes were over. Unlike the senior high school teachers, the junior high school teachers in the basic schools taught in day schools where students and teachers depart to their individual homes after school. They were not accommodated in the schools as compared to the senior high schools where teachers live on the compound

where there is accommodation for teachers. Another stakeholder mentioned that, “60 percent of teachers in the senior high schools possessed cars”. Others were of the opinion that “availability of resources for teaching and learning among others present in the schools, would promote quality teaching and learning”.

Responses from some respondents were interesting, as the older respondents could not stop paying tribute to ‘veteran teachers’ who to them were doing sacrificial work. To some of them current teachers are more cautious of their rewards for any task performed than the veteran teachers. They noted that due to the magnitude of the syllabus with its expectation, current teachers did their best. Those teachers who are not committed are those who took to teaching as the last resort. This inference was as a result of the performance of some teachers. ‘Veteran’ teachers had a positive attitude to work, were punctual, and disciplined whereas current teachers were not. Some were also of the view that society is dynamic and so is culture so that one cannot actually compare the two. A respondent pointed out the plight of teachers and concluded that “teachers were doing their best for our wards and government should take note of that and reward them appropriately”.

Some respondents also made interesting observations that “the society was to blame for teachers’ current attitude to work as the society failed to recognise them as they used to”. In some decades back the teacher was respected, the elite in the society and even acted as the interpreter for the chief whenever the Europeans visited them but that seems to be a thing of the past. Teachers are not appreciated for their contributions as expected. Due to their financial status (meagre salary) in society teachers are not invited to chair such

functions that are for fund raising. Though current teachers are younger and smarter, they are not recognised and are not the preferred group when professions are discussed.

Teachers attend a number of workshops and manage to do their work amid certain conditions not favourable for effective teaching. Others were of the opinion that current teachers are individualistic whilst the previous teachers were traditional. However at the end of the day, the teacher expects to be rewarded for services rendered. Today's teacher has lots of tasks to do unlike his/her previous counterpart. Previously pupil teachers who hitherto did not have professional teacher training but had experience in teaching could teach in a high school. The current teacher needs more knowledge and skills to perform and this means hard work and determination and opportunities to study. One Assemblywoman mentioned that; "Now the teacher's reward has to be on earth". The quality of high school teachers and teaching is influenced by many small factors rather than a few large ones. This appears to have two concerns as reflected in the literature: developing consensus about how to improve teacher quality and performance and having different stakeholders support different ways to improving education, each advocating the efficacy of the particular method they favor.

Stakeholders' responses on the rewards system and teachers' performance.

A Director of Education who was interviewed mentioned certain factors used by the Ghana Education Service as indicators that could influence teachers' performance. A combination of these indicators by the Ghana Education Service include the following amenities;

1. access to good roads and an efficient road system including rail transport, river and sea transport, vehicular and air transport
2. access to electricity, where most homes are on the national electricity grid
3. availability of potable drinking water in every community including treated pipe borne water, drilled well water, and treated river and stream water to prevent water borne diseases like bilharzia and guinea worm
4. available health facilities including health posts, clinics and hospitals with adequate health facilities
5. adequate accommodation including affordable housing units purchased, built personally or rented premises with places of convenience and effective room ventilation
6. access to post offices and effective and efficient telecommunication systems including telephone booths, mobile phones network reception, telecommunication centres and the internet
7. environmental unfriendliness including the waste mismanagement, land degradation, water pollution due to human activities like mining, construction of roads and houses and farming
8. access to good food resulting from available farms including foodstuff, poultry, piggery, cattle and fish
9. Access to markets, banks, stadia, places of worship including churches, mosques, shrines and temples.

The respondents mentioned all the indicators above as factors that influenced teachers from going to the rural areas to teach. The respondents

were of the view that in the rural areas it was difficult to upgrade oneself, unlike the urban areas where there are a number of internet cafes and libraries one can go to for information. This was a disincentive to them. Apart from the lack of social amenities, the attitude of parents or the communities to the teachers contributed a lot to teachers' unwillingness to stay in the rural area. Some parents attacked teachers personally or arranged for hooligans to attack teachers who disciplined their wards; drug addicts and robbers also misused the premises for their infernal activities.

Another challenge the stakeholders encountered was the issue of getting the right spouse for the teachers posted to the village for them to stay. The stakeholders were of the view that they had the welfare of the teachers at hand. They tried to ensure the teachers work in a conducive atmosphere within the limited resources and relate to the right personalities. This was also a factor preventing especially young female teachers from going to work in the rural areas. A respondent gave an account of a female teacher who was lured by a palm wine tapper and ended becoming pregnant and abandoning her profession out of frustration and shame. The rural incentive package for teachers by the Ghana Education Service and the district assemblies are to make the lives of teachers sent there a little comfortable but these awards also come with their challenges.

Some of the incentive packages include cooking utensils, mono tape and cassette players and wax prints, which the teachers do not value, and the teachers' living quarters, which were hailed but is being criticised as being too small to accommodate teachers' families. The other challenge is the maintenance of these living quarters. Teachers' salaries are so meagre that

they cannot afford the maintenance of these living quarters. From the responses about one hundred percent were of the view that all employees are influenced by working conditions to perform and that the teacher is really influenced by reward systems to perform (Rebore, 2001; Robbins, 2010).

During the interview sessions respondents were also asked to suggest ideal reward systems that could be of value to teachers to enable them perform. Some had these to say: “I am a farmer and cannot leave the farm to teach my son that is the main reason why government should grant the teachers their demands for me to grow enough foodstuff to help feed the nation”, another participant stated in the local dialect in fante literally meaning that ‘government should have mercy on them and meet the needs of the senior high school teachers’ to teach their children. In a nutshell, the GES should satisfy the teachers by establishing a reward system valued by teachers and which will make teachers change their behaviour and attitude to work and perform.

A number of interesting opinions were expressed here through responses that came from stakeholders. Responses came from stakeholders from the urban and rural areas selected as study areas, some of the respondents had white-collar jobs, and others were farmers, a few with teaching background, some teachers and businessmen. The respondents were both literate and illiterate individuals. Generally, the consensus was, the Ghana Education Service reward systems influence the teacher and affects teacher behaviour. A respondent mentioned that teachers were influenced by the Ghana Educative Service reward system and performed accordingly.

These were manifested in the increase in the attrition rate of teachers for other jobs, for better schools where the environment is teacher friendly, for greener pastures abroad, and to pursue courses which could be helpful in future or just a means of avoiding the classroom. Those who stayed due to the fact that they could not leave the job because they had nowhere to go were not motivated to work and did not perform. They are either absent, not punctual or irregular at school. Teachers who are veterans vent their disappointments on younger teachers who through no fault of theirs may be in the classroom at the time.

Other opinions on this question were that though some teachers performed because they liked children and were concerned about their development, it was not an indication that they were satisfied with the present state of affairs but they were just motivated by the presence of the students. To the respondents most teachers are well educated and experienced but their salaries as compared to that of some employees including a ward assistant or nurse in the hospital differs. The reason being that such a comparison between the teacher and health personnel who no matter her low level of education, less experience receives better salary than the graduate teacher with more experience and who is responsible for upgrading her skills. This inequity is unfair and is the result of teacher attrition and low teacher performance culminating in poor student performance and falling standards in education.

The society assumes differences in the nature of their jobs but that is not the case, as by just comparing the two workers from the layman's point of view, to the layman the absence of a health personnel leads to his/her death when s/he is indisposed, whilst the absence of a teacher does not affect the

man much, as that man can survive. The man or dropout could replace schooling with farming or some other vocation and still survive. The implications are the teacher's presence is not recognised as value is placed more on the nursing profession than the teaching profession. This motive of non-recognition affects the trust and confidence the teacher has in the public and it influences the teacher's performance. This does not end there even during union agitations and reforms the nurse's request is adhered to promptly than the teacher's. The reward system for health personnel turns to be more ideal than the teacher's (Anafi et al., 2010; Anderson and Olsen, 2005; GES, 2006; Ingersoll and Smith, 2003; Quartey, 2007).

At the end of it all the teacher's performance in their opinion is to a larger extent influenced by the type of reward system existing. To conclude therefore according to the discussions on the responses and opinions of the stakeholders, there is a positive relationship between the two; performance and the rewards system. The opinions of the cross-section of stakeholders in education at the Sekondi-Takoradi metropolis and Ahanta West district confirm the assumption that the rewards system actually influence the performance of teachers.

