

Factors that Contribute to Motivation and Job Satisfaction of Lecturers in Selected Technical Universities in Ghana

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Abstract

In higher institutional dynamics lecturers' motivation and job satisfaction are key factors. Generally, it is considered as primary variables which are used to evaluate the effectiveness of an institution's human resource. The purpose of the study was to examine the factors that contribute to motivation and job satisfaction of lecturers in selected Technical Universities in Ghana. The descriptive survey designed was used for the study. The population of fulltime lecturers in Accra, Kumasi, Koforidua and Sunyani Technical Universities was 965. The stratified random sampling procedure which made use of the lottery method of simple random sampling was used to sample 400 fulltime lecturers. However, 356 respondents were captured for the study which resulted in 89.0 percent response rate. Questionnaire was the instrument used in eliciting data from the respondents. The Cronbach's Alpha reliability coefficient of the instrument was 0.74 which was deemed reliable. Descriptive statistical tools were used to analyse the data. The study revealed that there are several motivational packages available to lecturers in Technical Universities. However, these lecturers were not satisfied with them, especially extrinsic motivators such as salary, accommodation and other fringe benefits. The findings further showed that most lecturers were motivated periodically and in some cases annually. The study recommended that management of the four selected Technical Universities should take a serious look at the motivation packages such as working conditions, job recognition, salary, and accommodation facilities since these packages makes them more satisfied.

Keywords: job satisfaction, lecturers, motivation, Technical Universities, employees.

1. Introduction

Globally, employee motivation and job satisfaction at workplaces cannot be under-estimated. They are very vital tools that human resource professionals use in enhancing employees' work performance. Therefore, to increase productivity or employee performance in order to become more competitive, organisations must put much premium on their employees' motivation and job satisfaction. According to Johns and Saks (2008), the absence of motivation and job satisfaction creates unfavourable situations for employees which affect management and the organisation at large. Robbins and Judge (2008) are of the view that employees who are motivated and satisfied are productive, talk positively about the organisation, work beyond their call of duty and are more committed to the organisation. This is so because they want to reciprocate their positive experiences to the organisation.

However, employees who are de-motivated and dissatisfied are usually ill-committed to their organisation, unproductive, prone to absenteeism, high turnover and engage themselves in workplace misconduct (Robbins & Judge, 2008). For example, involvement in union matters during unauthorised hours, stealing at workplace, undue socialisation and tardiness. In addition, low motivation and job satisfaction of employees may lead to low commitment level of employees, low performance, low productivity, lack of sense of belongingness to the organisation, stress and other health related problems, tardiness and poor interpersonal relationship among management and other workers (Argyle, 2013).

This shows that an employee who is motivated works hard for the success of the organisation than an employee who is not motivated. Similarly, employees whose needs are not met by their organisation develop a feeling of dissatisfaction which in turn result in lower performers. Saani (2013) emphasise that motivation of employees affect their productivity and owing to this fact, managers of every organisation should handle motivational needs of employees effectively towards the achievement of the organisational goals. In spite of the importance of motivation and job satisfaction for the success of organisations, many employees continue to have problems and challenges with motivation and job satisfaction at their workplaces.

Lecturers within the various Technical Universities in Ghana contribute immensely to nation building based on the knowledge and skills they impart to people. In view of this, it is necessary for the government as well as stakeholders of education to always motivate them so that they can perform creditably to the achievement of their objectives. Current records show that stakeholders within the educational sector are making immense effort to motivate these lecturers (EMIS, 2018). However, these efforts are still not recognised by the lecturers. Technical Universities' lecturers' unhappiness with regard to the motivational packages they receive or expect from government and other stakeholders make them dissatisfied with the system which in turn affect the quality of teaching and learning in the Technical Universities.

This challenge may arise as a result of policy making not understanding the factors that contribute to

motivation and job satisfaction of lecturers. The question one may ask is that are the current conditions of service and working conditions with regard to the management and government of the Technical Universities satisfactory enough to the lecturers? Also, what kind of motivation and job satisfaction do the lecturers want from the management of the Technical or government that will enhance their job?

