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**Motivation and Job Performance;
Perceptions of Teachers in Kpone Katamansu District
in Ghana**

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Dedication

I dedicate this work to Joseph Kwakye. You have been my inspiration.

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Acronyms

BECE	Basic Education Certificate Examination
EIT	Economic Incentive Theory
FWSC	Fair Wages and Salaries Commission
GES	Ghana Education Service
GOG	Government of Ghana
GNAT	Ghana National Association of Teachers
GUSS	Ghana Universal Salary Structure
JHS	Junior High School
KKDA	Kpone Katamansu District Assembly
PSM	Public Service Motivation
PTA	Parents Teachers Association
SSPP	Single Spine Pay Policy
TEWU	Teachers and Workers Union of Ghana
TMA	Tema Municipal Assembly
UNESCO	United Nations Educational, Scientific Cultural Organization
WASSCE	West African Senior School Certificate Examination

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Abstract

Public service pay structure has received growing attention from scholars and governments because of its potential to motivate and enhance the performance of public servants. In Ghana, public service pay structure has experienced several reforms in an attempt to tackle the distortion, inequity and low salaries that have characterized it in the past. In 2010, the government of Ghana implemented a new pay reform—Single Spine Pay Policy—for public servants.

This new pay reform seeks to address the distortion, inequity, and to improve the salaries of public servants in order to enhance the performance of public servants. This thesis employed qualitative research methods over a fieldwork period of three months to explore the effect of the introduction of SSPP on the job performance of teachers in the Kpone Katamansu District Assembly (KKDA). Further, the study explored what teachers in KKDA consider as motivation for their job.

The study employed two theories of motivation; the economic incentive theory and the public service motivation theory. These theories provided a framework for analysis and discussion in this study on the link between different kinds of motivation and job performance. According to the economic incentive theory, monetary factors will induce higher job performance, nonetheless, this study found that even though the introduction of SSPP did result in increasing the salaries of teachers, it did not improve their job performance. The prediction of the public service motivation theory was found to be consistent with the study's findings. The study found that teachers' are motivated to perform more on the grounds that their profession has a positive impact on their students, community and country. Also, the norms of the profession and recognition of their efforts are seen as motivation to teachers in KKDA.

CHAPTER ONE

1.0 Introduction

Appropriate pay policies for public servants are critical for job performance, for they can motivate and help retain competent staff (World Bank, 2009). With the modern trend of rendering the public sector more efficient and effective, many countries have adopted the implementation of businesslike management skills (McLaughlin, Osborne, & Ferlie, 2002). Thus, emphasis is placed on output-related performance where rewards have become an essential element to induce performance (Frey, Homberg, & Osterloh, 2013). Attention has, therefore, been drawn to improving the salaries of public servants, especially in the education and health sectors (Carr, 2011). This has prompted the adoption of either a performance-based pay policy or the increase of the base salaries of public servants (Carr, 2011).

The Government of Ghana (GoG) in 2010 implemented the Single Spine Pay Policy (SSPP) with the aim of motivating public servants to improve service delivery and productivity (GoG White Paper, 2009). Unlike performance-based pay policy where compensations are based on the quality of work done, SSPP can best be described as a pay policy that seeks to improve the salaries of public servants with the intention of improving performance (Carr, 2011). SSPP consists of “a set of incremental pay points in which progression is based on service” (cited by Opong, Dickson, & Asumeng, 2015, p. 84). That is to say, SSPP places public workers on a common pay structure irrespective of their area of specialization or public organization (Seniwoliba, 2014). Even though salary increase was not an explicit goal of SSPP, its implementation led to substantial increase in salaries of public workers in Ghana (Dauda, 2014). Studies have indicated that an increase in pay is significantly related with performance improvement among public servants (Ferguson, 1991; Figlio, 1997; Kingdon & Teal, 2005; Songstad, 2012).

However, several other scholars disputed the fact that increase in salaries always improve performance. For instance, Weng (2012) argues that the salary increase of teachers in state schools in China did not encourage higher performance. Similarly, a study by Chimhutu (2011) on pay for higher performance in the health sector in Tanzania, revealed a strong indication that nurses in Mvomero are intrinsically motivated. His findings showed that salary increase played little role on the performance and motivation of nurses in Tanzania. The nurses were motivated to perform

because they believed that their efforts benefit their communities and families (ibid). Taylor (2008) also asserts that monetary reward does not always motivate public servants, for they have a predisposed tendency to exert more effort when the task is for the good of the public.

The implementation of Ghana's SSPP has received considerable research attention. For instance, the study by Aliu and Fuseini (2014) assessed the implementation of SSPP regarding its ultimate goals, Seniwoliba (2014) also evaluated the effect of the SSPP on the economy of Ghana and looked into the supposed inequality in the pay policy. Yamoah (2014) also evaluated the implementation of SSPP in relation to its ultimate goals. Similarly, Cavalcanti (2009b) examined the cost of implementing SSPP in Ghana. However, none has specifically explored whether the introduction of SSPP has improved the performance of teachers and also whether SSPP is viewed as a motivation by teachers in Ghana. This study, therefore, fills the gap in the literature by exploring the effect of the implementation of SSPP on the motivation and performance of teachers in Kpone Katamansu District Assembly (KKDA) in Ghana. The study also has identified motivational factors that induce higher performance among teachers in KKDA.

1.1 Problem Statement

Education is the most important investment in human capital of a country (Becker, 2009, p. 17), for it has the potential to reduce poverty, inequality and improve the socioeconomic development of a country (Carr, 2011; Mtey & Sulle, 2013). Education equips the human capital of the country with the necessary skills for the efficient and effective production of goods and services. Also, for the effective implementation of any government policies or services, importance is placed on the educated human capital of the country (Hanushek & Wößmann, 2007). Therefore, as part of World Bank's strategy for economic development, attention has been drawn to the provision of quality education to the human capital of the country (ibid). Thus, teachers have an important role as front-line providers of education. Teachers are expected to nurture productive citizens by inculcating knowledge, skills and attitudes to their student (Osei, 2006). For that, teachers need to be motivated and have high level of commitment toward their job.