Summary

The chapter dealt with the results of the survey and the in-depth interviews conducted. The teachers' perceptions and stakeholders' opinions and the Ghana Education Service performance indicators were examined. The components of a valued reward system based on the literature review, the conceptual framework, empirical investigation and the Ghana Education

Service reward system was identified. The next chapter summarises the principal findings and that of the observation sessions.

CHAPTER FIVE

THE ROLE PLAYED BY THE GHANA EDUCATION SERVICE REWARDS SYSTEM IN THE PERFORMANCE OF TEACHERS.

Introduction

This chapter investigates how the Ghana Education Service reward system affects the performance of junior and senior high school teachers in the Sekondi-Takoradi and Ahanta West districts of the Western region. By

examining the teachers' perceptions and stakeholders' opinions, and the findings which was linked to the observation sessions held differently in the study. The responses of the respondents were related to the conceptual framework and other findings identified. The outcome was focused on two factors: intrinsic and extrinsic factors. The results are discussed based on the role these factors; the Ghana Education Service rewards system played in the performance of the teachers.

The Ghana Education Service rewards system and teacher performance

Consistent with previous studies of the components of a reward system, the identified factors were extrinsic rewards (salary; medical bill refund; working conditions; resources for teaching and learning; transport/housing allowances; pension schemes; other fringe benefits; national best teacher awards and promotions) and intrinsic rewards (opportunity to study; participation in decision-making; recognition and achievement and constructive social relations).

Table 20 presents the thirteen factors of the reward system in ranking order derived from respondents' preference to rewards and its perceived influence on teachers' performance. The respondents from the two study districts ranked alike, in that, they had similar preferences for the rewards. The ranking in Table 19 was derived through descriptive analysis. Teachers were asked which of the rewards they preferred comparatively.

Extrinsic rewards

The extrinsic factors included promotions, working conditions, national best teacher awards, resources for teaching and learning, pension schemes, fringe benefits, the salary, medical bills and transport/housing allowances. These tangible factors of the reward system were examined separately based on the perceptions of the teachers and opinions of the stakeholders.

Interestingly, the results in Table 20 reveals that of all the elements of rewards, teachers rather preferred to be given the opportunity to study than salary increment and transport or housing allowance. This was owing to the fact that the opportunity to study ranked first, while salary increment and transport or housing allowance ranked eleventh and thirteenth respectively. The preference could possibly be that the opportunity to study offered a platform to attain greater heights in the Ghana Education Service that could motivate a teacher to give his or her utmost for the good of the service. After the opportunity to study, teachers preferred to be promoted (2nd) than to receive other benefits such as fringe benefits, allowance to defray medical bills and improved working conditions.

Table 20: Teachers' ranking in preference to rewards system

Type of rewards	Position	N
Opportunity to study	1 st	236
Promotions	2 nd	236
Recognition & Achievement	3 rd	236
Constructive social relations	4 th	236
Working conditions	5 th	236
National Best Teacher	5 th	236

Be part of decision-making	7 th	236
Resource for T/LM	8 th	236
Pension scheme	9 th	236
Other fringe benefits	10 th	236
Salary	11 th	236
Medical bills	12 th	236
Transport/housing allowance	13 th	236

Source: Field survey, 2010

Promotions

Promotion, which ranked second after the opportunity to study, is compensation for how best a teacher responds in behaviour to the goals of the Ghana Education Service. The findings indicate that teachers show more importance to promotion than salaries. Of course, when the teacher is promoted salaries also increase. Teachers' comments on the procedures indicate dissatisfaction with the ad hoc manner in which promotions are handled. Most teachers are promoted because of the number of years they have served and not mainly due to their performance (GES, 2012; GNAT, 2010; Ingersoll, 2001). They wondered if performance appraisal meetings were really effective. The assumption is that some teachers do not perform but are assured of their promotion and this is demotivating to teachers who despite their conditions are performing.

Table 21 presents the respondents' knowledge of promotion procedures in Ghana Education Service. The findings show that most (53%) of the teachers did not have knowledge of the promotion procedures of Ghana Education Service.

Table 21: Respondents knowledge of promotion procedures

Knowledge	Freq.	Percent
No knowledge	125	53.0
Knowledge of procedures	111	47.0
Total	236	100.0

Source: Field survey, 2010

Findings from the survey also disclosed that about 65 percent of the respondents perceived that the appraisal meetings contributed to the improvement of teachers' performance. With respect to respondents' satisfaction with the procedures, the majority (54.7%) of the respondents were dissatisfied with the procedures. They indicated that they did not receive feedback on their performance from their superiors. This culminated in respondents being uninformed and unaware of decisions taken and this may affect their behaviour and performance.

The fifth reward examined was working conditions. Evidence from Table 22 shows that most (84.7%) of the respondents were not motivated by the conditions in which they work. Within the districts, the majority of the respondents from the Sekondi-Takoradi metropolis (86.8%) and Ahanta West district (76.1%) were not motivated by the working conditions.

Table 22: Respondents motivated by the working conditions

Factors	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Motivated	25	13.2	11	23.9	36	15.3
Not	165	86.8	35	76.1		84.7

motivated					200	
Total	190	100.0	46	100.0	236	100.0

Source: Field survey, 2010

The study further asked the respondents to indicate their level of satisfaction with the conditions under which they work. Table 23 explains the details. The majority (61.1%) of the respondents were dissatisfied with the working conditions. About 63.1 percent of the respondents from the Sekondi-Takoradi metropolis were dissatisfied, the rest were either very satisfied (3.2%), respondents satisfied (15.5%) or somewhat satisfied (18.4%).

The responses from the Ahanta West assembly did not differ from those from the Sekondi-Takoradi metropolitan assembly district (Table 23). No one was very satisfied with the working conditions in the Ahanta West district, the rest were either satisfied (21.7) or somewhat satisfied (26.1).

Table 23: Respondents satisfaction with working conditions

Factors	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Very Satisfied	6	3.2	-	-	6	2.5
Satisfied	29	15.3	10	21.7	39	16.5
Somewhat satisfied	35	18.4	12	26.1	47	19.9
Dissatisfied	120	63.1	24	52.2	144	61.1
Total	190	100.0	46	100.0	236	100.0

Source: Fields survey, 2010

The satisfied respondents probably had access to some infrastructure including the necessary classroom space, offices, staff common room, library,

work sheds, science laboratories, sanitary facilities and a conducive atmosphere for teaching and learning. They probably also had furniture and an environment safe from encroachers, misfits, pollution and environmental degradation and what educators refer to as a 'good' school 'tone'.

Those teachers who were satisfied were probably from the urban areas that had social amenities at their disposal and the rural areas that had infrastructure and teacher housing units. The findings support studies by researchers like Ampiah, (2008); Anamuah-Mensah, (2002); Anderson & Olsen, (2005); Ghana Education Service, (2012); Ghana National Association of Teachers, (2009); Ingersoll and Smith, (2003); Rebore, (2001) and Schein, (1978). The writers posit that a conducive classroom environment free from environmental pollution, with good infrastructure and adequate teaching materials are examples of extrinsic factors that can spur teachers to put in their utmost for enhanced performance.

The national best teacher awards which also ranked fifth in the preference of teachers' reward was discussed. This award was established in 1995, as a reward to hardworking and innovative Ghanaian teachers. Since its inception there have been a lot of positive changes leading to the best teacher now receiving a house and the runner-up taking home a car instead of the initial cash awards. The scope has also been widened to cover both teaching and non-teaching staff.

Respondents of the survey and the key informants were all emphatic about the fact that it was necessary to recognise the performance of the teacher. The awards were significant and should be maintained although others felt widening the net could lead to some teachers not performing. Some

teachers were also of the view that only one teacher benefiting from a house was not the best and not justifiable, and that the number of teachers to be rewarded should be increased. The prizes should be reduced to cater for a wider range of teachers.

Furthermore, teaching and learning materials ranked eighth in the preference list of teachers' rewards. Teaching and learning materials include textbooks, teacher hand books, supplementary books, teaching and learning aids, instructional materials, stationery and black and white boards. These are necessary to spur the teacher to perform. If the teachers have their compliments, including all inputs that make teaching and learning motivating, then teaching and learning will be natural, simple and interesting and quality education will not be compromised. Expected teaching and learning outcomes will improve if 80 percent of their teaching and learning needs are provided. All the 236 teachers were of the view that the availability of such resources will enhance their performance.