Since 2010, there have been several industrial unrests between the then Polytechnic Teachers' Association of Ghana (POTAG) now known as Technical University Teachers' Association of Ghana (TUTAG) whose conversion was initiated by the then President John Dramani Mahama in September, 2016 and the government of Ghana which have largely contributed to the demotivation and dissatisfaction of lecturers (POTAG Secretariat, 2015) now TUTAG Secretariat. The discussion so far shows that lecturers of the Technical Universities face problems with motivation and job satisfaction in their various campuses. These problems may arise as a result of ill-feeling they have towards their conditions of service. Even though government of Ghana has put in place many interventions such as the Single Spine Salary Structure, car loans, book and research allowance and so on yet current evidence showed that Technical University lecturers were still ill-motivated and dissatisfied with regard to their condition of service (POTAG Secretariat, 2016; Saani, 2013). These gaps and challenges motivated the researcher to examine the factors that contribute to motivation and job satisfaction of lecturers in Technical Universities in Ghana. The research was guided by the following objectives: to identify factors that generally motivate lecturers in the selected Technical Universities, to identify factors that contribute to job satisfaction of lecturers, to ascertain how often lecturers are motivated in the selected Technical Universities and to ascertain factors that demotivate lecturers in the selected Technical Universities.

2. Literature Review

2.1 The Concept of Motivation

The term "motivation" was derived from the Latin word "movere" meaning "to move" (Siaw & Dei Mensah, 2010). Since the word "motivation" is a complex phenomenon, it has been defined in various dimensions. Robbins and DeCenzo (2008) define motivation as the willingness to exert high levels of effort to reach organisational goals, conditioned by efforts ability to satisfy some individual needs. It was stressed that generally, motivation refers to effort toward any goal but when narrowed in terms of an organisation, motivation is classified as a function with three key elements namely: effort, organisational goals and needs. Robbins and DeCenzo (2008) explain that the effort element refers to the measure of intensity, the effort sought should be directed towards and be consisted with organisational goals. The need element implies an internal state that makes certain outcomes appear attractive. According to Cole (as cited in Cole, 2007), motivation is the term used to describe those processes, both instinctive and rational, by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behaviour. Johns and Saks (2008) describes the two main sources of motivation: intrinsic and extrinsic. They define intrinsic motivation as a behaviour that is performed for its own sake and the source of motivation is actually performing the behaviour, and motivation comes from doing the work itself. Jones et al. (2012) also aver that intrinsic motivation is a motivation that stems from the direct relationship between the worker and the task, and it is usually self-applied. Jones et al. (2012) added that feelings of achievement, accomplishment, challenging task and competence derived from performing one's job are examples of intrinsic motivators. According to Jones et al. (2012), extrinsic motivation is a behaviour that is performed to acquire material and social rewards or to avoid punishment. The source of motivation is the consequences of the behaviour and not the behaviour itself. Jones et al. (2012) added that extrinsic motivation stems from the work environment external to the task and it is usually applied by others. Extrinsic motivators include pay, fringe benefits, company policies and various forms of supervision. It has been evidenced in some research studies that availability of extrinsic motivators can reduce the intrinsic motivation stemming from the task itself.

2.2 The Concept of Job Satisfaction

Job satisfaction is defined as the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector, 1997). It is a phenomenon of different aspects to which employees in organisation respond effectively. Smith, Kendall and Hulin (1969) associate job satisfaction with the feelings a worker has about his job that are related to the perceived difference between what they think is fair and reasonable and what they actually experience. According to Noe, Hollenback, Gerhart and Wright (2006), job satisfaction is a pleasurable feeling that results from the perception that one's job fulfils or allows the fulfilment of one's own job values. It has to do with what a person consciously or unconsciously desires to obtain. Khaleque (1984) categorises personal factors such as personality, age, gender, level of education; job related factors such as working conditions, status, salary and fringe benefits and growth opportunities; and socio-cultural factors such as family life and social life, as being important determinants of job satisfaction. He reports these factors to be integrally related. Khaleque further contends that it is not possible to focus on any one factor and draw a direct link to job satisfaction, but that all evidence points to job satisfaction as being closely tied to one's self-esteem

