

Unleashing Teacher Potential: Examining Motivation in West Akim Municipality's Public Primary Schools, Ghana.

Dr Judith Bampo¹, Dominic, Bortsie-Ghartey¹, Hannah, Agyena-Karikari², Kennedy, Asenso²

¹University of Education, Winneba, Department of Educational Administration and Management

²Tutor- S.D.A. Collage of Education, Asokore-Koforidua

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.802017>

Received: 18 January 2024; Accepted: 29 January 2024; Published: 29 February 2024

ABSTRACT

This study investigates the impact of motivational provisions on the performance of public basic school teachers and evaluates the influence of the school environment in West Akim Municipality, Ghana. Employing a positivist stance and quantitative research methodologies, the research addresses persistent challenges faced by teachers, such as the absence of structured motivational benefits and suboptimal working conditions. Utilizing a cross-sectional survey research design, the study comprehensively explores the dynamic relationship between motivation and teacher performance. The target population consists of 953 teachers in public basic schools across eight circuits, with a sample size of 238 teachers selected through simple random sampling, ensuring a 65 percent response rate. Data collection involves a carefully designed questionnaire administered by the researcher, prioritizing confidentiality and clear communication of the study's purpose. Validity and reliability are enhanced through quantitative research paradigms supported by SPSS software version 22. A crucial finding reveals that schools in West Akim Municipality do not allocate any budget for teacher allowances. Identified deficiencies in staff common rooms, security concerns, and sanitation issues underscore the need for improved infrastructure and safety measures within school premises. Recommendations include the allocation of a dedicated budget for teacher allowances, encompassing meetings, transportation, overtime, and other relevant aspects. Additionally, enhancing common areas for teachers and prioritizing investments in security measures within school premises are emphasized to cultivate a positive working environment and foster collaboration among teachers.

Keywords: Motivation, infrastructure, allowance, environment, remuneration, compensation, and incentives.

INTRODUCTION

Society's progress relies on the availability of adequate human and material resources, which contribute to social organization, cultural preservation, economic development, and political reform. In this context, education plays a pivotal role as a prerequisite for developing a skilled workforce, creating wealth, and securing individual success and service to humanity. Teachers, who shape and influence every facet of society, are central to the educational process. The quality and effectiveness of teachers significantly impact the outcomes of education (Njoku, 2011; UNESCO, 2015). Their role is indispensable, demanding skills, profound knowledge, and a positive attitude. Teachers have a critical responsibility in preparing the youth for their roles in society and achieving national objectives. Virtually all professionals and workers in society have, at some point, been under the guidance of a teacher, and their achievements are a direct outcome of what teachers imparted to them (Okemakinde, Adewuyi & Alabi, 2013).

In a broader perspective, organizations, including educational institutions, should have a vested interest in

enhancing employee performance through various strategies like motivation, retention, and development. One key strategy is employee motivation, encompassing remuneration, compensation, and incentives. Organizations' success hinges on the quality and effectiveness of their workforce (Sirisha, 2015). Effective management of human resources, with a particular focus on employee welfare management, is essential for an organization to achieve its stated objectives. The performance of teachers remains a critical issue, particularly in developing countries striving to implement universal primary education. The quality of the education system relies heavily on the performance of teachers (Ochwo, 2013; Akpanobong & Asuquo, 2015; Muthoni & Wafula, 2016). However, literature suggests a decline in teachers' performance worldwide, marked by absenteeism, inadequate lesson preparation, rote teaching, and worsening working conditions and status of teachers (Kitunga, 2009; Tao, 2013; Wandira, Onen & Kimoga, 2015). Various sources, including Ntho and Lesotho Council of NGOs (2013), Akinsolu (2010), Kosgei (2014), and Lyimo (2014), highlight the critical role of teachers as a key determinant of quality in education and, consequently, national development. A motivated teaching force is pivotal because education serves as a primary instrument for social, economic, and political transformation. While the importance of teachers in delivering quality education is recognized, the reasons for their declining performance are still a matter of concern (Tao, 2013).

Adeyemo, Adeyinka, Oladipupo, and Omisore (2013) emphasize that teachers significantly influence the quality of education children receive. It is widely acknowledged that governments and education stakeholders bear the responsibility of ensuring teachers perform optimally. To achieve this, they must address factors influencing teacher performance. The motivation of public school teachers at the basic education level is essential to ensure that pupils receive high-quality education. The central argument revolves around motivation's potential to transform teachers' attitudes toward their work in a positive way, allowing them to redirect their energies and improve their effectiveness in the classroom (Adeyemo et al., 2013). Organizations provide welfare facilities to employees to maintain high motivation levels (Gayle and Brock, 2004). A favorable work environment encompasses factors such as working hours, employment policies, workers' health and welfare, workplace design, and the overall conduct of employees (Morwabe, 2009). Teachers' welfare involves collective efforts by the government, private employers, non-governmental organizations, parents, school administrators, and teachers' trade unions. These efforts include providing housing, allowances, constructing classrooms, offering guidance and counseling, extending loans, and supplying instructional materials (Rajkuar, 2014; Odeku & Odeku, 2014)