Moreover, the pension scheme which constituted part of the reward list was seen not to be attractive, as it ranked the ninth position in the list. The results indicated that 80.9 percent were dissatisfied with the pension scheme, and this influenced their perception on the issue at stake resulting in teacher attrition and non-performance. Teachers were tired of weak pension schemes and were no more interested in them. The existing pension scheme for the teachers, apart from the Cap 30, the Social Security and National Trust was not attractive.

A teacher commented that for a teacher to work for 35 years and to receive a pension of about 600 Ghana cedis was no incentive. A retired teacher

for instance, who retires at the statutory pension age of 60 years is neglected and their future looks bleak. The two unions' representatives who were also teachers disclosed that they are trying to put up structures that will assist their retired teachers to enjoy their retirement.

Earlier, fringe benefits, which are other benefits enjoyed by teachers was preferred to salaries, as it ranked the tenth position in the reward list. These benefits were the various leave periods (maternity, casual, absence, study and the normal or compulsory leave). Special responsibility allowances for house masters and mistresses, guidance and counselling coordinators, circuit supervisors, other officers and school heads, as well as the disability fund for disabled/disadvantaged teachers were part of these benefits. Going by the opinion of respondents and key informants, fringe benefits were as important as the other elements of reward in spite of its low position in the reward list. Most teachers never enjoyed any of these fringe benefits and were not motivated by it.

Though, the base pay for teachers was perceived by the society as the major determinant of teachers' agitation for better reward systems. The findings indicate that salary was the eleventh position out of the thirteen reward elements that contributed to the teachers' performance. Despite this ranking, teachers can still not do away with the salary but need it to survive (GES, 2011; Mahony, Menter & Hextal, 2002; Mulkeen et al, 2005; SEIA, 2007).

Table 24: Respondents opinions about salaries

Opinions	STM	AWD	Total	Percent
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	Freq.	%	Freq.	%		
Satisfied	58	30.5	27	58.7	85	36.0
Dissatisfied	132	69.5	19	41.3	151	64.0
Total	190	100.0	46	100.0	236	100.0

Source: Field survey, 2010

The respondents further unearthed their opinions regarding their satisfaction with the salaries. The majority (64%) of the respondents were not satisfied with their salaries. About 69.5 percent from Sekondi-Takoradi metropolitan assembly and 41.3 percent in Ahanta West district expressed this view. Only 30.5 percent of the teachers in Sekondi-Takoradi metropolitan assembly and 58.7 percent in Ahanta West district expressed satisfaction with their salaries (Table 24). These teachers were probably manning administrative positions and performing extra duties, which warranted a salary increase.

Findings from the results further depict that 151 teachers (63.9 %) strongly disagreed with the fact that the salary was good, while 85 teachers (36.0 %) agreed maintaining that there was no need for extra income rewards.

This point out the level of dissatisfaction and the level at which salaries out of the 13 reward factors influenced performance and should be taken seriously. Just as the brain needs the other parts of the body to perform, the teacher needs his salary to perform in his or her job. Both teachers and the stakeholders in education complained about the salary of the teacher. To them this is not motivating and satisfying enough. When the amount is compared to other job salary structures, the consolidated salary of the teacher is lower.

As part of the reward factors, the study investigated the ranking of medical bills by teachers. Going by the findings, medical bills earned the twelfth position of teachers' preference in the reward list. The medical scheme was viewed by all the 236 teachers as unsatisfactory because, the amount of money was seen as so low to purchase the cheapest drug, and pay for consultation fees even at the public hospitals. Apart from the amount being inadequate, the procedures for the acquisition of this benefit was considered so bureaucratic that the patient may pass away even before the amount was refunded. The teachers saw this as a way of preparing teachers for their exit from the Ghana Education Service. The key informants mentioned that a healthy teacher performs and strives to achieve goals set for him/her, but the unhealthy teacher does otherwise.

Though transport and housing allowances was regarded as the least of all the factors, in the view of all the respondents, it also contributed to teachers' performance. Some of the respondents unearthed that they were accommodated on the school compound. They also bemoaned the service for insufficient accommodation, as the existing school bungalows or teachers' quarters were inadequate and teachers face the challenge of seeking accommodation elsewhere. Those in accommodation provided by the school complained of the maintenance of the units, as the government seems to be shifting that responsibility to teachers. Teachers without accommodation on the school compound are also not given any accommodation allowances. In a

bid to search for affordable accommodation most teachers fall prey to shylock landlords.

Implicitly, teachers who face accommodation problems, cannot concentrate on their work to provide quality teaching. The same assumption goes for the teacher who has no vehicle and has to commute to the school or office on his or her own. One stakeholder reported that some teachers take 'trotro' to school and have to struggle with others to get to school early. Thus, all the 236 teachers said that teachers expect some transport allowances from the government as part of a package under the reward system. Of the 236 teachers, 15.3 percent owned vehicles and also complained about the annual allowance, as insufficient for the maintenance of their cars.

Intrinsic rewards

The intrinsic rewards in this study are the intangible aspects of the reward systems that are being studied namely: the opportunity to study, recognition and achievement, constructive social relationships and participation in decision-making.

The opportunity to study is sometimes referred to as career/staff development in some organisations and is very important as a human resource function in any organisation. In the Ghana Education Service rewards system, most (61.4%) teachers preferred this reward element than others probably because they regarded it as a springboard to attain better economic opportunities within and out of the service. Sekondi-Takoradi metropolis and Ahanta West district recorded 62.6 percent and 56.5 percent respectively who

preferred the opportunity to study to other reward factors (Table 25). The results indicate that the teachers were satisfied with this factor and/or would prefer it as the number one satisfier, when it came to the motivation of teachers to excel in their performance.

Table 25: Respondents' preference for intrinsic rewards

Preference	STM		AWD		Total	Percent
	Freq.	%	Freq.	%		
Opportunity to study	119	62.6	26	56.5	145	61.4
Other rewards	71	37.4	20	43.5	91	38.6
Total	190	100.0	46	100.0	236	100.0

Source: Field survey, 2010

It would appear that teachers are dynamic and prepared to upgrade themselves to achieve quality teaching. Revelations from the teachers further unveiled that they were not happy about the demand-driven and distance-learning strategies used to award study leave to some teachers but some were quick to suggest that it was to keep teachers in the classroom. After all, a knowledgeable and disciplined teacher is the best asset the nation can get during the training and development of its human resource. Thus, teachers' perceptions and demands were normal in that their needs had to be met for them to perform.

In terms of recognition and achievement, the respondents observed that this element was almost non-existent in the Ghana. To some of the teachers, even when a student plays truant, the teacher takes the blame, but when a child excels, the parents take the credit. Thus, all the 236 teachers opined that good practices and innovative skills should be acknowledged for good work done.

During the interview sessions, the stakeholders in education also commented on this factor. The position for recognition and achievement on the ranking list was third, which indicates that this factor is of great interest to the teacher. This confirms the studies of Anderson and Olsen (2005); Bandura (2010); Bourne and Bourne (2009); Edwards (2003); Heller (2004); Mahony, Menter and Hextal (2002); Richardson (1999) that teachers want to be recognised and trusted.

Aside, recognition and achievement, constructive social relationship was another intrinsic factor that was examined. This kind of relationship is about the perceptions of teachers on their relationships with other stakeholders in education. This includes relations with the heads, education officers, students and the community, which can have an effect on teachers' performance. Some (12.3%) of the teachers commented that they were not satisfied with the behaviour of some of their heads, supervisors, parents, the community and the students.

About 87.7 percent had cordial interactions with colleague teachers, which was necessary for teacher effectiveness. Such constructive social relationship among teachers was necessary to promote motivation and satisfaction of teachers. Cooperation with other persons, good relationships to colleagues, cordial relationship between heads and officers from the directorate promotes satisfaction and enhance performance.

All the 236 teachers added that although dictatorial administration by some heads and officers had led to disrespect for authority, distrust, indiscipline, dissatisfaction and low performance, dialogue and compromise had sometimes also led to trust and agreement. When there is cordial relations,

teachers can relate and share knowledge, skills and other good practices; management will be respected and set targets will be achieved; and information flow from the national headquarters down through the necessary agents to the teachers will be easy, simple and respected for goals to be achieved. The relationship between the teachers and the community should be cordial and vice versa.

With regard to participation in decision making, Ghana is a democratic nation and therefore good governance at all levels is of great importance. Thus, it is appropriate for teachers to perceive this factor as one of the factors influencing their behaviour. This factor was ranked seventh in the reward list. In all, 59.3 percent were dissatisfied and only 0.8 percent were very satisfied with this factor as a reward strategy. Like the other factors, when it is improved, it will result in enhanced teacher performance.