2.3 Factors that Contribute to Motivation and Job Satisfaction

Generally, whenever employees' needs and expectations are met, it makes them motivated and satisfied which in the long run help in increasing their productivity. From the study of the theories of Maslow and Herzberg, some of the factors that can motivate employees to perform highly and genuinely for the organisations include: accommodation (shelter), salary, job security, promotion, social interaction with supervisors and co-workers, sense of achievement, recognition, advancement in career development, fringe benefits, fair treatment good organisational policy and met expectations (Deckers, 2010; Nawab, Bhati & Shafi, 2011). According to Nawab et al., when these factors are used judiciously in organisations they help employees to perform creditably in their various areas of work which in the long run result in the achievement of organisational objectives.

Why do we need motivated employees? The answer is survival of the organisation. Motivated employees are needed in our rapidly changing workplaces. Motivated employees are needed for the survival of the organisations and it helps to increase productivity. Of all the functions a manager performs, motivating employees is arguably the most complex. This is due, in part, to the fact that what motivates employees, changes constantly. Organisations can motivate the workforce most through introducing appropriate reward and recognition programmes and other benefits. Effective reward and recognition system can be a good motivator but inappropriate reward and recognition programme increase de-motivation of the employees (quote author). Research undertaken by Veling and Aarts (2010) suggested that, as employees' income increases, money becomes less of a motivator. Also, as employees get older, interesting work becomes more of a motivator. Largely, factors that motivate employees are seen to be changed as there are technological developments, rapid increase of competitive factors among businesses and changes in employee needs as well as noticeable increase of female counterparts into the workforce. For example, Mak and Sockel (2011) in their research to determine the ranked factors that affect working staff motivation came up with job security, good relations with superiors, wage and appreciation based on fair performance, trustful and cooperative relations with co-workers, appropriate working environment, ensuring opportunities for social development, doing group work, giving important and appropriate works in accordance with employee's skills and work rotation. Mak and Sockel (2011) stressed that there is a meaningful relation in a positive way between motivation and performance.

In relation to factors that contribute to job satisfaction of employees, Johns and Saks (2008) indicated that the key contributors to job satisfaction are: mentally challenging work; adequate compensation; career opportunities; and people. Johns and Saks posit that mentally challenging work contributes to job satisfaction. This implies that employees' work tests their skills and abilities and allow them to set their own working pace. This enables them to work harder to achieve good results. It provides the worker with clear feedback regarding performance. They feel good when employees undertake mentally challenging work and have positive feedback. It increases their job satisfaction. Argyle (2013) also posits that pay and satisfaction are positively related. Employees expect better salaries, opportunity for promotion, recognition, career opportunities, bonuses and other incentives for them to derive job satisfaction. In most companies, one finds a group of employees who are especially anxious to earn extra overtime work. All this contributes to job satisfaction.

Another key contributor to job satisfaction is people. Friendly, considerate, good-natured supervisors and co-workers contribute to job satisfaction, especially via positive moods and emotions. Another aspect of interpersonal relationship that contributes to job satisfaction is when we tend to be satisfied in the presence of people who help us to attain job outcomes that are of value. Such outcomes might include doing our work better or more easily, obtaining a raise or promotion or even staying alive. If pay is tied to performance, or as jobs become more complex or promotion opportunities increase, the ability of others to help us do our work well contributes more to job satisfaction (Argyle, 2013; Mullins, 2010).

2.4 Factors that Demotivates Employees

When employees are unhappy or have negative feelings about work or the work environment it means they are demotivated and usually results in job dissatisfaction. There are many factors that may contribute to employee demotivation. They include; low salaries, or lack of fringe benefits, lack of promotion, poor working conditions, lack of recognition and feedback from management as well as lack of opportunities for career development. The above mentioned factors may lead to frustration, lack of interest, low productivity, absenteeism and high turnover rates (Andriotis, 2017).