The effective implementation of welfare packages to motivate teachers and other school employees is crucial for a school's success, as it significantly impacts its ability to achieve its stated objectives (Odunlami & Matthew, 2014; Andrews, Iroanwusi & Princewill 2018). While various factors influence school performance, the provision of welfare is a vital determinant. According to Nkata (2005), teachers hold a pivotal role in advancing societal development and advocating for social justice and citizenship (Francis & Le Roux, 2011). Within schools, teachers are responsible for nurturing children into active and responsible global citizens (Chapin, 2014). They play a central role in shaping the quality of a country's education system, ensuring that education aligns with the needs of societal development (Turkkahraman, 2012). The issue in West Akim Municipality's Public Primary Schools in Ghana is the lack of well-structured motivation benefits and unappealing working conditions for teachers. Teachers in Ghanaian basic schools, specifically in this municipality, are not adequately provided with fringe benefits such as allowances, recognition, and praise, as highlighted by Jayanthi and Ilangovan (2019). This deficiency in motivational support is evident and is contributing to an overall lack of positive schooling experiences for both teachers and students. The problem is underscored by the absence of adherence to Maslow's theory of needs and Herzberg's hygiene theory of motivation, which emphasizes the importance of addressing both basic needs and higher-level factors for employee satisfaction and performance. This issue needs urgent attention to enhance the overall educational environment and outcomes in West Akim Municipality's Public Primary Schools. It is for this reason that this study aims at examining the effects provision of motivations have on

the performance of public basic school teachers in West Akim Municipality and the influence of the school environment on the performance of public basic school teachers in West Akim Municipality.

Statement of the Problem:

The effectiveness of Ghanaian basic schools in achieving their objectives relies significantly on successful motivation package implementation to inspire teachers and other staff (Odunlami & Matthew, 2014; Andrews, Iroanwusi & Princewill, 2018). Teachers, essential advocates of social justice and citizenship (Francis & Le Roux, 2011), play a crucial role in shaping societal development (Nkata, 2005), impacting the quality of the country's education system (Turkkahraman, 2012). However, challenges persist in Ghanaian basic schools, where teachers often lack well-structured motivation benefits, facing suboptimal working conditions and limited fringe benefits such as allowances and recognitions (Jayanthi & Ilangovan, 2019). Recent poor academic performances of Ghanaian students, some scoring as low as 0% in the Basic Education Certificate Examinations (BECE), have led to public criticism (Asumah, Kuranchie & Mensah, 2019). Teachers are often blamed, accused of apathy and inefficiency, yet the underlying issues of challenging working conditions, poor infrastructure, inadequate accommodation, low salaries, and an insufficient reward system remain unaddressed by employers (Owusu-Acheaw, 2007).

The identified inadequate welfare packages and unsuitable working conditions have been recognized as factors negatively impacting teacher performance, resulting in students struggling with basic language skills and poor academic outcomes (Owusu-Acheaw, 2007). While some studies have explored welfare management, few specifically examine how school welfare packages, beyond salary increases, influence teacher performance (Asumah, Kuranchie & Mensah, 2019; Levačić, 2009). Despite recent improvements in the base pay and the adoption of the Single Spine Salary Structure in Ghana, teachers continue to express dissatisfaction, leading to strikes and demands for better pay and service conditions (Asumah, Kuranchie & Mensah, 2019). This emphasizes the need to investigate whether motivation packages, focusing on working conditions and fringe benefits, effectively motivate teachers to enhance their performance, particularly in Ghanaian basic schools, specifically in West Akim Municipality in the Eastern Region of Ghana.

Objectives

The objectives of the study were to find out about:

1. The effects provision of motivations have on the performance of public basic school teachers in West Akim Municipality.
2. The influence of the school environment on the performance of public basic school teachers in West Akim Municipality.

Research Questions

1. How does the provision of motivational incentives impact the job satisfaction of public basic school teachers in West Akim Municipality?
2. To what extent do the resources available within the school environment influence the effectiveness of teaching by public basic school teachers in West Akim Municipality?

REVIEW OF RELATED LITERATURE

Theoretical Framework

The provision of welfare activities by employers is often seen as a strategic effort to enhance, amplify, and sustain employee motivation (Aswathappa, 2008). The belief is that by ensuring employees have sufficient

housing, fair treatment, and congenial working conditions, their motivation levels will be elevated, leading to higher performance (Manzine & Gwandure, 2011; Venkata & Lokanadha, 2015).

Concept of motivation

Abraham Maslow's Hierarchy of Needs serves as a foundational theory for this study, falling within the content theories of motivation, which focus on individual needs, desires, and aspirations. Maslow's theory, developed in 1970, is widely acknowledged and referenced in the realm of motivation theories. It posits that individuals are driven by a hierarchy of needs, wherein certain needs must be met before others, leading to the fulfillment of goals and desires Maslow (1970).

Maslow categorizes human needs into five types arranged in a hierarchical order: physiological needs, safety needs, social needs, self-esteem, and self-actualization. Physiological needs, the lowest level, include basic biological requirements like water, food, air, and shelter. Safety needs follow, emphasizing a physically secure environment and minimal employment security in the workplace.

Once physiological and safety needs are satisfied, social needs emerge, focusing on the desire for love, affection, and belongingness. In a work setting, this translates to the need for positive interactions and effective collaboration to achieve organizational goals. Following social needs, the desire for self-esteem arises, involving the quest for respect and approval from others. This extends to seeking recognition, prestige, and acknowledgment in the workplace. Maslow contends that individuals, once these lower-order needs are met, aspire for self-actualization—the realization of their full potential and continuous self-development. At this level, personal differences become prominent, and individuals actively seek new responsibilities and challenges.

However, a limitation in Maslow's theory is its failure to quantify the level of output or measure the input an individual provides after their needs are satisfied. The assumption that satisfaction leads to performance may not universally apply to all employees in different organizations. Other factors beyond basic needs may influence employee behavior and performance. The highest level in Maslow's hierarchy is self-actualization, where individuals strive to become all they are capable of by performing at their maximum levels. Satisfaction of lower-order needs precedes the emergence of self-actualization needs Maslow (1970).

Maslow's theory suggests that once a need is satisfied, it ceases to motivate behavior, and individuals are driven by needs at the next level in the hierarchy. This dynamic nature underscores the importance of dynamic welfare and motivational packages in the workplace to ensure continuous management of staff needs. Despite criticisms for discontinuity and lack of a direct cause-effect relationship, Maslow's theory remains relevant to understanding employee welfare and motivation. In the context of this study, which focuses on teachers' welfare and performance, Maslow's theory offers insights into the linkage between welfare provisions and performance outcomes. It emphasizes the need for welfare services to address teachers' needs from the basic physiological level to the pursuit of self-actualization.