All the 236 teachers perceived that often times they were not recognised when it comes to decision taking in the development and implementation of quality teaching and learning. They opined that teachers should be allowed to partake in decision-making in matters concerning the well-being of teachers. Hence information flow from management to teachers and vice versa should be done conscientiously for the satisfaction of both parties, the Ghana Education Service employers on the one hand and the teachers as employees on the other hand.

Actual Observation of teachers' performance

The observation sessions revealed the actual behaviour of the respondents in their environments. Checklists were used during the observation sessions. The

30 minutes used to observe the selected teachers from the 92 schools within the Sekondi-Takoradi and Ahanta West districts were monitored through participation during a teaching in class. Furthermore, students' responses to the teacher during instructions and contact hours were observed. In addition, students' exercise books were inspected to see if wrong questions were corrected and marked.

The tone of the school if good is demonstrated in the behaviour and performance of the teachers. It was observed that any teacher seen 'performing' in accordance with the performance indicators had most of the 13 factors of a valued rewards system in existence and was performing in both districts. Teachers not performing were absent without permission and could not be affected by non-performance.

Summary

In summary, all the above-mentioned factors influence teachers' performance. The results confirm studies by Ankomah (2005); Bame (1994); Billingbey (2002); Edwards (2003); Herzberg et al, (1999); Rebore (2001) and Tabata (2005); Van Scotter (1999) who opined that reward systems that are valued by teachers, motivate and satisfy them to be committed to perform. Furthermore, it has been inferred that the Ghana Education Service reward system plays a role in the performance of teachers,

The respondents presented unique concerns. Perhaps the Ghana Education Service, other policy makers, human resource practitioners, administrators and academia should consider changes in the reward systems of the Ghana Education Service and address the needs of these teachers as they contribute

their knowledge and skills educating students in Ghana. Considering the differences identified in the study, the results are a starting point for the Ghana Education Service to review the junior and senior high school teachers' work situation in detail and institute a 'valued' reward system that will positively influence teachers' performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study used an extensive related literature review and subsequent field studies in Sekondi-Takoradi Metropolitan and Ahanta West District Education Directorates in the Western Region to assess the rewards system of the Ghana Education Service and the role the rewards system played in the performance of junior and senior high school teachers. Questionnaires, in-depth interview guides and observation checklists were the main research tools used. An analysis of the questionnaire survey, review of interviews and observation sessions with junior and senior high school teachers and other stakeholders in education took place. Conclusions and recommendations for practice and further research have been drawn and proposed.

Summary of findings

A sample of 317 teachers was drawn from a population of 1800 teachers. However, owing to the response rate of 74.4 percent, the sample size was curtailed to 236 teachers. About 111 stakeholders were included to the sample from the Sekondi-Takoradi and Ahanta West districts. The comparative cross-sectional survey approach was used during the research. Stratified, simple random (random table) and purposive sampling were adopted as the sampling methods for

the study. Questionnaires, in-depth interviews and observation sessions involving the use of participant observation were the instruments that were employed for data collection.

The findings were summarised per the specific objectives. Going by the first specific objective that sought to ascertain teachers' perceptions concerning the rewards system of the Ghana Education Service, the salient results depicted that:

The majority (84.7%) of the teachers were not motivated by the reward system of the Ghana Education Service, as they were not given the opportunity to further their education (shown on table 22).

Though the respondents were not satisfied with the reward system, they were at least satisfied with the transportation and housing allowances, as this element of the rewards system had the highest (3.87) mean score with the lowest standard deviation (.424).

As to the opinion of other stakeholders in education on the rewards system of the Ghana Education Service, the major findings showed that:

Many (106) of the stakeholders confirmed the perceptions of teachers that the Ghana Education Service rewards system was not motivating. They disclosed that even the salaries of teachers who had obtained university education was far below standard and lower than the salary of a junior staff member with no university education, who worked with a company, '... if after all the teacher's education ... then being even a driver ... is better.

The stakeholders in the urban areas where social amenities were available recommended that more should be done for teachers, in order to assist them provide quality service to the human resource base of the nation. They suggested that this could be achieved by improving working conditions, providing adequate teaching and learning resources, furniture, decent accommodation and adequate transportation allowances, as well as better salaries for teachers.

Stakeholders who were members of organised labour groups were not enthused about the Ghana Education Service reward system for teachers. Going by these respondents, the working conditions of teachers was abominable, as some taught in schools built with no urinals and toilets, with the absence of potable water. These challenges according to the stakeholders, affected teachers' performance in the classroom.

All (111) the stakeholders also complained of teachers' incentive packages as being insufficient to accommodate teachers' families; the meagre salaries of teachers that was inadequate for them to maintain their accommodation; the low value placed on the teaching profession compared to other professions like the medical and banking professions that were highly esteemed.

The major results from the analysis of objective three, which tackled the role played by the Ghana Education Service reward system in the performance of teachers revealed that:

Of all the reward elements in the system, teachers rather preferred to be given the opportunity to study than salary increment and transport or housing allowance. This was by virtue of the fact that the opportunity to study was ranked

first by all the 236 teachers, compared to salary increment and transport or housing allowance that was ranked eleventh and thirteenth respectively by the teachers.

Most (53%) of the teachers did not have knowledge of the promotion procedures in Ghana Education Service. The absence of this knowledge adversely affected them, as they were ignorant of what is required of them by the service to obtain a career upliftment. This affected their motivation to work harder.

Many of the teachers suggested that the National Best Teacher Awards should be maintained, although others felt widening the net could lead to some teachers not performing. Some teachers were also of the view that only one teacher benefiting from a house was not the best and not justifiable, and that the number of teachers to be rewarded should be increased. Thus, the prizes should be reduced to cater for a wider range of teachers.

Teaching and learning materials ranked eighth in the preference list of teachers' rewards. All the 236 teachers commented that expected teaching and learning outcomes will improve if 80 percent of their teaching and learning needs were provided.

About 80.9 percent of the teachers were dissatisfied with the pension scheme, and this influenced their perception on the issue at stake resulting in teacher attrition and non-performance.

Fringe benefits were equally considered important, in spite of its low position in the reward list. Most teachers never enjoyed any of these fringe benefits and were therefore not motivated to perform.

The majority (64%) of the respondents were not satisfied with their salaries, which also affected teachers' performance as they need it to survive.

All the 236 teachers were not satisfied with the medical scheme, as the amount of money was seen to be so meagre to purchase even the cheapest drug, and pay for consultation fees at the public hospitals. The teachers saw this as a way of preparing teachers for their exit from the Ghana Education Service.

Conclusions

Based on the findings of the study, it can be stated conclusively that:

Teachers had a negative perception of the Ghana Education Service reward system. Their perception was premised on the fact that teachers are not sufficiently spurred by the service to provide quality education. The only area where teachers expressed minimum satisfaction was in the transport and housing allowances. Teachers were dissatisfied with the rest of the reward elements of the system.

Stakeholders in education equally had a negative perception of the Ghana Education Service reward system. Going by their perceptions, the system demoralises teachers, as adequate attention was not given to their welfare (accommodation, salaries and medical care) compared to their counterparts in the nursing and banking profession who earned more and had desirable working conditions.

The reward system rather retarded instead of boosting teachers' performance. This was by virtue of the fact that the system did not give the

opportunity to teachers to further their education. Moreover, many of the teachers were not included in the National Best Teacher Award; they also did not have access to adequate teaching and learning materials; the pension and medical schemes earmarked for them was poor and daunting; fringe benefits were not commensurate to services rendered and their salaries were also inadequate.

Contribution to knowledge

The results of the study presented that factors contributing to low performance were part of the rewards system. Teachers were not motivated and satisfied to perform because of their perception of the existing ‘unvalued’ reward system. Although teachers universally request higher salaries, the evidence suggests that increased salaries alone would be unlikely to improve the quality of the teaching force significantly. The implication is that all 13 factors have to be improved together to motivate the teacher. A reward cannot motivate an employee but a combination of a number of rewards will motivate teacher.

Improvement of conditions of service for teachers is a promising way of increasing teacher morale, making the profession more attractive, enhancing retention of teachers, and improving the quality of teaching and learning. Although improving conditions of service always has budget implications, changes in this area may be less costly and more effective than increasing teachers’ salaries. Teachers’ needs, when satisfied, will motivate them to stay, perform, and contribute to the quality of education. The output of the research is that with the availability of a valued rewards system an employee is satisfied and

motivated to perform. The higher improved a reward system is the higher satisfied an employee is, and motivated to perform. Where the employee is not satisfied with the rewards he is demotivated and will not perform. An examination of existing literature, and empirical study and the conceptual framework of the research yielded these results. Nevertheless, this study discovered a consistent trend to improve the job morale.