Yet, little attention has been given to teachers' motivation. Various factors have been identified as contributions to the demotivation of teachers, especially, low salaries and incentives (Osei, 2006). Ghanaian teachers are considered the least paid public servants (Osei, 2006). The 2001

report by UNESCO on Ghanaian teachers notes that “Ghanaian teachers are overworked and underpaid”(cited by Osei, 2006, p. 46). According to Domeh (2013), salaries of teachers account for less than 35 percent of the public wage of total government wage despite the profession absorption of 75 percent of the total public work force (cited in Forson & Opoku, 2014). Moreover, the salaries of teachers compared with other public servants with the same educational qualification are relatively low (Osei, 2006). Report by Wereko and Dordunoo (2010) on the *‘Effective Delivery of Public Service: Focus on Education’* showed that, among the two reasons accounting for poor teaching is the inadequate reward for teachers. The most compelling evidence is the survey conducted by GNAT and TEWU (2009) which unveiled that teachers in Ghana are highly frustrated with the low salaries because they can hardly make ends meet. Consequently, teachers are pressured to rely on other sources of income in addition to the teaching, or stop teaching to find better employment elsewhere. As confirmed by Osei (2006), the teaching profession is seen by young graduates as a stepping stone to a more lucrative employment.

Frequently, in Ghana, various unions of teachers embark on industrial strikes to express their frustrations in order to pressure the government into increasing salaries and improving working conditions (Osei, 2006). These frequent strike actions reduce instructional hours which may reduce performance and productivity. For instance, in 2007, Ghanaian teachers embarked on an indefinite strike action when Senior High and Junior High students were preparing for their final examination. It is likely that the poor performance of students during their West African Senior School Certificate Examination (WASSCE) and Basic Education Certificate Examination (BECE) published by the National Education Assessment (NEA) was partly a result of this historic strike action. It is evident that these challenges have rendered the profession unattractive and lessened the enthusiasm of teachers in performing their task.

Over the years, past and present governments have attempted to resolve these disparities, inequity and low incomes of workers by implementing various pay reforms (*GoG White Paper*, 2009). The recent pay reform—Single Spine Pay Policy—have been put into effect by the government to improve salaries of public workers. Even though SSPP does not have an explicit goal of increasing salaries of employees, its implementation led to substantial increase in salaries of public workers including teachers. However, what is not clear is whether the implementation of the SSPP has led to a real increase in the salaries of teachers; whether the salary increment has motivated teachers

to improve their performance; and whether other factors, apart from pay increment, influence the performance of teachers.

1.2 Research Questions.

The research question that the study explored is: *What motivates teachers to perform on their job?* From the prediction of the Economic Incentives Theory and Public Service Motivation Theory, the following sub-questions have been proposed to answer the main research questions:

- *Has the implementation of SSPP led to real increases in the pay of teachers?*
- *How do teachers relate their pay structure to their job performance?*
- *How has the introduction of SSPP influenced teachers' motivation?*
- *What other factors are considered by teachers as motivation?*

The first, second and third sub-questions have been drawn from the economic incentive theory's argument (discussed in details in Chapter 2). The intention of these questions is to determine whether the implementation of SSPP had actually increased the salaries of teachers and how teachers' connect their salaries with their performance and motivation. The fourth sub-question was drawn from the prediction of the public service motivation theory. This question is intended to explore other factors asserted by PSM, rather than increased salaries, (discussed later in Chapter 2) that teachers view as motivation.

1.3 Study Area

The study was conducted at Kpone Katamansu District Assembly (KKDA) in Ghana. KKDA is one of the new districts carved from Tema Metropolitan Assembly (TMA) in 2012. The administrative district of the assembly is Kpone. The assembly was inaugurated on 28th June 2012. The district is located in the eastern part of Greater Accra Region. It shares boundaries with Shai-Osudoku to the north, Ningo-Prampram District Assembly on the east, Adentan to the west, Ashaiman Municipal Assembly, Tema metropolitan assembly and the Gulf of Guinea on the south.

The main occupations of inhabitants of the district are fishing, fish mongering, farming and salt mining. Even though the larger part of the district is rural and underdeveloped, a section of the district entering the Ashaiman Municipal Assembly is developed with tarred roads, portable drinking water and modern building structures.

This district was chosen for this study because of the uniqueness of having both a rural area and an urban area. This, aside the main aim of exploring what teachers consider as motivation for their job, views from teachers from both the rural and urban brought to light different perspectives of motivation. Secondly, the area was chosen for the study because of the reported low performance of students during Basic Education Certificate Examination (BECE)¹. A pilot study on the performance of students in the district showed that over the years, the performance of students from Zenu Number 3, Zenu Number 4, Apollonia and Katamansu JHSs have been abysmal. Therefore, exploring the performance of the teachers from these schools will provide insightful views on whether the introduction of SSPP has enhanced the performance of the teachers and whether any improvement has had effect on the performance of the students.

1.4 Scope and Limitation of Study

Even though the implementation of SSPP affected all public servants listed under Article 190 of the 1992 Constitution of Ghana, the focus of this study was limited to Junior High School teachers in the Kpone Katamansu District Assembly. As already mentioned, an increase in salaries of a public servant was not an explicit goal of SSPP but its implementation saw a significant increase in salaries of public servants. Teachers' salaries have always been an issue in Ghana since they are considered the least paid public servants (Osei, 2006). Therefore, studying the effect of the change in salary on the performance and motivation of teachers will give a representative impact of the policy. Besides, unlike other public sector workers, job performance of teachers may not be too difficult to measure. As indicators of job performance such as class attendance, academic reports of pupils can be accessed while the views of circuit supervisors and head teachers of education will provide valuable insight.

Another limitation of the study is the focus on one goal of SSPP, that is, performance. SSPP has several goals: transparency, equity, fairness, performance and productivity. However, the focus is on exploring how SSPP has enhanced the performance of teachers. This is to take a different turn from previous researches on SSPP. As several studies have looked at the how SSPP has achieved fairness, transparency and the equity in the pay structure of government workers (Aliu & Fuseini, 2014; Seniwoliba, 2014)

¹ BECE is the final examination for both certification and selection to Senior High Schools and Technical Institutions.