Herzberg's Motivation-Hygiene Theory, introduced by Fredrick Herzberg in 1968, serves as a guiding framework for this study. Herzberg's research involved an in-depth examination of the experiences and sentiments of approximately 200 engineers and accountants across nine different companies in the United States, specifically focusing on their past employment. The theory delineates two distinct categories of needs that independently influence behavior: hygiene factors and motivational factors. Hygiene Factors, including aspects like company policies, technical supervision, interpersonal relationships, salary, job security, personal life, working conditions, and status, are external to the core job but play a crucial role in preventing performance losses due to work relations. While essential for maintaining a reasonable level of employee satisfaction, they do not contribute to growth in work output.

On the other hand, Motivational Factors have a positive impact on job satisfaction, leading to increased overall output. These factors, such as achievement, recognition, advancement, the nature of the work itself, opportunities for growth, and responsibility, are primarily associated with job content. Satisfaction with these factors can enhance employee motivation, but a decrease in these elements does not necessarily impact job satisfaction. Herzberg's model implies that individuals can generally fulfill their lower-order needs. The model has found application in various industries and organizations, offering valuable insights. Job enrichment, a concept stemming from this model, involves enhancing jobs by increasing the presence of motivators while maintaining or elevating hygiene factors. The aim is to ensure a constant or higher level of satisfaction among employees (Prasad, 2005).

Figure 1: Herzberg's Motivation-Hygiene Theory



Source: Adapted from Frederick Herzberg's Motivation-Hygiene Theory

Frederick Herzberg and Abraham Maslow, prominent figures in behavioral theories, have greatly influenced business perspectives on employee motivation. Herzberg, a psychologist, focused on job factors that drive employee motivation, while Maslow, a behavioral scientist, developed a theory centered on human needs and their pursuit. Although widely accepted in the business realm, the applicability of Herzberg's and Maslow's theories to the education profession, particularly among elementary and secondary school teachers, has been questioned by researchers in the 1980s (Gawel, 1996).

A critical inquiry arises: do teachers align with the motivational factors identified by Herzberg for employees in profit-oriented businesses, and do they exhibit the same needs patterns as discovered by Maslow in his studies of business employees? Numerous studies have suggested that teachers deviate from the behavior observed in business settings (Gawel, 1996). However, Herzberg and Maslow contend that, contrary to these findings, motivated teachers can enhance their productivity. This study aligns with the perspectives of Herzberg and Maslow, asserting that motivation plays a pivotal role in improving the

performance of teachers.

Employee Performance

The term “performance” has diverse interpretations, ranging from efficiency and economy to results and return on investment (Daddie et al., 2018). Scholars view performance as the behavioral aspect that dictates how organizations, teams, and individual employees execute their work, representing the output of specific job functions or activities at a given time (Armstrong, 2003). Generally, performance is defined as the action or process of accomplishing a task or function (Ivan & Cary, 2015) and, in the context of performance management, pertains to consistently achieving desired results effectively and efficiently (Hearn, 2018). Afshan et al. (2012) characterize performance as the successful completion of specific tasks measured against predetermined standards. Employee performance, according to Herbert, John & Lee (2000), is the outcome or contribution aimed at achieving goals, evident in enhanced production, ease of adapting to new technology, and a highly motivated workforce (Nassazi, 2013). Ultimately, performance is gauged by the extent to which both employee and organizational goals are fulfilled (Daddie et al., 2018).

Several factors influence employee performance, including management-subordinate relationships, working conditions, reward systems, teamwork, and health unionization (Daddie et al., 2018). Management-subordinate relationships benefit from mutual trust and cooperation, fostering motivation and avoiding counterproductive behaviors. Working conditions indirectly impact production, necessitating favorable environments to prevent accidents and maintain morale. Reward systems, encompassing financial and non-financial incentives, attract and retain quality employees, contributing to improved performance. Aligning reward systems with industry standards and ensuring fairness and consistency further enhances performance.

Performance is a complex concept, as highlighted by Borman and Motowidlo (1993), who differentiate between task and contextual performance. Task performance involves an individual’s proficiency in activities directly contributing to the organization’s technical core, whether through direct or indirect means. On the other hand, contextual performance encompasses activities that support the organizational, social, and psychological environment without directly impacting the technical core. This includes behaviors like helping co-workers, maintaining reliability, and suggesting improvements to work procedures. Three fundamental assumptions underlie the distinction between task and contextual performance, as outlined by Motowidlo and Schmit (1999).

School Environment and Performance

Kadzamira (2006) conducted a study on teacher motivation and incentives in Malawi, revealing that the challenging school environment, particularly in rural primary and community day secondary schools, lacked essential facilities and had dilapidated structures, contributing to factors inhibiting primary school teachers’ performance. The study recommended increased provision of learning materials, support, and supervisory services.

Eacott (2012) investigated the leadership practices of educational managers in Australia, suggesting the need for an instrument to monitor their practices. On the other hand, Bilal (2012) studied job satisfaction of university teachers in Islamabad, Pakistan, finding a positive relationship between working conditions, rewards, leadership support, and job satisfaction. Mkumbo (2012) explored teachers’ commitment and experience in the teaching profession in Tanzania, identifying poor working conditions and negative attitudes as key demotivators. The study recommended improving working conditions, housing, and social welfare facilities.