It generated a chronicle of activities resulting in the effective implementation of valuable rewards to staff of the Ghana Education Service and other organisations. The availability of an improved and valued rewards system leads to the need for a consistent trend to improve job morale. It will help strategise human resource management and development policies in the effective deployment of staff and reduce staff turnover. The results of the study presents a collection of education data on the good practices, successes and interventions needed to promote quality teaching and learning. The output of the study is, in short, broad and is a general reference book for professionalism in the teaching fraternity and in identifying the different behavioural needs and attractions for employee satisfaction and performance.

Recommendations

Recommendations were made to teachers and various stakeholders in education. Going by the findings and conclusions of the study, the Ministry of Education is urged to:

- Review policies on teacher motivation and the establishment of valued reward systems that will concentrate on improving the reward mechanism of Ghana Education Service in the short term. This will enhance teacher and student performance. The Ministry of Education will need to make better and more creative uses of the resources that are already available to secondary education. New and more effective approaches to preparation, deployment, utilization, compensation, and conditions of service for teachers are necessary if the current problems are to be resolved.

Furthermore the Ghana Education Service is entreated to:

Effectively implement the revised teacher motivation policies formulated by the Ministry of Education. Review the Service's reward system through benchmarking, in order to appraise and re-engineer the system. The Ghana Education Service should ensure that promotion of teachers is not only on the basis of seniority and experience, but also on the basis of performance and staff development, this will encourage teachers to update, upgrade and work to enhance their performance.

Furthermore, collaborate with the other stakeholders in education and improve on working conditions; available infrastructure for classrooms, libraries, laboratories and adequate furniture for schools, staff common rooms, teachers' bungalows and living quarters would promote quality teaching and learning and provide the relevant base for the government's human resource development strategy. They

should allow teachers to participate in the governance and decision making processes during the formulation of their policies.

Increase the salaries of teachers especially those in the secondary school to enable them to perform and play their role in nation building. The salary should be reviewed and be fair and comparable to the salaries of other workers of the help service and of the same educational background to avoid salary disparity.

Create a cordial atmosphere to promote good relationship among the service office staff and school administration; school administration and teachers and students including other non-teaching staff; staff and staff; staff and community; staff and students.

Teachers are also exhorted to:

In lieu, of their perceptions on the Ghana Education Service rewards systems, they should consider the tasks assigned to them by the Ghana Education Service and the society as a whole and perform. They should consider the positive outcomes of improved performance which is not only to the Ghana Education Service and students but also to the nation in a nutshell. Their regular presence in class at the required time on task will improve their teaching, culminating in improved performance.

Furthermore, teachers should remember their code of ethics and try as much as possible to be punctual and regular at school and other meetings. They should appear decent, modest, avoid truancy and be disciplined. Be innovative, creative and share their best practices during school, cluster, circuit and district meetings,

workshops and on school notice boards. Update and upgrade their knowledge and skills to be in the best position to impart knowledge to meet the modern trends, including science and information technology in the global society. As a result, they are to be of good conduct, character and abstain from evil vices; drunkenness, immorality, corrupt practices and maintain the status quo as is expected of a professional.

Sekondi-Takoradi Metropolitan Assembly

Sekondi-Takoradi Metropolitan Assembly should be encouraged to:

Provide infrastructure for school children as a measure to make the classroom friendly and convivial for their studies. Structures should be user friendly by the teachers and students. There should be toilet facilities for both parties. School buildings should also have staff rooms to enable teachers relax in between classes. Establish an awards system weekly and termly to motivate teachers who perform. The award could be a commendation, certificate to a house, electrical appliances and opportunity to study with pay or financial assistance.

Ahanta West District Assembly

To provide motivation in the form of security and basic amenities, as in some communities, it is not safe for teachers to work. The security officers should protect the schools' properties alongside provision of security to the teachers. The Assembly should make available basic utilities like water, electricity and should also be provided to schools and construct residential facilities for teachers, where

necessary, housing loans and allowance packages should be established for teachers.

School Management Committees/Parent Teacher Association

Apart from incentives provided by the School Management Committees, School Boards and Parent Teacher Associations to individual schools, teachers should also be decorated with stars based on their performance at the end of every academic year at the school level and this should be part of their promotion to the next rank. Teachers should be recognised and respected, and supported in the schools and in the community.

Teachers Unions are required to:

Collaborate with the Ghana Education Service Council and other development partners to support their members to fight for better conditions of service and promote the cause of the junior and senior high school teachers and teachers in general that will result in quality teaching and education. Additionally, institute a teachers' provident fund to remunerate teachers. The teachers should contribute about half of the amount and the Ghana Education Trust Fund and other bargaining authorities for the service should contribute the remnants.

The deductions should be at source and compulsory on the day a teacher enters the teaching field. After six months contribution, the teacher will be entitled to an annual Christmas allowance, after three years be entitled to a car advance and after five years depending on one's contributions, be entitled to a housing loan.

This fund should supplement the salaries of all teachers, medical and pension schemes

Recommendation for further study

From the findings of the study, certain recommendations for further study in the motivation of teachers will be an advantage to the Ghana Education Service and the government in its quest for quality education and highly informed and skilled human resource base for nation development. These recommendations include:

1. A national survey on the Ghana Education Service reward system and performance of all teachers.
2. A comparative study on the reward systems of the service and other public help organisations.
3. A study in the selection of the training institutions, training and recruitment procedures of teachers in Ghana in relation to their performance.
4. Carrying out longitudinal research that tracks over time the effects and consequences of interventions to improve the performance of teachers.

The study is a worthwhile investigation of the Ghana Education Service reward system in a bid to promote effective and increased teacher welfare and performance in the delivery of quality education. The service should take these opinions and perceptions of the stakeholders and teachers respectively into

account if they want to improve the quality of teaching and learning in their schools. Improve staff morale and motivation through valued reward systems and teachers will perform. The use of theoretical and empirical evidences and the conceptual framework of the study contributed significantly to the research discussions resulting in the expected results of an existing positive relationship between the two variables namely: the independent variable, reward system and the dependent variable, performance.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Institute for Development Studies

University of Cape Coast

P.O.Box 01

Cape Coast.

06 May 2010.

Dear Sir or Madam:

LETTER OF INTRODUCTION

TO WHOM IT MAY CONCERN

I am a PhD (Development Studies) student in the above Institute at the University of Cape Coast. I am researching into the personal and professional needs and interests of teachers and how the teachers can be motivated to perform. I believe for the national development goals to be achieved it is crucial for the Ghana Education Service and other Stakeholders in education to revisit the issue and motivate teachers to perform.

I plan to interview you / your staff for this purpose. Please let me know when you will be available for the interview, my contact numbers are attached. All information will remain confidential. I hope your contributions to this research will improve the status of teachers, improve their performance, enhance the quality of education and contribute to the national development goals of Ghana.

Thank you,

Angela Tena Mensah (Mrs).

e-mail: angmens@yahoo.co.uk

Tel/Office: 233-42-32983

Cell Phone: 233-277-473880/ 233-20-8242961

APPENDIX II

REWARD SYSTEMS AND PERFORMANCE OF TEACHERS.

TEACHERS' QUESTIONNAIRE

This questionnaire, which you are being asked to complete, is a part of a study on the Ghana Education Service's reward systems in relation to the performance of secondary school teachers being conducted at the Institute for Development Studies, University of Cape Coast, Cape Coast. The questionnaire is in four (4) parts. Please answer all questions by circling a letter/number or putting an 'x' in a box only for an item and write down answers where need be. The success of the study depends on your personal, accurate and honest responses to the questions.

Answers will be kept strictly confidential, as it will help improve the performance and assist to meet the expectations of the Ghana Education Service and the secondary teachers in Ghana. We are privileged to have you as part of this study, which hopefully, will improve the teaching profession and contribute to the development goals of Ghana.

(You do not need to write your name on the questionnaire.)

Part one

In this part you are asked questions about yourself and some general information.

1) Your age:..... 2) Sex: Male Female

3) Name of school:.....Class/Form:.....

4) Location of school:.....

ii. District:..... Urban Rural

5) Marital Status:

Married Single Divorced Widowed Separated

6) Number of children:.....