3. Methodology

The study used descriptive survey design since the researcher wanted to find out the opinions of lecturers on motivation and job satisfaction. Also, the quantitative approach was adopted. The target population for the study involved all fulltime lecturers of the ten Technical Universities in Ghana. However, the accessible population was all fulltime lecturers within four Technical Universities selected: Accra, Kumasi, Koforidua and Sunyani. As at April 2018, the total population of fulltime lecturers in the four Technical Universities was 965 (Educational Management and Information System [EMIS], 2018). The sample for the study was 400. The sample size used

was based on the recommendation of Ary, Jacobs, Sorensen and Razavich (2010) who are of the view that in a descriptive survey design, it is appropriate to select a sample size of 10 percent or more of the accessible population. The sample represents 41.5 percent of the accessible population. It was further segregated using proportions based on the number of fulltime lecturers in each selected Technical Universities as depicted in Table 1.

Table 1: Population and Sample Distribution of Respondents

Technical University	Population		Sample	
	Frequency (No.)	Percent (%)	Frequency (No.)	Percent (%)
Accra	307	31.8	127	31.8
Koforidua	201	20.8	84	21.0
Kumasi	227	23.6	94	23.5
Sunyani	230	23.8	95	23.7
Total	965	100	400	100

Source: EMIS, 2018

The stratified random sampling procedure was used to select the respondents. The study first of all selected four Technical Universities randomly, two from each of the two strata: traditional and modern before the conversion of the Polytechnics to Technical Universities in September, 2016. The two Technical Universities selected under the traditional Technical Universities were Kumasi and Sunyani while the two Technical Universities under the modern Technical Universities were Accra and Koforidua. After the stratification process, the lottery method of simple random sampling technique was used to select the respondents in each of the Technical Universities from each stratum by writing their names on sheets of paper, which was folded and put into a bowl. The bowl was shaken and the folded pieces of paper then picked at random without replacement. The bowl was shaken to mix up the pieces of paper after each paper had been picked. The procedure was continued until the required number was obtained in each stratum. This process was done from one Technical University to another. The choice of this technique was guided by the fact that, lecturers in the four selected Technical Universities perform similar work and as such any of them selected would be in the best position to provide the required information needed to achieve the stated objectives for the study regardless of autonomy preference.

Questionnaire was the instrument used to elicit data from the respondents. The questionnaire was pre-tested at Cape Coast Technical University because it has similar characteristics as the four Technical Universities selected. The reliability of the instrument was 0.74. A period of five weeks and four days was used to collect the data. The data collection process started April 19, 2018 and ended on May 26, 2018. The data collection was carried out in three stages. Stage One was the collection of list of fulltime lecturers in each Technical University, stage two was the distribution of the instrument and stage three was the retrieving stage. On the whole, out of the 400 respondents visited, 356 provided completed questionnaires; the remaining questionnaires were given back uncompleted while others were not retrieved. This resulted in 89.0 percent retrieval of completed questionnaires. With the help of Statistical Package for Social Sciences (SPSS version 21), descriptive statistical tools such frequency, percentage, mean and standard deviation were used to analyse the data. The responses to the items were measured numerically using unilinear scale such that an approximation of the mean scores was used to interpret the results since the preliminary analysis show that the distribution was normal. That is: strongly agree (4.5 – 5.0), agree (3.5 – 4.4), undecided (2.5 – 3.4), disagree (2.4 – 1.5) and strongly disagree (1.4 – 1.0).

3.1 Results and Discussion

The first objective was focused on identifying the factors that motivated lecturers in the selected Technical Universities. The results are presented in Table 2. As presented in Table 2 below, respondents agreed strongly that they were motivated in the work they do because they received fringe benefits (Mean = 4.63, Std. Dev. = 0.97) and also they had good interpersonal relationship with their co-workers (Mean = 4.52, Std. Dev. = 0.87). Furthermore, respondents agreed that their motivation towards their work was as a result of recognition at their workplace (Mean = 3.97, Std. Dev. = 0.95), better working conditions or environment (Mean = 3.97, Std. Dev. = 0.89), and being provided with accommodation (Mean = 3.74, Std. Dev. = 0.87).