Ntho and Lesotho Council of NGOs (2013) analyzed public education services in Lesotho, emphasizing the

need for a safer, secure, and protective environment for effective learning. However, the study did not address the impact of such an environment on teachers' performance. Moore (2012) investigated the role of the school environment on teacher dissatisfaction among US public school teachers, highlighting the importance of a positive environment. The study revealed that teachers perceiving a positive school environment were more satisfied with their jobs, emphasizing the significance of the school environment in teacher dissatisfaction. However, this study focused on the USA and teacher dissatisfaction, unlike the present study in West Akim Municipality, which explores staff welfare and teachers' performance in public basic schools.

Motivation and Performance

Aacha (2010) conducted a study on the impact of motivation on the performance of primary school teachers in Masaka, Uganda. The primary objective was to assess the influence of motivation on teachers' morale and performance. Despite inadequate motivation, the study found that teachers' performance was satisfactory. Intrinsic motivation showed a significant positive relationship with teacher performance, as did extrinsic motivation. The recommendations included salary increases for primary teachers to match the rising cost of living, providing accommodation, improving supervision, and instituting awards for outstanding performance.

In Uganda, Nairuba (2011) investigated the effect of motivational practices on teachers' performance in Jinja's secondary schools. Fringe benefits like allowances, recognition, promotion, and praise were found to impact teachers' performance, but these were contingent on fund availability and management perception. The study revealed a weak relationship between motivational practices and teachers' performance in urban secondary schools in Jinja, suggesting the presence of other factors affecting performance. Similarly, Selemani-Meke E. (2013) explored factors negatively affecting teachers' motivation in implementing continuing professional development programs in Malawi. Inadequate allowances during training were identified as a demotivating factor, leading to insufficient implementation of learned strategies in the classroom. The recommendation emphasized the need to raise allowances to motivate teachers to fully participate in training and apply acquired knowledge in the classroom.

Adelabu (2005) investigated teacher motivation and incentives in Nigeria, highlighting state governments' policy of providing revolving loans for teachers to build houses. However, the majority of teachers did not benefit from this housing loan policy. The researcher recommended implementing the policy to motivate teachers and enhance their job performance. The focus of this study was primarily on teacher motivation and incentives in Nigeria, distinguishing it from the present research, which centers on the impact of welfare on teachers' performance in public basic schools in West Akim Municipality.

METHODOLOGY

The study aims to investigate the influence of motivation on teachers' performance in West Akim Municipality, adopting a positivist stance and employing quantitative research methodologies. Asamankese Township, the capital, showcases diverse topography, including lowland and highland areas. The municipality comprises 58 Public KGs, 58 Primary Schools, 52 Public JHS, 16 Private JHS, 2 Public SHS, 2 Private SHS, and 1 Public Vocational School. Despite infrastructure enhancements, student performance at the B.E.C.E level has plateaued between 62-65 percent over the past four years. A cross-sectional survey research design is utilized to gather information for interpretation. The quantitative approach enables a comprehensive exploration of the motivation-teacher performance dynamic, involving proper analyses, interpretation, comparisons, and trend identification. The target population is 953 teachers in public basic schools, distributed across eight circuits. Simple random sampling ensures equal representation, with a sample size of 238 teachers achieving a 65 percent response rate.

Table 1: Number of Teachers in West Akim Municipality

Name of Circuit	Number of Teachers
Asamankese I	118
Asamankese II	128
Asamankese III	144
Anum	126
Oworam	115
Ekoso	106
Osenase	116
Akanteng	100
Total	953

Source: West Akim Municipal Education Office, 2020.

A carefully designed questionnaire is the primary data collection instrument, administered personally by the researcher. Participants are assured of confidentiality, and the study’s purpose is explained. Data collection spans one month, with staggered participant contact times. Quantitative research paradigms, aided by SPSS software version 22, enhance validity and reliability. This research methodology provides a systematic approach to investigating motivation’s impact on teachers’ performance in West Akim Municipality. The positivist position, combined with a quantitative design, ensures robust data collection and analysis for a thorough exploration of the research problem.

INTRODUCTION

In this section, we delve into the outcomes of the study, with a particular emphasis on the central objective of assessing the influence of motivation packages on the performance of public basic school teachers in the West Akim Municipality, located in the Eastern Region of Ghana.

Table 2: Socio-Demographic Characteristics of Respondents

Demographic Characteristic		Frequency	Percentage
Gender	Male	93	61
	Female	60	39
		153	100
Educational Level	SSSCE/WASSCE	2	1.3
	Cert ‘A’	4	2.6
	Diploma	42	27.5
	Degree	92	60.1
	Post Graduate	13	8.5
		153	100
Number of years in Teaching	Below 1yr	10	7
	1 – 5yrs	38	24.8
	6 – 10yrs	45	29.0
	Above 11yrs	60	39.2
		153	100
Marital Status	Married	103	67.3

	Single	4	2.6
	Divorced	45	29.4
	Widowed	1	0.7
TOTAL		153	100

Source: Field Survey, 2020

Analysis of Demographic Characteristics:

The data presented in Table 2 reveals notable insights into the demographic composition of the respondents in the study. The majority of participants, 93 individuals or 61%, are males, while the remaining 60 respondents, constituting 39%, are females. This distribution aligns with the World Bank report, asserting that female teachers in Ghana make up 65.8%, emphasizing the prevalent gender characteristics in the teaching profession.

Examining the educational qualifications of the participants, the data indicates that 92 respondents, accounting for 60.1%, hold degrees. Following this, 42 respondents, representing 27.5%, possess diplomas, and 13 respondents, making up 8.5%, hold postgraduate qualifications. Additionally, 4 respondents (2.6%) are Teachers Cert ‘A’ holders, while 2 respondents (1.3%) are SSSCE/WASSCE graduates. This suggests that a significant portion of the participants have upgraded to professional first-degree qualifications, indicating their capacity to provide insightful responses to the study. Regarding teaching experience, the study reveals that 60 respondents (39.2%) have accumulated 11 years or more in the profession. Following this, 45 respondents (29%) have between 6 to 10 years of teaching experience. Another 38 respondents (24.8%) have 1 to 5 years of teaching experience, while 10 respondents (7%) have less than 1 year of teaching experience. This data highlights that the majority of participants possess extensive teaching experience, suggesting their capability to provide informed responses to the study’s inquiries.