7) Hometown:..... ii. District:.....

8) Academic qualifications:

Middle school Secondary level Diploma level Graduate level

Post – Graduate level

9) Professional qualifications:

Cert-B Cert- A Post-Sec Dip-Ed B.Ed. PgC/D

MEd Mphil

10) i. Rank :..... ii. Position held at school:.....

11) How many subjects do you teach in a week? Ans.....

ii. Number of periods of teaching in the week. Ans.....

iii. Length of each teaching period (in hours). Ans.....

12) How long have you been working as a teacher?

Ans.....

13) How long have you been teaching in this school?

Ans:.....

14) What is your annual income? Ans.....

i. Your gross monthly income is

15) Which of these factors originally motivated you to enter the teaching profession?

i) Please indicate by writing figures in ranking order in the brackets below)

() Pay / Salary

() Recognition and achievement

() Work satisfaction

() Opportunities for career & personal development

() Family / Peer pressure

() Forced circumstances

() Not applicable

Others (Specify).....

16) Did prospects turn out as expected?

Yes

No

i) Give reasons for your answer:.....

.....

PART TWO

Information on the Ghana Education Service (G.E.S.) rewards system and performance indicators.

Are you motivated by the following rewards system policy of the G.E.S.?

i. Pay/ Salary structure

() Yes

() No

ii. Opportunity to study/ Study leave with pay

() Yes

() No

- iii. Medical bill refund (GHC 25). Yes No
- iv. Working conditions (buildings/environment) Yes No
- v. Resources for teaching and learning Yes No
- vi. Participation in decision making at all levels Yes No
- vii. Transport/Housing allowances (if applicable) Yes No
- viii. Recognition & Achievement Yes No
- ix. Pension schemes Yes No
- x. Constructive social relationships Yes No
- xi. Other fringe benefits (car allowance, etc) Yes No
- xii. National best teacher awards Yes No
- xiii. Promotions Yes No

2) How satisfied are you with the following:

- i. Your present salary? Very satisfied Satisfied
 Somewhat satisfied Dissatisfied

ii. The opportunity to study / Study leave with pay?

- Very satisfied Satisfied
 Somewhat satisfied Dissatisfied

iii. Medical bill refund of 25 new Ghana cedis?

- Very satisfied Satisfied
 Somewhat satisfied Dissatisfied

iv. Working conditions? Very satisfied Satisfied
(building/equipments/environment)

Somewhat satisfied Dissatisfied

v. Resources for teaching and learning? Very satisfied Satisfied
(Teaching/learning materials)

Somewhat satisfied Dissatisfied

vi. Participation in decision making at all levels?
(school/circuit/district/region).

Very satisfied Satisfied

Somewhat satisfied Dissatisfied

Explain your answer:.....

vii. Transport/Housing allowances (if applicable)?

Very satisfied Satisfied

Somewhat satisfied Dissatisfied

viii. Recognition and Achievement? Very satisfied Satisfied

Somewhat satisfied Dissatisfied

Explain your answer:.....

ix. Pension schemes? Very satisfied Satisfied
 Somewhat Satisfied Dissatisfied

Explain your answer:.....

x. Constructive social relationships? Very Satisfied Satisfied
(With officers, colleagues, etc).

Somewhat satisfied Dissatisfied

Explain your answer:.....

xi. Other fringe benefits? Very Satisfied Satisfied

Somewhat satisfied Dissatisfied

xii. National best teacher awards?
Very Satisfied Satisfied

Somewhat Satisfied Dissatisfied

Explain your answer:.....

xiii. Promotions (including procedures)? Very Satisfied Satisfied

Somewhat Satisfied Dissatisfied

Explain answer:.....

xii. Please write down any information not indicated here but is (in your opinion) necessary for the reward system of the Ghana Education Service?.....

.....

3) i. Are you regular in school? Regular Irregular

Sometimes Regular

Give reasons:.....

ii. Are you punctual to school? Punctual Not Punctual

Sometimes Punctual

What is the motivation for being punctual?

Give reasons:.....

iii. Do you stay till school closes? Normally stays till school closes

Sometimes stays till school closes

Hardly waits for school to close

before leaving school.

iv. How do you appear in class?

Neat/Well dressed Modest

Not presentable Drunk

v. What is the performance of your class? Excellent Good

Average Poor

vi. Do you think your being there has caused this performance of your class?

- A lot A little
 Quite a lot Not at all

Give reasons:.....

v. Does the workload affect your performance at school?

- A lot A little
 Quite a lot Not at all

Give reasons for answer:.....

vi. Do you like teaching (preparing lesson notes, delivering the lesson, assessing the lesson)?

- A lot A little
 Quite a lot Not at all

Give reasons:.....

vii. Do you like your present class and school?

- A lot A little
 Quite a lot Not at all

Give reasons:.....

4) i. Are you aware of the G E S performance indicators?

- Yes No

Mention the performance indicators:.....

ii. Have you seen a Ghana Education Service appraisal form?

- Yes No

iii. Are you satisfied with the content of the Ghana Education Service appraisal form? Yes No

Give reasons for your answer:.....

iv. Do you think the performance appraisal meetings help to improve the performance of teachers?

Yes No

Give reasons for your answer:.....

v. How often do you receive feedback about your performance from other persons (colleague teachers, supervisors, other stakeholders in education)?

A lot A little

Quite a lot Not at all

vi. Do you cooperate with your colleague teachers?

A lot A little

Quite a lot Not at all

vii. Is your relationship with your superiors cordial?

A lot A little

Quite a lot Not at all

viii. Do you take part in decision making at all levels in your school?

(school, circuit, district, regional, national levels)

A lot A little

Quite a lot Not at all

Give reasons:.....

.....

ix. Are your efforts in teaching recognised and acknowledged?

(By heads, supervisors, other Ghana Education Service officials, parents, student)

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> A lot | <input type="checkbox"/> A little |
| <input type="checkbox"/> Quite a lot | <input type="checkbox"/> Not at all |

Give reasons for your answer:.....

x. Does your job allow you to have time for the family?

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> A lot | <input type="checkbox"/> A little |
| <input type="checkbox"/> Quite a lot | <input type="checkbox"/> Not at all |

Give reasons:.....

xi. Have you achieved your personal and job needs in the teaching profession?

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> A lot | <input type="checkbox"/> A little |
| <input type="checkbox"/> Quite a lot | <input type="checkbox"/> Not at all |

Explain your answer:.....

PART THREE

You are expected in this section to give your views on the reward systems, whether it will enhance the performance of teachers in the Ghana Education Service, and provide quality education for sustainable growth in the development process of the country. You are to choose from the responses or rank in order of preference where applicable. (All answers must be explained).

1) i. Teaching is the best profession. Strongly agree Agree
 Disagree Strongly disagree

Explain answer:.....

ii. The supervisors/managers support my talents.
 Strongly agree Agree
 Disagree Strongly disagree

Explain your answer.....

iii. There are opportunities for career development.
 Strongly agree Agree
 Disagree Strongly disagree

Explain answer

iv. The approved teaching periods per week are favourable.
 Strongly agree Agree
 Disagree Strongly disagree

Explain your answer.....

v. Salaries are adequate, there is no need for extra income generating activities
 Strongly agree Agree
 Disagree Strongly disagree

Explain answer.....

.....
vi. The working conditions in my school are good (buildings, equipments etc). Strongly agree Agree

Disagree Strongly disagree

vii. I receive praise and recognition for every good teaching performance. Strongly agree Agree

Disagree Strongly disagree

viii. The supervisors/managers here are friendly Strongly agree Agree

Disagree Strongly disagree

.....
ix. Good relationships exist among colleague teachers. Strongly agree Agree

Disagree Strongly disagree

Explain your answer:.....

x. A good relationship exists between teachers, parents and students. Strongly agree Agree

Disagree Strongly disagree

.....
xi. Feedback on teachers' work performance is satisfying. Strongly agree Agree

Disagree Strongly disagree

xii. The pension and health schemes attract Strongly agree Agree
more teachers to stay and perform.

Disagree Strongly disagree

.....

xiii. There is job security in teaching. Strongly agree Agree

Disagree Strongly disagree

.....

xiv. At this point in your teaching career, do you intend to leave or stay and perform in your school? Give reasons for your decision:.....

2) i. You are to evaluate how the following factors affect your performance.

Write a number in the blank beside the statement, based on the following scale:

1.....2.....3.....4.....5

Always Often Occasionally Seldom Never

a)Recognition and achievement Explain answer:.....

b)Present opportunities for career and personal development.