1.5 Organization of the Study

The study is organized into eight chapters. The study opens with the above introduction. The remaining chapters are presented as follows:

Chapter two presents the theoretical framework for the study. A review of two contending theories explaining how to induce higher performance among teachers is presented. Before then, key concepts of motivating are explained for a clearer understanding of the theories. An overview of studies done in the domain of motivation and performance are presented.

The methodological aspect of the study is shown in Chapter three. It comprises the discussion on the research design, the rationale for adopting a case study as the research strategy, the unit analysis and sample size. Furthermore, discussion on data collection method, analysis techniques, and ethical issues for the study is looked at.

In Chapter four, an overview of SSPP in Ghana is discussed. Also past pay reforms are also presented.

Chapter five and six present the findings of the study.

The concluding chapter provides a summary of the main findings and conclusion.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.0 Introduction

A theory provides the rationale for a study (Bryman, 2012). Also, it provides a framework for interpreting research findings. In this study, two contending theories of motivation, economic incentive theory and public service motivation theory, are used. The stances by these theories provide a context for understanding the key factors that motivate teachers to perform on their job in Kpone Katamansu District Assembly in Ghana. These theories have been used in this study because of the ongoing debate on ‘How to induce higher performance among public servants’. Several studies have shown that an increase in salary of workers might lead to an improvement in their performance (Kingdon & Teal, 2005; Songstad, 2012). However, other empirical studies done in the domain of motivation of public servants have concluded that public servants are less motivated by the extrinsic aspect of motivation than they are with intrinsic motivation (Buchanan, 1975; Lawler, 1971; Rainey, 1982). Thus, understanding motivation from a rational, incentive driven perspective provides only a partial understanding of motivation (Moynihan & Pandey, 2007). In effect, it is prudent also to understand motivation through the lens of an individual’s normative beliefs and emotional understanding of the world (ibid). The chapter opens with the definition of key concepts relevant to understanding motivation. Also, contested views on motivation and performance are presented. Following this are detailed arguments of these theories. Finally, key variables for this study have been drawn from the theoretical discussions and followed with a summary of the chapter.

2.1 Definition of Concepts

2.2 Job Performance

Job performance, as used in this paper, is defined as “ what the organization hires one to do, and do well” (Campbell, McCloy, Oppler, & Sager, 1993, p. 40). That is to say, actions that define organizational goals constitute job performance. According to Dixit (2002), measuring performance of public servants is complex and challenging because public organizations have multiple and unclear goals. Performance of teachers in this paper has been assessed by their

attendance to school, writing and submission of lesson, giving and evaluating written assignments and the performance of the students. Students' performance have been included as a criterion for assessing the performance of teachers because studies have shown that the quality of a teacher reflects on the quality of students (Andersen, Heinesen, & Pedersen, 2012; Osei, 2006).

2.3 Motivation

The study of motivation is the exploration of the energizing and direction of human behavior towards work. A person is described as motivated when he or she has the urge or encouragement to do something (Ryan & Deci, 2000). Motivation explains behavior. It represents the reasons for people's action and inactions, desire and needs (Ryan & Deci, 2000). A motive is what prompts the person to act or not act in a certain way or at least develop a feeling for a specific behavior (Pardee, 1990). Motivation can be divided into intrinsic and extrinsic motivation, showing the motive behind the choice of direction of behavior towards work (Ryan & Deci, 2000).

2.3.1 Intrinsic motivation

Intrinsic motivation is based on the satisfaction an individual derives from his or her involvement in an activity without the external reward (Frey et al., 2013). In other words, intrinsic motivation is driven by the interest in the task itself rather than the desire for reward. Individuals who are intrinsically motivated are induced by the interest and enjoyment that accompanies the task. There are two kinds of intrinsic motivation: enjoyment-based and obligation-based intrinsic motivation (Lindenberg, 2001 cited in Frey et al., 2013). As explained by Frey et al. (2013), enjoyment-based intrinsic motivation refers to the satisfaction or pleasure one derives from the flow of activity. Obligation-based intrinsic motivation, on the other hand relates to an activity that is induced by the aim of following appropriate norms (Frey et al., 2013, p. 5). Obligation-based intrinsic motivation is the feeling that one must behave by certain laid down rules or norms without the expectation of external reward. The key phrases emphasized by the definition of intrinsic motivation are 'actions without the expectation of rewards'.

2.3.2 Extrinsic motivation

According to Ryan and Deci (2000), extrinsic motivation refers to doing something because one anticipates a separate outcome in the form of reward. Extrinsic motivation comes from the influence outside the individual. Extrinsic motivation thus differs from intrinsic motivation, which means working for the enjoyment of the task itself. Extrinsic motivation comes from the rewards

for showing the desired behavior and avoidance of behavior because of the threat of punishment. A person who is motivated extrinsically will work on a task even when they have little or no interest in it. The motivational force for an individual who is extrinsically motivated is the anticipation of a reward or the avoidance of punishment.

Ryan and Deci (2000) identified four forms of extrinsic motivation: external regulations, introjection regulation, identification and integrated regulations. A person's behavior is shaped by external regulation when external demand influences such behavior. Put differently, such behavior is shaped by the external pressures in the form of reward or punishment (Ryan & Deci, 2000, p. 61). For instance, a teacher who writes lecture notes and submits on time for the fear of being sanctioned is being motivated by the external regulations.

Introjection regulation describes a kind of behavior that is influenced by internal regulation which implies that a "person performs an act to enhance or maintain self-esteem and the feeling of worth"(Ryan & Deci, 2000, p. 62).

With the identification form of extrinsic motivation, the person identifies a particular behavior as good and adopts it as his or her own. Integration occurs when an identified regulation has been embraced to the self (ibid). According to Ryan and Deci (2000), the integrated form of motivation shares a similar quality with intrinsic motivation as the reason for an action is internalize (p.62). However, the anticipation of a reward for one's action makes it extrinsic.