Analyzing marital status, the study finds that 103 respondents (67.3%) are married, indicating a significant majority. Following this, 45 respondents (29.4%) are divorced, and 4 respondents (2.6%) are single. A minimal number of respondents, 1 individual (0.7%), are widowed. This outcome implies that the majority of teachers in the West Akim Municipality are married, potentially influencing their perceived responsibility and commitment in their professional roles.

How does the provision of allowances to public basic school teachers in West Akim Municipality affect their performance?

Table 3: Provision of Motivation and Teachers Performances

S/N	STATEMENT	SA	A	U	D	SD
		(%)	(%)	(%)	(%)	(%)
1	The school has a budget for teachers allowances	3(2)	6(4)	9(6)	52(34)	83(54)
2	The school pays allowances to teachers during staff meetings	1(0.7)	5(3.3)	3(2)	64(42)	80(52)
3	Teachers are paid transport allowances	7(4.6)	8(5.2)	4(2.6)	47(30.7)	87(56.9)
4	Teachers are paid overtime allowances	2(1.3)	8(5.2)	4(2.6)	45(29.4)	94(61.4)
5	The school pays teachers allowances for remedial lessons	2(1.3)	8(5.2)	2(1.3)	52(34)	89(58.2)

6	There is provision of allowances to teachers for co-curricular activities	5(3.3)	21(13.7)	9(5.9)	88(57.5)	53(34.6)
7	There is payment of allowances to teachers on the disciplinary committee	1(0.7)	4(2.6)	10(6.5)	47(30.7)	91(59.5)
8	Teachers who are guidance and counselling coordinators are paid allowances for their work	3(2)	3(2)	14(9)	59(38.6)	74(48.4)
9	Allowances are paid to teachers for marking exercises and tests	3(2)	16(10.5)	11(7.2)	44(28.8)	79(51.6)
10	Hard to reach area allowances are paid to teachers in this district	5(3.3)	3(2)	8(5.2)	52(34)	85(55.5)
11	Settlement allowances are paid to teachers who are reposted	5(3.3)	13(8.5)	16(10.5)	52(34)	67(43.8)
12	Burial expenses for teachers who pass on are paid for by the municipal directorate	5(3.3)	37(24.2)	18(11.8)	37(24.2)	56(36.6)

Source: Research Survey, 2020

Provision of Motivation and Teachers Performance

Table 3 presents the results of objective one which examines the effects of provision of allowances on the performance of public basic school teachers. The results show that majority of the respondents 52(34%) and 83(54%) disagreed and strongly disagreed that schools have budget for teachers allowances. However, a few of the respondents 3(2%) and 6(4%) strongly agreed and agreed that their schools have budget for teachers allowances. The results also revealed that most of the respondents 80(54%) and 64(42%) strongly disagreed and disagreed that the school pays allowances to teachers during staff meetings. Meanwhile, 5(3.3) and 1(0.7) agreed and strongly agreed that the school pays allowances to teachers during staff meetings. Furthermore, it was discovered that most of the respondents 87(56.9%) and 47(30.7%) strongly disagreed and disagreed that teachers are paid transport allowances but 8(5.2%) and 7(4.6%) agreed and strongly agreed that teachers are paid transport allowances. The study also revealed that 94(61.4%) strongly disagreed and 45(29.4%) disagreed that teachers are paid overtime allowance but 8(5.2%) agreed and 2(1.3%) strongly agreed that teachers are paid overtime allowance. Again, the study found that 89(58.2%) strongly disagreed and 52(34%) disagreed that school pays teachers allowances for remedial lessons while 8(5.2%) agreed and 2(1.3%) strongly agreed that schools pay teachers allowances for remedial lessons.

This study further identified that 88(57.5%) disagreed and 53(34.6%) strongly disagreed that there is provision of allowances to teachers for co-curricular activities. However, 21(13.7%) agreed and 5(3.3%) strongly agreed that there is provision of allowances to teachers for co-curricular activities. Moreover, the study found that 91(59.5%) strongly disagreed and 47(30.7%) disagreed that there is payment of allowances to teachers on the disciplinary committee. Meanwhile, 4(2.6%) agreed and 1(0.7%) strongly agreed that there is payment of allowances to teachers on the disciplinary committee. The findings also revealed that 74(48.4%) strongly disagreed and 59(38.6%) disagreed that teachers who are guidance and counselling coordinators are paid allowances for their work whilst 3(2%) each of the respondents agreed and strongly agreed that teachers who are guidance and counselling coordinators are paid allowances for their work. The study found that 79(51.6%) of the respondents strongly disagreed and 44(28.8%) disagreed that allowances are paid to teachers for marking exercises and tests but 16(10.5%) agreed and 3(2%) strongly agreed that allowances are paid to teachers for marking exercises and tests.

The study identified that 85(55.5%) of the respondents strongly disagreed and 52(34%) disagreed that hard

to reach area allowances are paid to teachers in the West Akim Municipality whilst 5(3.3%) strongly agreed and 3(2%) agreed that hard to reach area allowances are paid to teachers. Again, the data revealed that 67(43.8%) strongly disagreed 52(34%) disagreed that settlement allowances are paid to teachers who are reposted. Meanwhile 13(8.5%) agreed and 5(3.3%) strongly agreed that settlement allowances are paid to teachers who are reposted. Furthermore, 56(36.6%) strongly disagreed and 37(24.2%) disagreed that burial expenses for teachers who pass on are paid for by the municipal directorate whilst 37(24.2%) agreed and 5(3.3%) strongly agreed that burial expenses for teachers who pass on are paid for by the municipal directorate.