.....

c)Participation in decision making at all levels.

.....

d)Support from leadership and management.

.....

- e)Dictatorial nature of your supervisors.
.....
- f)..... Performance appraisal meetings.
.....
- g)..... Feedback on one's work performances.
.....
- h)Present promotion procedures.
.....
- i)..... Relationship between teachers and supervisors/management.
.....
- j)Relationship between teachers and parents/students.
.....
- k).... My salary as a teacher.....
- l).... The national best teacher awards.
.....
- m)....Other cash incentives.....
- n)....Medical and Insurance programmes.
.....
- o).... Housing and transport allowances.
.....
- p).... Distance from home to school.....
- q).... Textbooks and teaching/learning materials.....

.....
r). ... Infrastructural buildings and furniture

.....
s).... School and classroom working conditions.

.....
t).... Standardised tests and public demand for accountability.

.....
u).... My personal qualifications are recognised as expected.

.....
v) State any other factors that hinder your performance as a teacher.

.....
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PART FOUR.

In this section you will give your views on how reward systems motivate and satisfy you to perform. Please write in the blank the number you prefer as your answer.

1.....2.....3.....4.....5

Lesser Less Moderate Large Larger

1)i. To what extent do you feel motivated and satisfied by the GES reward system?.....

Explain answer:.....

ii. To what extent do you have freedom and independence during teaching?.....

.....

iii. To what extent does the GES rewards system influence your performance?.....

.....

iv. To what extent is your performance influenced by the GES performance indicators?.....

.....

v. To what extent will a valued reward system motivate and satisfy you to perform.....

vi. Do you agree that rewards system influence performance of teachers?.....

.....

2) i. In the space below, write down a valued rewards system that in your view will motivate and satisfy you to perform.

.....
.....
.....
.....
.....
.....
.....

Thank you for your cooperation

APPENDIX III

STAKEHOLDERS INTERVIEW GUIDE

This interview is being conducted specifically for academic purposes (in partial fulfilment of a PhD in Development Studies). Therefore any information provided will be treated with the strictest confidentiality between the supervisors and the researcher.

Semi-structured interview guide

1. What are the reward systems in the Ghana Education Service (GES)?
 - a. Describe in detail the GES reward systems,
 - b. Are you satisfied with the criteria for rewarding teachers and the reward procedures in the GES?
2. In your opinion how motivating are the reward systems of the GES?
3. What are the performance indicators of the GES?
 - a. How is performance managed in the GES (its strengths and weaknesses),
 - b. Whether the reward systems have anything to do with performance.
4. How effective and satisfying are the kinds of interactions between the:
 - a. Teacher/teacher(s), teacher/officer(s), teacher/community and teacher/student?
5. Do the teachers in the secondary schools' attitudes to work differ from other teachers and workers? Why?

6. How would you describe teachers' current attitudes to work in your school/district?
7. What factors prevent teachers from moving to the rural areas to work?
8. What in your view are the factors that influence a teacher's performance?
9. Do you think teachers' performances are influenced by the GES reward systems? Explain your answer.
10. What reward systems would you recommend to the GES to enhance performance?

Thank you for your contributions!!!!!!!!!!!!!!!!!!!!!!

APPENDIX IV
TEACHER PERFORMANCE-CLASSROOM OBSERVATION
CHECKLIST

1. School:.....
2. Age:..... 3. Sex:..... 4. Marital Status:.....
5. Class/Form/Subjects taught:.....
6. Tone of school:.....
7. Classroom condition:.....
8. Lesson
plan/notes/vetted?:.....
(expanded scheme of work).....
9. Teaching and Learning materials available:.....
(aids used).....
10. Class control:.....
11. Communication Skills:.....
12. Knowledge of subject matter:.....
13. Student participation/evaluation:.....
(based on the lesson observed).....
14. Output of work:.....
(for that academic year).....
15. Keeping of school records:

- a. Pupils attendance register:.....
- b. Continuous assessment records:.....
- c. Students' cumulative records:.....
- d. Other records (specify):.....
- 16. Co-curricular activities:.....
- 17. General observation of teacher's performance in class:.....
-

APPENDIX V

BACKGROUND HISTORY OF OTHER STAKEHOLDERS

INTERVIEWED

A. Name of participant:.....

B. Name of School/Office/District you represent on education matters:.....

.....

C. Position held in school:.....

D. Number of years spent in this position:.....

E. Sex: Male Female. F. Marital Status:.....

G. Number of children in school:.....

H. Your main occupation:.....

I. Your contribution to education in your school/district:.....

.....

J. Any other information:.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you

APPENDIX VI

LIST OF STAKEHOLDERS INTERVIEWED IN THE STUDY

sn	Names of Stakeholders	Sex	Occupation	Position as stakeholder	School/Office	Yrs	District
1	Philip Kwesi Nkrumah	Male	Legal Practitioner	Metro Chief Executive	Sekondi-Takoradi Metro Assembly, Sekondi	5	STM
2	Clement Dandori	Male	Administrator	Metro Coordinating Director	Sekondi-Takoradi Metro Assembly, Sekondi	5	STM
3	Nana Nketsia	Male	Educationist	Metro Director of Education	Metro Education Office, Takoradi	2	STM
4	Edwin Robert Philips	Male	Businessman	Presiding Member Board Chairman	Sekondi-Takoradi Metro Assembly, Sekondi	3	STM
5	Robert Kwame Mensah	Male	Educationist	Assistant Director, Supervision	Metro Education Office, Takoradi	7	STM
6	Theresa Marian Yankah	Female	Educationist	Asst Director, HRMD	Metro Education Office, Takoradi	7/4	STM
7	Issabella Folson	Female	Educationist	Asst Dir, Planning and research & monitoring	Metro Education Office, Takoradi	5	STM
8	Ato Bruce	Male	Educationist	Metro PRO	Metro Education Office, Takoradi	8	STM
9	Elizabeth Jackson	Female	Educationist	Circuit Supervisor (DEPT)	Metro Education Office, Takoradi	3	STM
10	Isaac Bimpeh	Male	Educationist	Metro GNAT Secretary	GNAT Office, Takoradi	9/3	STM
11	Robert Kurenstir Mensah	Male	Admin/HRM	SMC Chairman	Bishop Essuah Cath, JHS, Takoradi	3	STM

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Table Continued

12	Nana Adayie Miah	Male	Stores Keeper /Businessman	PTA Chairman	Bishop Essuah Cath, JHS	7	STM
13	Peter Akunor-Sackey	Male	Tutor	SMC Chairman	Air Force JHS, Takoradi	2	STM
14	WOI Moses Appau	Male	Military/Signals	PTA Chairman	Air Force JHS, Takoradi	4	STM
15	Samuel Kinsley Koomson	Male	Marine Electrical Engineer	PTA Chairman	Anaji Estates JHS, Anaji	4	STM
16	Isaac Hayfron	Male	Technical Assistant, GHAPOHA	PTA Chairman	SDA JHS, Takoradi	10	STM
17	Henry Cobblah	Male	Businessman	SMC Chairman	Nav-West JHS, Takoradi	3	STM
18	Emmanuel Donkor	Male	Technical Supervisor	SMC Chairman	Korsah Complex JHS, Takoradi	3	STM
19	Charles K Mensah	Male	Security Guard	PTA Chairman	Dunwell Methodist JHS, Effia-Kuma	3	STM
20	James O Quansah	Male	Teacher/Building Contractor	SMC Chairman/Vice Board Chairman	Bethel Methodist JHS Tdi & APGSHS, Sekondi	5/5	STM
21	Aibert Charles Ackon	Male	Sales Representative	PTA Chairman	Korsah Complex JHS	1	STM
22	Mary Ocran	Female	Secretary	SMC Chairperson	Aggrey Memorial JHS, Sekondi	10	STM
23	Paul Napoleon Andoh	Male	Carpenter	PTA Chairman	Aggrey Memorial JHS, “	1	STM
24	Alhaji Osman Dangoni	Male	Tailor	SMC Chairman	Old Hospital JHS Sekondi	3	STM
25	Edwin Shorrock	Male	Teacher	PTA Chairman	Old Hospital JHS, Sekondi	2	STM
26	Peter Kobina Eko-Acquah	Male	Agriculturalist	SMC Chairman	St Anthony of Padua Cath JHS K' minstim	3	STM