Table 2: Factors Contributing to Lecturers' Motivation towards Work

Items	Mean	Std. Dev.
I have sense of achievement	3.63	0.91
I have recognition at my workplace	3.97	0.95
I have good interpersonal relationship with co-workers	4.52	0.87
I have advancement opportunities	3.73	0.79
I receive feedback from my supervisor	2.37	0.88
I receive fringe benefits	4.63	0.97
I am provided with accommodation	3.74	0.87
I have better working conditions or environment	3.97	0.89

Source: Field data, 2018

(N = 356)

In addition, respondents agreed that having advancement opportunities (Mean = 3.73, Std. Dev. = 0.79) and having sense of achievement (Mean = 3.63, Std. Dev. = 0.91) at the workplace contributed to their motivation towards the work they do as lecturers. However, receiving of feedback from supervisors was not one of the factors that contribute to lecturers' motivation towards work (Mean = 2.37, Std. Dev. = 0.88).

The findings showed that fringe benefits, interpersonal relationship with co-workers, recognition of staff, work environment, accommodation, advancement opportunities and achievement are the most significant factors that contribute to lecturers' motivation towards work in the selected Technical Universities in Ghana. The findings were in line with the comments of Mullins (2010) and Robbins and Judge (2007), who testify that accommodation (shelter), salary, job security, promotion, social interaction with co-workers, sense of achievement, recognition, advancement in career development and fringe benefits are some of the factors that contribute to employees' motivation.

Furthermore, these factors identified as contributors of employee motivation is in line with the submission of Argyle (2013) who posits that motivation represents a set of forces that drive people to behave in certain ways. According to Argyle, the sense of achievement, recognition, interpersonal relationship, advance opportunities, promotion, feedback, and better working conditions are factors that boost employees' motivation which in turn influences them to become more satisfied in their job. This indicates that management of the Technical Universities should not under-estimated motivation at their various Technical Universities.

The second objective of the study focused on examining the factors that contribute to job satisfaction of lecturers in the selected Technical Universities in Ghana. The results are presented in Table 2. It indicated that lecturers were satisfied with their job at the Technical University when they were exposed to mentally challenging job that allows them to test their skills and abilities (Mean = 4.63, Std. Dev. = 0.98), when they receive fair treatment for pay and promotion (Mean = 4.13, Std. Dev. = 0.92) and also when they have good supervisor and co-workers who help them to achieve result (Mean = 4.09, Std. Dev. = 0.97). Furthermore, respondents agreed that they were satisfied with their job when they have better work environment (Mean = 3.76, Std. Dev. = 0.98). However, respondents indicated that accommodation, job security, effective communication, better salary, bonuses and incentives do not contribute to their satisfaction with the job they do at the Technical University.

The findings are congruent with the comments of Johns and Saks (2008) who asserted that the factors that constitute job satisfaction include mentally challenging work, promotion, adequate pay and people. This implies that challenging jobs make employees to work tests their skills and abilities and allows them to set their own working pace. This enables them to work harder to achieve good results and provides positive feedback which in effect increases their job satisfaction. Lecturers of the Technical Universities also like doing mentally challenging jobs in their teaching career.