How does the school environment affect teacher’s performance in public basic schools in the West Akim Municipality?

Table 4: School Environment and Teachers Performance

S/N	STATEMENT	SA	A	U	D	SD
		(%)	(%)	(%)	(%)	(%)
1.	The school has enough classrooms for every class	55(35.9)	66(43.1)	4(2.6)	14(9.2)	14(9.2)
2.	All the classrooms have enough sitting facilities for the pupils	35(22.9)	64(41.8)	7(4.6)	28(18.3)	19(12.4)
3.	The classrooms have good chalk boards	33(21.6)	75(49)	6(3.9)	29(19)	10(6.5)
4	All classes study in permanent buildings	53(34.6)	64(41.8)	2(1.3)	19(12.4)	15(9.8)
5	The school has a staff common room	31(20.3)	34(22.2)	8(5.2)	42(27.5)	38(24.8)
1.	The staff common room has sitting facilities for all the teachers	21(13.7)	35(22.9)	9(5.9)	45(29.4)	43(28.1)
2.	The school environment is secure from intruders	10(6.5)	16(10.5)	10(6.5)	55(35.9)	62(40.5)
3.	The school has good sanitation	18(11.8)	74(48.4)	12(7.8)	28(18.3)	21(13.7)
4.	The school has good toilet facilities for pupils and teachers.	20(13.1)	50(32.7)	7(4.6)	32(20.9)	44(28.8)

Source: Field Survey, 2020.

4.2 Research Question Four: School Environment and Teachers Performance

Table 6 present the results of objective four which examined the effect the school environment has on the performance of public basic school teachers. The study revealed 55(35.9%) strongly agreed and 66(43.1%) agreed that the school has enough classrooms for every class while 14(9.2%) each disagreed and 14(9.2%) strongly disagreed that the school has enough classrooms for every class. Again, 35(22.9%) strongly agreed and 64(41.8%) agreed that all the classrooms have enough sitting facilities for the pupils whilst 28(18.3%) strongly disagreed and 7(4.6%) disagreed that all the classrooms have enough sitting facilities for the pupils. What is more, the study identified that more than half 75(49%) agreed and 33(21.6%) strongly agreed that all the classrooms have good chalk boards. Meanwhile, 29(19%) disagreed 10(6.5%) strongly disagreed that all the classrooms have enough sitting facilities for the pupils.

This study found that 53(34.6%) agreed and 64(41.8%) strongly agreed that all classes study in permanent buildings. Meanwhile, 19(12.4%) disagreed and 15(9.8%) strongly disagreed that all the classrooms have enough sitting facilities for the pupils. Again, 42(27.5%) of the respondents disagreed and 38(24.8%) strongly disagreed that the school has a staff common room while 34(22.2%) strongly agreed and 8(5.2%)

agreed that the school has a staff common room. The study also found that 45(29.4%) disagreed and 43(28.1%) strongly disagreed that the staff common room has sitting facilities for all the teachers. But 21(13.7%) strongly agreed and 35(22.9%) agreed that the staff common room has sitting facilities for all the teachers.

The study further found that 55(35.9%) disagreed and 62(40.5%) strongly disagreed that the school environment is secure from intruders whilst 10(6.5%) strongly agreed and 16(10.5%) agreed that the school environment is secured from intruders. Meanwhile, 74(48.4%) agreed and 18(11.8%) strongly agreed that the school has good sanitation while 28(18.3%) disagreed and 21(13.7%) strongly disagreed that the school has good sanitation. Lastly 20(13.1%) strongly agreed and 50(32.7%) agreed that the school has good toilet facilities for pupils and teachers whilst 32(20.9%) disagreed and 44(28.8%) strongly disagreed that the school has good toilet facilities for pupils and teachers.

RESULT AND DISCUSSIONS

This section presents the outcomes of the study, focusing on the primary goal of examining the impact of motivation packages on the performance of public basic school teachers in West Akim Municipality, Eastern Region, Ghana. Additionally, the study explored how the school environment influences the performance of these teachers.

Provision of Allowances: Concerning the issue of providing allowances to teachers, the findings indicate a lack of a budget for teachers' allowances in the schools. Notably, allowances are only paid during staff meetings, with no provision for transport allowances. Overtime allowances for teachers exceeding official duty hours are non-existent, and there is no incentive for time spent on remedial teaching. Teachers are not remunerated for participating in co-curricular activities, serving on disciplinary committees, or acting as guidance and counseling coordinators. Moreover, there is no financial compensation for teachers marking students' exercises and tests. Overall, the study concludes that teachers in basic schools in West Akim Municipality lack adequate remuneration, leading to a perceived lack of commitment in their roles. These findings align with expectations and are consistent with previous studies by Davar (2006), Akintoye (2000), Aswathappa (2012), and Sinclair et al. (2005), highlighting the positive correlation between financial motivation and work performance.

School Environment and Teachers' Performance: Analyzing the school environment, the study reveals that basic schools in the Municipality generally have sufficient classrooms with appropriate seating facilities and well-maintained chalkboards. All classes take place in permanent buildings, ensuring a secure environment free from intruders. However, challenges arise with the absence of staff common rooms in most schools, and those with common rooms lack sufficient seating for all teachers. Furthermore, sanitation and toilet facilities in these schools are reported to be inadequate. These findings are consistent with previous studies by Hughes (2007), Acheampong (2003), Uchefuna (2001), Graham (2008), and Bennell (2004), emphasizing the crucial role of a conducive school environment in enhancing teacher performance. In summary, the study underscores the importance of addressing the challenges in providing allowances and improving the school environment for public basic school teachers in West Akim Municipality to enhance overall performance and commitment.