27	Daniel Arthur	Male	Ship Manager	PTA Chairman	St Anthony of Padua Cath JHS K'mintsim	2	STM
28	Abdulai Benya	Male	Tailor	SMC Chairman	Sunniyah Islamic JHS, Sekondi	2	STM
29	John Rhule Chismack	Male	Business	PTA Chairman	Sunniyah Islamic JHS Sekondi	3	STM
30	Samuel Ampiah	Male	Machine Operator	SMC Chairman	Dunwell Meth. JHS, Effia- Kuma	6	STM
31	Robert Tiberio	Male	Sand Contractor	PTA Chairman	Ketan Cath JHS, Ketan	1	STM
32	Helina Mensah	Female	Trader	PTA Chairman	Ketan Meth JHS, Ketan	4	STM
33	Amos Cudjoe	Male	Teacher	SMC Chairman	St Andrews Cath JHS, Sekondi	2	STM
34	Emmanuel Ghansah	Male	Business	PTA Chairman	Sekondi Meth JHS	3	STM
35	Nii Nortey	Male	Carpentry	PTA Chairman	St Annes Ang JHS Sekondi	3	STM
36	Nana Kofi Dadzie	Male	Self Employed	PTA Chairman	St Annes Ang JHS Sekondi	1	STM
37	John K Mensah	Male	Electrician	PTA Chairman	Nana Katabra 'A' JHS, Kojokrom	6	STM
38	John Amoah	Male	Station Master Ghana Railway Corporation	SMC Chairman	Nana Katabra 'A' JHS Kojokrom	2	STM
39	Emmanuel Kofi Conduah	Male	Pastor	PTA Chairman	Nana Nkesiah JHS Essikado, Sekondi	3	STM
40	Esi Essaba Sam	Female	Teacher	SMC Chairman	Nana Nketsiah JHS, Essikado	3	STMA

41	Albert Quagraine	Male	Civil Engineer	SMC Chairman	Rev. Cobbah Yalley JHS Takoradi	1	STMA
42	Charles Hayford	Male	Business	SMC Chairman	Ketan Cath JHS Ketan	1	STMA
43	Emmanuel Biney	Male	Machine Operator	PTA Chairman	Nana Brempong Yaw JHS Effia-Kuma	2	STMA
44	John Badu	Male	Signal Officer Ghana Railway Corporation	SMC Chairman	Kwesimintsim MA JHS	3	STMA
45	John Amakye	Male	Workshop Manager G Telecom Takoradi	SMC Chairman	Inchaban MA JHS	5	STMA
46	Peter Paha Winful	Male	Business	PTA Chairman	Naval Base JHS Takoradi	2	STMA
47	Isaac Baidoo	Male	Business	PTA Chairman	Shama Model JHS Shama	3	STMA
48	Egya Etrue	Male	Business	SMC Chairman	Shama Model JHS Shama	3	STMA
49	John Davis	Male	Teacher/Business	Assemblyman	Takoradi Sub- Metro Office	8	STMA
50	Robert Eric Cruickshank	Male	Stores Officer	SMC Chairman	Woode Meth JHS Takoradi	5	STMA
51	Robert Fiadioo	Male	Educationist	Metro NAGRAT President	Regional Education Office Sekondi	3	STMA
52	Alfred Mensah	Male	Production Manager WAMCO, Takoradi	PTA Chairman	Bethel Meth JHS Takoradi	3	STMA
53	Jonathan Buah	Male	Business	SMC Chairman	Naval Base JHS Takoradi	2	STMA
54	Dr Alfred Sagoe	Male	Senior Lecturer	Board Chairman	Ghana Secondary Technical School, Takoradi	5	STM
55	Mrs Ruby Yankey	Female	Businesswoman	PTA Member	Bompeh SH Tech Sch. Tackoradi	4	STM

STAKEHOLDERS INTERVIEWED FROM AHANTA WEST DISTRICT

56	Kwame Biney	Male	Journalist	District Chief Executive	Ahanta West District Assembly Office, Agona Nkwanta	5	AWD
57	Peter Amenu-Kpornyo	Male	Administrator	District Coordinating Director	AWDA Office, Agona Nkwanta	5	AWD
58	Rosemond Nda Biney	Female	Educationist	District Director of Education	District Education Office, Agona Nkwanta	2	AWD
59	Georgina Yankey	Female	Trader/Farmer	Assemblywoman/ DEOC	District Office, Agona Nkwanta	5	AWD
60	Felix Aghal Koufie	Male	Educationist	Assistant Director HRMD	District Education Office	2	AWD
61	Francis Kofi Bentum	Male	Teacher	Board Member	Baidoo Bonso Senior High Technical School	5	AWD
62	Kojo Edjah	Male	Tutor	Dist NAGRAT Representative	St Mary's Boys SHS Apowa	5	AWD
63	Joseph Odoom	Male	Educationist	AD Supervision/DEOC	District Education Office	7	AWD
64	Kojo Anderson	Male	Educationist	District GNAT Secretary	District Education Office	3	AWD
65	Esther Assabil	Female	Trader	SMC Chairman	Achoawa DC JHS Achoawa	5	AWD
66	Anthony Amos Quayson	Male	Farmer	PTA Chairman	Achoawa DC JHS	6	AWD
67	Alfred Kwaw	Male	Farmer	SMC Chairman	Akwida SDA JHS, Akwida	2	AWD

68	Ebenezer Suarm	Male	Teacher	PTA Chairman	Cape Three Points DA JHS	6	AWD
69	James Quarm	Male	Farmer	SMC Chairman	Cape Three Points DA JHS	5	AWD
70	Atta Kwa	Male	Assist Materials Super Feeder Roads	SMC Chairman	Kwamikrom DC JHS	2	AWD
71	John Baidoo	Male	Farmer	PTA Chairman	Kwamikrom DC JHS	2	AWD
72	John Kwesi Rowell	Male	Driver/Farmer	SMC Chairman	Aboadi DC JHS	3	AWD
73	Emmanuel Baidoo	Male	Farmer	PTA Chairman	Aboadi DC JHS	5	AWD
74	Matthew Ndoli Kofi	Male	Farmer	PTA Chairman	Prince 's Town Catholic JHS	2	AWD
75	James Kermah	Male	Farmer	SMC Chairman	Prince's Town Catholic JHS	5	AWD
76	Elijah Ackon	Male	Farmer	PTA Chairman	St Joseph Anglican JHS, Egyambra	5	AWD
77	Mark Koomson	Male	Electrician,Obua si Mines	SMC Chairman	St Joseph Anglican JHS	2	AWD
78	John Howard	Male	Accounts Clerk	Regent SMC/Chairman	Azani DA JHS	1	AWD
79	Eric Ackon	Male	Farmer	SMC Chairman	Sese DC JHS	2	AWD
80	John Ntow Cudjoe	Male	Technical	SMC Chairman	Agona JHS, Agona	3	AWD

			Officer				
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81	Mustapha Brown	Male	Farmer	PTA Chairman	Aketakyi DC JHS	3	AWD
82	Peter Yakubu Mensah	Male	Farmer	SMC Chairman	Aketakyi DC JHS	3	AWD
83	Esi Mansa Cofie	Female	Farmer	PTA Chairman	Agona JHS, Agona	2	AWD
84	Sampson Prah	Male	Farmer	SMC Chairman	Tumentu JHS	3	AWD
85	Ignatius Sam	Male	Farmer	PTA Chairman	Abease/Tumentu JHS	3	AWD

86	JEK Essien	Male	Farmer	PTA Chairman	Akwidaa SDA JHS Akwidaa	3	AWD
87	Paul Eshun	Male	Farmer	PTA Chairman	Sese DC JHS Sese	2	AWD

Source: Field data, 2010

APPENDIX VI

**A Comparative Analysis of the Basic Education Certificate Examination (BECE) results of the Sekondi-Takoradi Metropolis
and the Ahanta West District of the Western Region of Ghana.**

Sekondi-Takoradi Metropolis						Ahanta West District				
Year	Number candidates presented	Number of passes	Percentage of passes	Number of failures	Percentage of failures	Number presented	Number of passes	Percentage of passes	Number of failures	Percentage of failures
2009	7633	4972	65.6	2611	34.4	1927	1022	53.4	893	46.6
2010	6952	4231	61.0	2701	39.0	1568	724	46.6	830	53.4
2011	7135	4444	62.5	2668	37.5	2045	524	25.8	1504	74.2
2012	7040	4036	57.6	2972	42.4	1689	537	32.3	1125	67.7
2013	7035	4468	63.9	2519	36.1	1686	682	41.2	973	58.8

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Source: Ghana Education Service, 2014

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