2.4 Contested views on motivation and performance

The debate on whether the increase in salaries of public servants will encourage higher performance has been of interest because of the attempt of making the public service more efficient. Researchers have confirmed that increase in salaries improves job performance (Kingdon & Teal, 2005; Songstad, 2012). For this reason, to induce the required behavior of workers in an organization, money has become common motivational factor both in the private and public sectors. Among the several types of researches on linking a higher performance with increase in salaries of workers is the findings by Kingdon and Teal (2005) who analyzed the responses from 902 students and 172 teachers. The results revealed that higher wages motivate teachers to perform well, which was measured by the performance of the students. Another interesting findings from Kingdon and Teal (2005)'s study is the fact that increase in salaries also attracted qualified personnel into the teaching profession as the profession became attractive.

Another evidence that confirms the positive relationship between higher pay and performance is a qualitative research on health workers motivation in Tanzania by Songstad (2012). The findings from the study revealed the importance health workers place on economic incentives as a motivational factor. Low level of salaries and lack of transparency in the workplace disheartened the workers which affected their performance(Songstad, 2012).

The research by Weng (2012) on the impact of pay system reform in China has contrasting findings on the relationship between pay and performance. The implementation of the new pay policy increased the salaries and improved the social status of teachers in China(Weng, 2012). However, the increase in salaries did not motivate the teachers to exert more effort in their work. That is, the goal of linking pay to performance was not achieved (Weng, 2012).

The findings of Weng (2012) brings to light the fact that money is not always a motivator. This affirms the assertion that public servants, especially, are not always motivated by monetary rewards (Taylor, 2008). Instead, studies have proven that public servants have a predisposed tendency to exert more effort when the task is for the good of the public (Perry & Wise, 1990). A study by Chimhutu (2011) on pay for performance in the health sector in Tanzania, revealed a strong indication that nurses in Mvomero are intrinsically motivated. The responses from the nurses on linking of pay to performance showed that salaries increase played little role in their performance; for nurses are motivated to perform on the grounds that their efforts benefits their communities and families.

Likewise, a research by Andersen et al. (2012), on how PSM² affect performance in school showed that public employees—teachers—have high PSM which motivates them to deliver services to the public with the motive of doing good. That is to say, higher PSM leads to higher performance among public servants. Other studies have supported the findings of Andersen et al. (2012) on PSM relationship with performance (Alonso & Lewis, 2001; Andersen, 2009).

From the findings of these researches, it can be inferred that the question of what motivates public servants is a controversial issue. For this reason, several concepts and theories provide different explanation to how to motivate public servants.

² PSM is the tendency to perform more for the good of the public

Table 1: Summary of the literature reviewed

Author(s)	Year	Title	Method	Findings
Kingdon and Teal	2005	Does performance related pay for teachers improve student performance?	Quantitative	Higher wages motivate higher teacher effort
Victor Chimhutu	2011	Pay for performance in maternal health in Tanzania	Qualitative	Nurses are motivated intrinsically
Nils Gunnar Songstad	2012	Health worker motivation in a low-income context in Tanzania	Qualitative	Higher wages lead to higher performance
Jingjing Weng	2012	Pay system reforms in public service unit in contemporary China	Qualitative	Higher wages did not lead to higher performance
Andersen, Heinesen & Pedersen	2012	How does PSM affect performance in schools	Quantitative	Higher PSM leads to higher performance

2.5 Theoretical explanation to performance

The economic incentive and public service motivation theories provide the framework in this study to the understanding of motivation of public servants. The basic assertion by these theories will be provided as well as their explanation to performance of public servants.

2.5.1 Economic Incentive Theory

This argument from Barnard (1968) captures the basic premise of the economic incentive theory:

“The contributions of personal efforts which constitute the energies of organizations are yielded by individuals because of incentives. The egotistical motives of self-preservation and self-gratification are dominating forces; on the whole, organizations can exist only when consistent with the satisfaction of these motives, unless, alternatively, they can change these motives. The individual is always the basic strategic factor in organizations. Regardless of his history or his obligations he must be induced to cooperate or there can be no cooperation”(Barnard, 1968, p. 139)

Barnard’s (1968) argument is that employees will only seek to pursue the organizational goals only if the organization meets their economic interest. Therefore, in order to achieve organizational goals, management has to satisfy employees’ selfish motives by providing “objective incentives”

to induce the required attitude towards work from the employees (Barnard, 1968). Clark and Wilson (1961) distinguished among three forms of incentives: material, solidary and purposive incentives. Material incentives are tangible rewards that have monetary value, such as wages and salaries; solidary incentives are intangible rewards that cannot be converted into monetary value, example is the status one gets from his or her association with a group; purposive incentives are also intangible rewards that does not have direct benefit on the individual but relates to the goals of the organization. Proponents of the economic incentive perspective hold strongly that material incentive (money) is an important motivator to induce employees as it influences their choice of behavior in the organization (Andersen, 2009). As pointed out by Goodman and Turner (2013), incentives do not only increase workers' effort, but also align the interest of both workers and employees, provides information about the most valued aspect of an employee's job and motivate workers to provide costly effort.

According to Frey et al. (2013), extrinsic incentives in the form of monetary rewards motivate an individual's additional or marginal effort. These incentives (money) satisfy personal needs in an instrumental way because money usually serves as a means to an end (Frey et al., 2013, p. 3). Money is essential as it is needed to meet certain basic needs. Moreover, higher salaries are likely to attract qualified personnel as it renders the profession more lucrative. Similarly, in order to retain a lucrative job, a better paid personnel will apply more effort in his or her task. To add to that, Gneezy, Meier, and Rey-Biel (2011) have affirmed the importance of incentives, most importantly monetary incentive, by asserting that higher monetary induce more effort and higher performance in behavior. Intuitively, one can say that the higher the pay the more effort is exerted which should produce better results, outcome or higher performance.

This explanation provided by the proponents of the economic incentive theory on the motivation of public servants is relevant to this study as it addresses the rationale behind the empirical study's objective. Based on the postulations of the economic incentive theory, the performance of teachers in KKDA should improve due to the increase in their salaries as a result of the implementation of SSPP.