CONCLUSION

The findings from the investigation into motivational practices and the school environment within the West Akim Municipality shed light on critical aspects of the educational landscape. These results have important implications for the overall well-being of teachers and the quality of education provided to students. The revelation that schools in the West Akim Municipality do not allocate any budget for teacher allowances is a

significant concern. The absence of allowances for meetings, transportation, overtime, and various other aspects creates a potential demotivational factor for teachers. The lack of incentives for those involved in important committees, such as disciplinary and guidance and counseling committees, as well as script marking, raises questions about the recognition and value attributed to these crucial roles. Moreover, the absence of allowances for teachers accepting challenging postings, reposting, and burial expenses for those who pass away highlights a broader issue of inadequate support and recognition for teachers. Addressing these gaps in motivational practices is essential for fostering a more supportive and appreciative working environment for teachers.

While the study uncovered positive aspects of the school environment, such as ample classrooms with sufficient seating and permanent buildings, certain deficiencies demand attention. The identified lack of adequate seating facilities in staff common rooms indicates a potential area for improvement in providing comfortable spaces for teachers. The security concerns and sanitation deficiencies, including the absence of proper toilet facilities, underscore the need for enhanced infrastructure and safety measures within school premises. A secure and hygienic environment is crucial for the well-being of both teachers and students and directly influences the overall effectiveness of the learning process.

RECOMMENDATIONS

Based on the findings and implications drawn from the investigation into motivational practices and the school environment within the West Akim Municipality, the following recommendations are proposed: Schools should allocate a budget specifically for teacher allowances, covering meetings, transportation, overtime, and other relevant aspects. Adequate remuneration is crucial to motivate teachers and enhance their overall well-being. Schools should focus on improving staff common rooms by providing adequate seating facilities. Comfortable and conducive common areas contribute to a positive working environment and encourage collaboration among teachers. Prioritize investments in enhanced security measures within school premises to address concerns raised in the study. Additionally, ensure the provision of proper sanitation facilities, including toilets, to maintain a healthy and hygienic environment for both teachers and students. Implement professional development opportunities for teachers to continually upgrade their skills and qualifications. This contributes to a more empowered and competent teaching workforce.

Overall Implications

The combined findings suggest a nuanced picture of the educational landscape in the West Akim Municipality. To improve teacher motivation and well-being, there is a pressing need for policymakers and education administrators to consider budgetary allocations for allowances and incentives. Additionally, investments in infrastructure and security measures are crucial to create a conducive and safe learning environment. Recognizing and addressing these challenges will contribute to a more robust and supportive educational system, ultimately benefiting both teachers and students.

REFERENCES

1. Aacha, M. (2010). Motivation and performance of primary school teachers in Uganda. A case of Kimaanya Masaka. (Master's Dissertation, Makerere University, 2010)
2. Adelabu, M. A. (2005). Teacher motivation and incentives in Nigeria. A paper prepared for an international research project on teachers' motivation and incentives in Africa and South Asia
3. Adeyemo, A. R., Oladipupo, A. & Omisore, A. (2013). Teachers' motivation on students' performance in Mathematics in government secondary schools. *International Journal of Humanities and Social Science Invention*, 2(5), 35-41
4. Afenyadu, G. Y., Agyepong, I. A., Barnish, G., & Adjeui, S. (2005). Improving access to early treatment of Malaria. A trial with primary school teachers as care providers. *Tropical medicine and*

- international Health, 10(10), 1065-1072
5. Akinsolu, A. O. (2010). Teachers and students' academic performance in Nigerian secondary schools: Implications for planning. *Florida Journal of Educational Administration & Policy*, 3(2), 86-103
 6. Akintoye, I. R. (2000). The place of financial management in personnel psychology. A paper presented as part of Personnel Psychology Guest Lecture Series. Department of Guidance and Counselling, University of Ibadan, Nigeria
 7. Akpanobong, U. E & Asuquo, E. E. (2015). Teacher quality and students' achievement in financial accounting in senior secondary schools in Akwa Ibom State, Nigeria. *International Journal of Education and Research*, 3(9), 177-188
 8. Andrews, N. L., Iroanwusi, F. O., & Princewill, O. (2018). Employee welfare schemes and worker performance: A study of selected insurance firms in Portharcourt. *Advance Research Journal of Multidisciplinary Discoveries*, 30(1), 01-09
 9. Armstrong, M. (2003). *A handbook of human resource management practice*. London, UK: Kogan Page Ltd
 10. Aswathappa, K. (2008). *Human Resource Management* (5th ed.), New Delh: McGraw Hill
 11. Aswathappa, K. (2008). *Human Resource Management* (5th ed.), New Delh: McGraw Hill
 12. Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan African and Asia. *Asian EFL Journal*, 9(3), 22-34
 13. Bilal, H. (2012). Job satisfaction of University Teachers: impact of working conditions and compensation. *Review of Integrative Business and Economics Research*, 1(1), 101-113
 14. Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. Borman (Eds.), *Personnel selection in organizations*. pp. 71-98
 15. Chapin, J. (2014). *A practical guide to secondary social studies*. Boston: Pearson Higher Education
 16. Daddie, J. A., Andrews, N. L., Iroanwusi, F. O., & Princewill, O. (2018). Employee welfare schemes and worker performance: A study of selected insurance firms in Portharcourt. *Advance Research Journal of Multidisciplinary Discoveries*, 30(1), 01-09
 17. Davar, S. C. (2006). Meta-analysis of sample. Correlations: The Validity of Hunter, Schmidt and Jackson (1982) Framework. *Decision*, 33(2), 111-40
 18. Eacott, S. (2012). Introducing under-graduate students to school leadership concepts. *Journal of Educational Administration*, 50(2), 159-172
 19. Francis, D., & Le Roux, A. (2011). Teaching for social justice education: The intersection between identity, critical agency, and social justice education. *South African Journal of Education*, 31(3), 299-311
 20. Gawel, J. E. (1996). Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs, *Practical Assessment. Research and Evaluation* 5, 11
 21. Hearn, S. (2018). *Why is performance management important?* Cambridge: Harvard University Press
 22. Hughes, A. L., Powell, D. W., Bard, M., Eckstein, J., Barbuch, R., Link, A. J., & Espenshade, P. J. (2007). *Work hours and well-being: The roles of work-time*. New York; London: Routledge.
 23. Ivan, T. R., & Cary, L. C. (2015). *Personnel psychology and human resources management: A reader for students and practitioners. Principles, Policy and Practice*, 5(1), 7-74
 24. Jayanthi, S., & Ilangovan, K. A. (2019). Study on Awareness and Satisfaction towards Employee Welfare Measures. *International Journal of Engineering and Management Research*, 9(4), 155-160
 25. Kitunga, S. M. (2009). Benefits of Kenya National Union of Teachers' Welfare programmes to primary school teachers in Mwingi District, Kenya. (Masters Dissertation, Kenyatta University, 2009
 26. Kosgei, J. M. (2014). Challenges facing the implementation of total quality management in secondary schools: A case of Eldoret East District, Kenya. *Global Journal of Human Resource Management*, 3(1), 12-18
 27. Lyimo, G.E. (2014). Analysis of Teachers' Low Payments in Tanzania: A Case of Public Secondary Schools in Moshi Rural District. *International Journal of Education and Research*, 2(2), 1-14
 28. Manzine, H., & Gwandire, C. (2011). The provision of employee assistance programmes in South