Table 3: Factors Contributing to Lecturers' Job Satisfaction at the Universities

Items	Mean	Std. Dev.
I receive fair treatment for pay and promotion	4.13	0.92
I have better work environment	3.76	0.98
I receive effective communication	1.49	0.97
All my needs are met at the polytechnic e.g. accommodation and job security	1.27	0.86
I receive recognition for work done	2.58	0.87
I receive adequate compensation for work done e.g. better salary, bonuses, incentives	1.97	0.92
I have mentally challenging job to test my skills and abilities	4.63	0.98
I have good supervisor and co-workers who help to achieve result	4.09	0.97

Source: Field data, 2018 (N = 356)

Again, availability of career opportunities is said to be a factor that contributes to job satisfaction. Opportunity for promotions contains a number of valued signals about a person's self-worth. Some of these signals may be material, such as an accompanying rise in pay, while others are of social nature in the form of recognition within the organisation and increased prestige in the community. In conclusion, Johns and Saks (2008) emphasized that having friendly, considerate, good-natured supervisors and co-workers contribute to job satisfaction well as inter-personal relationship that tend to be satisfied in the presence of people who help us to attain job outcomes that are of value. This implies that when an employee is enveloped by people who are supportive and have cordial relationship in the working environment it boosts one's job satisfaction.

The rationale for the third objective was to find out how often lecturers received motivation at the Technical Universities. 254 (71.3%) respondents, out of 356, indicated that they were motivated in their respective Technical Universities. These respondents were further asked to indicate how often they received motivation in the Technical Universities. The results are presented in Table 4.

Table 4: Frequency of which Lecturers receive Motivation in the Universities (N = 254)

How often do you receive motivation?	Ticked		Unticked	
	No.	%	No.	%
I receive motivation daily for my work	26	10.2	228	89.8
I receive motivation periodically for my work	242	95.3	12	4.7
I receive motivation annually for my work	248	97.6	6	2.4

Source: Field data, 2018

From Table 4, majority 89.8% of the respondents indicated that they do not receive motivation daily for the work they do. However, a large chunk of the respondents indicated that they received motivation periodically 95.3% and annually 97.6% respectively for the work they do. The findings are congruent with that of Saani (2013) who opines that most motivational packages available to teachers in Ghanaian higher education institutions are normally perceived to exist periodically, and that some motivational packages are no more seen as such and that they are now regarded as part of one's mandated conditions of service.

Table 5: Reasons for job dissatisfaction among lecturers in the Technical Universities

Job dissatisfaction	No.	%
Inadequate staff accommodation	286	16.7
Low allowances	253	14.8
Delay in payment of allowances	184	10.8
Inadequate staff offices	318	18.6
Discrimination	210	12.3
Lack of recognition	146	8.5
Bureaucratic bottlenecks in promotion	314	18.3
Total	1711*	100.0

Source: Field Survey, 2018

More than sample size due to multiple responses

In Table 5, lecturers reiterated that their job dissatisfaction emanated from the following factors: inadequate staff accommodation, low allowances, inadequate staff offices, delay in payment of allowances, discrimination, lack of recognition and low motivation. 16.7% of the responses indicated that inadequate accommodation, 14.8% of the respondents indicated low allowances, 10.8% stressed delay in payment of allowances, 18.6% inadequate staff offices, 12.3% of the responses said discrimination, 8.5% mentioned lack of recognition and 18.3% pointed out bureaucratic bottlenecks in promotion in the technical universities as reasons for their job dissatisfaction. It was observed from the study that lack of provision of employees' needs for example inadequate accommodation,

low allowances, discrimination, bureaucratic bottlenecks just to mention a few could lead to low level of job satisfaction of employees. Both Maslow and Herzberg are of the opinion that denying employees of their needs at the workplace generate job dissatisfaction and even caution managers or heads of institutions to pay particular attention to employees' motivation which leads to job satisfaction under the intrinsic motivation.

5. Conclusions

Based on the key findings that emerged from the study the following conclusions can be drawn from the study. First, the lecturers within the selected Technical Universities are relatively dissatisfied with the various forms of motivational packages given to them, especially extrinsic packages like salary, allowances, loans and accommodation facilities. Also, in the Technical University setup, most lecturers receive motivation packages periodically and in some cases annually. This is because management have failed to initiate strategic plan for effective and efficient motivational packages within the Technical University setup. Job satisfaction levels of lecturers are normally enhanced through intrinsic and extrinsic motivational packages such as conditions of service, working conditions, social interactions through productive interpersonal relationships, achievement, recognition at work place, and advancement opportunities.

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