Despite several researches pointing out the importance of economic incentives in motivating public servants (Kingdon & Teal, 2005; Songstad, 2012), many other studies have pointed to the fact that provision of extrinsic incentives can overcrowd intrinsic motivation (Crewson, 1997; Frey

& Jegen, 2001). In other words, offering monetary rewards to induce performance when the performance is intrinsically motivated may rather reduce the possibility that intrinsic rewards will motivate future behavior (Frey & Jegen, 2001). The implication is that an inner sense of accomplishment has been removed as a motivator. No longer is the task something under individual's control; it is something one is expected to do, and it will be monitored and rewarded (ibid). To put it differently, when an individual's performance is induced by the introduction of money, it may later take away the interest and enjoyment that accompany the task. Consequently, performance might later on diminish. Thus, Public Service Motivation Theory (PSM) has been introduced to this study to explore other factors that motivate teachers.

2.5.2 Public Service Motivation theory

The concept of Public Service Motivation was first mentioned by Rainey (1982) in the early 1980's. He found that public managers in contrast to private managers consider higher pay, status and prestige as lesser motivators; they rather regard serving the public as an essential motivator (ibid). In 1990, the concept was better explained by Perry and Wise (1990, p. 368) as "an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions and organizations". Similarly, Vandenabeele (2007) defines Public service motivation as the "beliefs, values and attitudes that go beyond self-interest and organizational interest, that concern the interest of a larger political entity and that motivate individuals to act accordingly whenever appropriate" (549). Brewer and Selden (1998) posited two premises to define Public service motivation. The first premise defines PSM as a "motivational force that induces individuals to perform meaningful public service." According to the second premise, PSM, "is prevalent in the public sector" (p.417). Hence, Public Service Motivation is characterized by selflessness that motivates the individual to serve the public interest (Bright, 2008).

From these definitions, PSM can be defined as a tendency to do something for the public good. This tendency or wish to do something for the public interest is based on the motive of doing good for the benefit of the public rather than the individual. Perry and Wise (1990) identified three types of motives; normative, affective and rational, which reflect why people develop the tendency to do something for public good. Normative motive is the sense to serve the public without the intention of making personal gain (Perry & Wise, 1990). In other words, the motivational force is the sense of loyalty or patriotism to the public interest rather than the individual's personal gains. With affective motives, the motive is built by the identification of the social importance to a task

or program. Like the normative motive, the affective motive is not based on profit gain. The rational motives are grounded on the individual utility maximization (ibid).

The theory of Public Service Motivation asserts that:

- a) *The greater an individual's public service motivation, the more likely the individual will seek membership in a public organization*
- b) *In public organization, public service motivation is positively related to individual performance*
- c) *Public organization that attracts members with high level of public service motivation are likely to be dependent on utilitarian incentives to manage individual performance effectively. (Perry & Wise, 1990, pp. 370-371)*

Many research findings have posited that the level of individual's public service motivation has significant behavioral implication that influences performance (Alonso & Lewis, 2001; Brewer & Selden, 1998; Perry & Wise, 1990; Taylor, 2008)

2.5.3 Understanding the formation of Public service motivation

Given the above definition and discussion on the theory of Public Service Motivation, it can be deduced that the theory, public service motivation, explains behavior. But it becomes questionable as to how this behavior is formed. In other words, what are the causes of public service motivation? While March and Olsen's concept of logic of appropriateness provides the individual with the motive that causes them to develop public service motivation, Vandenabeele (2007) points to the concept of social identity as a further explanation to the cause of PSM.

2.5.4 Logic of appropriateness in explaining PSM

An institution is defined as "collections of interrelated rules and routines that define appropriate action in terms of relations between roles and situation" (J. March & Olsen, 1989, p. 21). That is, an institution constrains and promotes certain individual behavior. These rules and routines are followed because members see them as right and legitimate. These rules and routines are not only institutionalized but also identities and beliefs (Vandenabeele, 2007). This is what March and Olsen termed as logic of appropriateness. In other words, an institution directly or indirectly forms or shapes the motives of its members through its laid down rules and regulations (Vandenabeele, 2007). These institutionalized identities and beliefs which are formed through institutionalized

rules and routines shape the individual's motives that characterize the selflessness to serve the public interest. To explain further, employees or individuals in the organization seek to push for the organizational goals at the expense of their personal goals. This is due to the internalization of the organizational' norms and rules.

Like the concept of logic of appropriateness, the concept of social identity provides further explanation to the formation of PSM.

2.5.5 The concept of social identity

The concept of social identity supplements the foregoing explanation of institutional theory—the logic of appropriateness—gives to the cause of public service motivation (Vandenabeele, 2007). Social identity as defined by Tajfel (1978) is “that part of an individual's self-concept which is derived from his knowledge of his membership of a group together with the value and the emotional significance attached to the membership” (cited in Van Knippenberg, 2000, p. 358). The more one identifies with a group, the more likely the rules and norms of the group are embedded in the individual's identity (Ashforth & Mael, 1989). Thus, the individual acts in accordance with what is considered “appropriate” to the group or institution. The social identity of the individual may not only be derived from the organization but also from work group, department or union (ibid). The concept of social identity explains why individual internalizes norms and rules as a result of identification with the group or institution. Identification with the group motivates members to work for the interest of the group (what the group considers appropriate) which may affect performance (Van Knippenberg, 2000). That is, how people see themselves as members of the organization affect their job outcome (Korte, 2007).