- Africa Football clubs. University of Witwatersrand, Johannesburg, South Africa
29. Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.), New York: Harper & Row
 30. Moore, C. M. (2012). The role of school environment in teacher dissatisfaction among U S public school teachers. Sage open <http://www.sagepublications.com>
 31. Morwabe, B. (2009). Challenges facing the application of occupational health and safety standards in organizations in Ogembo. Kisii: Kenya Institute of Management
 32. Motowidlo, S. J., & Schmit, M. J. (1999). Performance assessment in unique jobs. In D. R. Ilgen & E. D. Pulakos (Eds). *The changing nature of job performance: Implications for staffing, motivation, and development*. pp. 56-86
 33. Muthoni, L. G., & Wafula, R. O. (2016). Effect of teacher quality on student performance in Mathematics in primary 6. National examination: A survey of private primary schools in Gasabo District, Kigali, Rwanda. *International Journal of Education and Research*, 4(2), 237-260
 34. Nairuba, J. (2011). Motivational practices and teachers' performance in Jinja municipality secondary schools. A Master's Dissertation, Bugema University, 2011
 35. Nassazi, A. (2013). Effects of training on employee performance. Evidence from Uganda. *Journal of Business Economics and Tourism*, 4(2), 1-59
 36. Njoku, A. C. (2011). Teacher-status and commitment to duty: leadership implication for Nigerian Education. *International journal of Educational Administration and Policy Studies*, 3(9), 136-141
 37. Nkata, J. L. (2005). *Emerging issues in education management in developing countries in the 21st century*. Kampala: Masah Publishers
 38. Ochwo, P. (2013). Pupil, teacher, and school factors that influence student achievement on the primary leaving examination in Uganda: Measuring development and multi-level modeling. Doctoral Dissertation, Kent State University College, 2013
 39. Odeku, O. F., & Odeku, K. O. (2014). In pursuit of the employees' welfare in the workplace: Issues in perspectives. *Mediterranean Journal of Social Sciences*, 5(15), 652-660
 40. Odunlami, I. B., & Matthew, A. O. (2014). Compensation management and employees' performance in the manufacturing sector, A Case study of a reputable organisation in the food and beverage industry. *International Journal of Managerial Studies and Research*, 2(9), 108-117
 41. Okemakinde, T., Alabi, C. O., & Adewuyi, J. O. (2013). The place of teacher education in national development in Nigeria. *European Journal of Humanities and Social Sciences* 19 (1), 87-94
 42. Prasad, L. M. (2010). *Principles and practice of management*. New Delhi, Sultan Chand & Sons Educational Publishers
 43. Selemani-Meke, E. (2013). Teacher motivation and implementation of continuing professional development programmes in Malawi. *Anthropologists*, 15(1), 107-115
 44. Sirisha, K. (2015). Impact of welfare measures on human resources quality in SCCL with special reference to Kothagudem Mines. *International Journal of Advances in Arts, Sciences and Engineering*, 3 (7), 51-65
 45. Tao, S. (2013). Why are teachers absent? Utilising the capability approach and critical realism to explain teacher performance in Tanzania. *International Journal of Educational Development*, 33(1), 2-14
 46. Türkkahraman, M. (2012). The role of education in societal development. *Journal of Education and Instructional Studies*, 2(4), 38-42
 47. Uchefuna M. C. (2001). A study of clinical Page. *Pharmaceutical Education*, 67(4), 1-6
 48. UNESCO Report. (2015). *Education for All 2000-2015: achievements and challenges*. UNESCO, Paris, France
 49. UNESCO, E. (2007). *Global monitoring report 2008: Education for all by 2015. Will we make it?* UNESCO Paris: Oxford Press
 50. Venkata, R.T & Lokanadha, R.E. (2015). A study on employee welfare measures with reference to South Central Railways in India. *Zenith International Journal of Business Economics and Management*, 5 (1), 1-11
 51. Wandira, T. N. K., Onen, D. & Kimoga, J. (2015). *Teacher Development and Management Systems*

(TDMS) Training Programme and the Performance of Head Teachers in the Management of Public Primary Schools in the Greater Masaka Region of Uganda. Internati