2.5.6 The impact of Public service motivation on job performance

Perry and Wise (1990) found that there is a positive correlation between public service motivation and individual's performance. The expectation then is, the higher the level of PSM, the more likely public employees will exert themselves to perform for the good of others. The motivational force, therefore, emphasized by the theory of PSM is characterized by intrinsic reward rather than extrinsic reward (Kim, 2006). Perry and Wise (1990) claimed that government needs to capitalize on employee's intrinsic motivation and avoid monetary incentive system if performance and productivity is to be achieved. Naff and Crum (1999) also share in Perry and Wise (1990) assertion

as they argue that an increase in PSM leads to an increase in job performance . Intrinsic motivation can be increased when there are opportunities to serve the public good (Andersen, Pallesen, & Pedersen, 2011), when there are opportunities to advance in the organization, when the contributions of public servants are acknowledged. In addition, intrinsic motivation of public servants can be increased when the professional norms of the service are upheld in high esteem by both the public and workers. Many professionals are found in the public service with professional norms that direct their behaviors (Andersen, 2009). Therefore, upholding their professional norms affect their job performance irrespective of the sector or incentives (Andersen, 2009). The services rendered by professionals define the norms that govern their conduct and performance (ibid).

However, several studies have found that PSM has little effects on job performance (Alonso & Lewis, 2001; Bright, 2008; Kim, 2005, 2006), as other factors influence job performance such as job satisfaction, affective commitment and organizational citizenship behavior (Kim, 2005).

This explanation on how public servants are motivated which has been explained by the PSM theory was useful in understanding non-monetary factors to the motivation and performance of teachers in Kpone Katamansu District.

2.6 Variables of the study

A variable is a “characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied” (Creswell, 2014, p. 52). The variables in this paper have been categorized into dependent variables and independent variables. Dependent variables are affected by the independent variables. They are termed dependent variables because they ‘depend’ or they are the outcome of the independent variables (Creswell, 2014). Independent variables on the other hand are those attributes or characteristics that cause or influence the dependent variable (Creswell, 2014).

The term independent and dependent variables in this thesis only represent the direction of questioning during data production. They are not to be understood as statistical measures that seek to establish causal relationships, for this study is purely qualitative.

2.7 Dependent Variable

Job performance is the dependent variable for this study. Job performance is operationalized as doing what the job describes, doing it well and getting results from the job done. In this case

teachers' school attendance, their writing and presenting of lesson notes on time and giving and evaluating written assignment constitute 'doing what the job describes and doing it well'. On the other hand, the final results of students during Basic Education Certificate Examination (BECE) constitute getting results for job done. That is, the outcome of 'doing what the job describes' was assessed with the performance of students. Students' BECE results have been included in this study for measuring the performance of teachers because they are standardized and widely accepted assessment of students' performance in Ghana.

2.8 Independent Variable

The independent variables are the factors from the theories that explain performance of teachers. The independent variables will be categorized into economic variables and organizational variables. Economic variables are derived from the Economic Incentive theory and includes variables such as money or higher salaries. Organizational variables are derived from the public service motivation theory and includes factors such as identity, recognition and professional norms.

2.8.1 Economic variables

From the assertion by the economic incentive theory, increase in salaries should lead to an increase in the performance of workers. Thus, as the implementation of SSPP has led to increase in the salaries of teachers, the performance of teachers in Kpone Katamansu District Assembly is also expected to increase. Based on this, the study hypothesizes that:

H1: An increase in pay of teachers may increase their job performance

2.8.2 Organizational variables.

Based on the premise by the PSM theory, the study has identified the following variables: identity, recognition by state or society and professional norms to explain performance of public servants, specifically, teachers. These variables will be explained in turns:

2.8.3 Identity

As explained by the PSM theory, the identity one acquires as a member of a group influences the effort one exert in his or her task. The sense of belongingness to a group or an organization impacts

the way one conducts him or herself. That is, when individuals identify with the goals of the organization, their behaviors are in tune with achieving these goals, especially when the goals promote the good of the public. Therefore, the study predicts that:

H2: Performance of teachers may increase as they identify themselves with the goals of the school.

2.8.4 Recognition

Recognizing the effort of one's input in a task motivates him or her to perform more. Thus, when the efforts of teachers are appreciated, they tend to perform more. Therefore, the study predicts that:

H3: The more teachers' efforts are recognized the more they may exert more effort on their task.

2.8.5 Professional norms

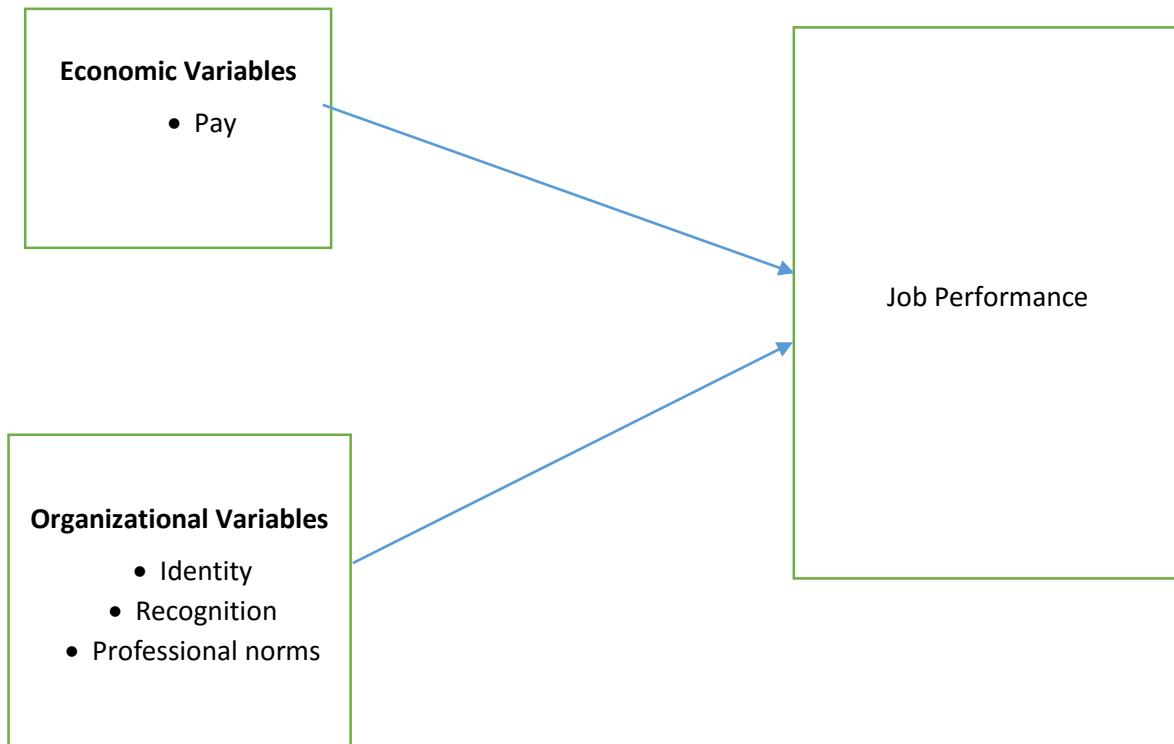
Professionals are individuals "having knowledge-based skills that they employ as autonomous practitioners in a non-routine context in accordance with a client-focused ethic that is guaranteed by a self-regulative professional body" (Quddus, 2007, p. 42) . That is to say every profession has its laid down norms and regulations that govern service delivery. These norms are internalized as the best way of providing services. The actions of a professional are primarily inspired by meeting the norms governing the professions so as not to lose the confidence the public. As argued by Andersen (2009), the public sector is made of professionals, therefore, upholding their professional norms affect their job performance irrespective of the sector or incentives (Andersen, 2009). From this, the study hypothesizes that:

H4: Teachers may perform more when firm professional norms are upheld.

Figure 1: Relationship between the Variables

Independent Variables

Dependent variable



Source: Author's own construct based on literature

2.9.1 Chapter Summary

The question of what enhances performance among public servants is a controversial one. One end of the spectrum has it that extrinsic factors such as rewards (higher salaries) are better motivators to public servants. The other end holds that public servants are motivated to work by intrinsic factors (organizational norms, identity and recognition). This chapter has reviewed theories and scholarly literature on motivation and job performance. The paper drew upon the Economic Incentive and Public Service Motivation theories. Whereas the former posits that increase in

salaries should lead to increase in performance, the latter affirms that public servants are driven to perform better because of the organizational goals that seek to benefit the general public. The chapter also presents empirical findings that support the two contending theories on motivation and performance. The literature review and theoretical discussions are necessary to provide a framework for this study on the views of teachers in the KKDA of Ghana on what motivates them to work hard.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter looks at the methodology of the study. A qualitative research design and a case study was used to explore the views of teachers, head teachers and circuit supervisor in KKDA on the study's objectives. The primary source of data for the study was collected during a field study from June 2015 to August 2015. Besides, observation and review of documents pertaining to SSPP were made.

This chapter presents the research design and the rationale for its adoption. Also detail account is given on the strategy of inquiry for this study. Furthermore, the researcher discusses the technique for selecting the participants for the study; issues of validity and reliability and ethical issues are discussed.

3.1 Research Design

According to Yin (2003), "a research design is the logical sequence that connects the empirical data to a study's initial research questions and ultimately, to its conclusions" (p.20). The three major design in social science according to Creswell (2014) are; qualitative, quantitative and mixed method design. Bryman (2012) suggested that the difference among the designs are seen in the theory position, epistemological position and ontological position. Explaining further on the difference, he pointed out to the fact that in qualitative research, a theory is generated out of the study while the reverse is true of a quantitative research. Also, qualitative research stresses on the views of its participants to understand the social world while quantitative research adopts the natural scientific model (Bryman, 2012, p. 380). Also to Creswell (2014), qualitative design relies on text and image data. That is to say, qualitative design places emphasis on words rather than numerical data in data collection and analysis. Quantitative design collects and analyses quantifiable data (Creswell, 2014).

Mixed method design on the other hand, incorporates the features of both quantitative and qualitative research in terms of data collection and analyses. The mixed method design is used to overcome the limitation of qualitative and quantitative designs.

This study employed qualitative design in data production and analysis. Qualitative research design allowed greater in-depth into exploring and understanding the meaning participants hold about the world and their perception of the study problem (Creswell, 2014). This characteristic of qualitative design gave the respondents the platform to express their views on SSPP as a tool for enhancing performance of public servants and also gave the respondents the stand to voice their views on what they consider as motivation for their job.

In addition, because of the flexibility in data collection under qualitative design, it gave the researcher the exposure to important details that were not part of the interview questions. For instance, the respondents in explaining what they deem as motivation for their job opened up to the researcher about the challenges they face in doing their jobs.

Furthermore, the use of qualitative design made it possible to gather data from multiple sources for the study (Creswell, 2014). Apart from the data that were collected during the interviews, the researcher got the opportunity to gather data from other sources. For instance, using observation, the researcher was able to observe the difficulties teachers go through in performing their jobs. Government's white paper on SSPP was used to supplement and verify the responses on the salaries of teachers. Also, students' BECE results added to the responses gathered on the assessing the performance of teachers after the introduction of SSPP. The use of these other sources of data helped the study in dealing with issues of validity and reliability of the data collected (Yin, 2003). The use of multiple sources of data ensured that the exploration of the topic was not done through one lens but through various lenses which allowed the revelation of different aspect of the topic.

Another reason for adopting qualitative design for this study is the fact that much has not been written on whether teachers consider the introduction of SSPP as a motivation. Likewise, whether SSPP has improved the performance of teachers is relatively lacking. Due to the exploratory nature of qualitative study, the researcher was able to gather data from diverse views on the research topic. Moreover, the small sample size of the study as a result of the use of qualitative design allowed the researcher to spend enough time to conduct in-depth interviews with respondents.

3.2 Research Strategy

Creswell (2014) has suggested narrative research, phenomenology, grounded theory, ethnographies and case study as the main strategies of inquiry in qualitative research. Also, strategies like experimental research and survey research are familiar to quantitative study (ibid). However, since quantitative research is not the interest here, discussion was on the strategies mentioned under qualitative study. To Yin (2003), irrespective of the research design, qualitative or quantitative designs, the selection of the right strategy of inquiry should be based on the criteria below;

- the type of question asked
- control the researcher has over the behavior of the participants and
- the focus of the research on contemporary events (Yin, 2003).

Based on the above criteria, the study employed case study as the strategy of inquiry. A case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and context are not clearly evident”(Yin, 2003, p. 13). Even though a case study has its own weaknesses as the other methods, its use in this study is more advantageous than the others.

First, the nature of the research question of this study; “*What motivates teachers in KKDA to perform on their job?*” gives room to conduct an exploratory study. As justified by Yin (2003) a research question like the above fits for an exploratory case study as it gives the chance for further studies. In other words, the research question gives the platform for in-depth study.

Secondly, the researcher has no control over the behavior of the respondents. The behaviors of the participants cannot be manipulated in anyway. This allowed the study to be conducted in a natural setting thereby ensuring that data collected are reliable and credible. Finally, the study is focused on a contemporary issue as oppose to historical issue. The pay policy is a present issue following its five year implementation plan starting from January 2010 (*GoG White Paper*, 2009). The use of case study in this study, satisfies the above criteria.

The use of case study allowed in-depth gathering of views on teachers' motivation and job performance. Also, it gives the respondents the platform to tell their stories. Moreover, researches already done in the domain of SSPP have looked at it quantitatively (Aliu & Fuseini, 2014; Forson & Opoku, 2014; Seniwoliba, 2014). Therefore, conducting an exploratory case study for this study gives more insight into the position of SSPP relative to other factors in terms of motivation of teachers in KKDA. Furthermore, little is known on the impact of SSPP on the motivation and job performance of teachers; thus, the use of case study strategy will throw more light on the subject.

For these reasons, the use of case study is the ideal approach for exploring the motivation and performance of teachers in KKDA.

3.3 Unit of analysis

The study is based on the teachers' motivation and performance from four Junior High Schools (JHS) in the KKDA. These teachers are from Zenu No.1 JHS, Zenu No. 3 JHS, Katamansu JHS and Apollonia JHS. These teachers are all employed by the Ghana Education Service (GES). That is, all teachers are recruited and supervised by GES. The choice of these teachers is also based on the location of the schools, Zenu No. 3 and Zenu No.4 JHS are located in the urban area of the district. Teachers from these schools enjoy the basic facilities that come with working in an urban area. For instance, good roads to the school, electricity for computer lessons, and the opportunity to engage in part time works.

However, teachers posted to Katamansu JHS and Apollonia JHS feel they are being punished for an offence committed. This is because these schools are located in the rural part of the district. Teachers also face housing problems, transportation to school and lack of support from parents. The aim for the selection of these teachers from these schools was to get diverse views on what these teachers consider as motivation for their job and also how their performance can be improved.

3.4 Sample Size and Selecting technique

Sample size is the segment of the population that the researcher selects for the study (Bryman, 2012). Therefore, from the population of teachers in KKDA, the researcher has selected twenty-one respondents for this study. Twenty-one respondents were chosen for deeper understanding. The number of respondents also increases the chance for the researcher to undertake deeper analysis of the case. The respondents were categorized into two units based on the socio-economic

background of the area the teachers teach. The first category, unit one, is made up of two head teachers (a male and a female), one circuit supervisor and eight teachers (four males and four females) from the urban schools. The second, unit two, comprises two head teachers (a male and a female) and eight teachers (four males and four females) from the rural schools. This division is to give the researcher clearer and detailed understanding of motivation from different social settings.

In relation to the selection of participants (interviewees), purposive sampling approach was used. Purposive sampling is a non-probability sampling method where the researcher decides which individual to include in his/her sampling because of their relevance to the research question (Bryman, 2012). For this study, the researcher approached respondents who have occupied their position before the introduction of SSPP, which is before 2010. This, aside the aim of getting a better perspectives on how SSPP is seen as a motivational tool to teachers, it is also to help the researcher gather views on the performance of teachers before and after the introduction of SSPP.

Table 1.2 is a summary of the sample distribution of the respondents. Codes have been assigned to each respondents for easy reference in the presentation of the research findings. From the table, the codes are made of the position of each respondent and the name of the school. For instance, HT1/ Z3 means the Head teacher from Zenu No.3 interviewed, T1/A means Teacher from Apollonia JHS. These codes will be used to refer to the respondents in the presentation of the research findings.

Table 2: Summary of sample distribution

Schools	Respondents	Gender	Codes
Zenu No.3 JHS	Head teacher1	M	HT1/Z3
	Teacher 1	M	T1/Z3
	Teacher 2	F	T2/Z3
	Teacher 3	M	T3/ Z3
	Teacher 4	M	T4/ Z3
Zenu No. 4 JHS	Head Teacher 2	F	HT2/Z4
	Teacher 1	M	T1/Z4
	Teacher 2	F	T2/Z4
	Teacher 3	F	T3/Z4
	Teacher 4	M	T4/Z4
Katamansu JHS	Head Teacher 3	M	HT3/K
	Teacher 1	F	T1/K
	Teacher 2	M	T2/K
	Teacher3	F	T3/K
	Teacher 4	M	T4/K
Apollonia JHS	Head Teacher 4	M	HT4/A
	Teacher 1	F	T1/A
	Teacher 2	F	T2/A
	Teacher 3	M	T3/A
	Teacher 4	M	T4/A
	Circuit Supervisor	M	CS
Total sample	21		

3.5 Method of Data Collection

“Data are systematically collected elements of information about the world” (King, Keohane, & Verba, 1994, p. 23). Data are collected in research to answer the research question(s). Common methods of collecting data in case studies are documentation, archival records, interviews, direct observation, participant observation and physical artefacts (Yin, 2003, p. 85). The methods of data collection for this study are interviews, review of documents and direct observation.

3.5.1 Qualitative Interview

Interview is one of the most important sources of data in case studies (Yin, 2003, p. 89). To Creswell (2014), qualitative interview involves the researcher asking the respondents questions either through face -to -face interaction, telephone or focus group. Due to the exploratory nature of the study, a face -to -face qualitative interview was employed which allowed in-depth gathering of data from respondents to explore their experiences and perception on the research topic. Bryman (2012), suggested two approaches to qualitative interviews; unstructured and semi-structured interviews. With the unstructured interview style, the researcher familiarizes him or herself with a set of questions or topics, it could also be just a question which the respondent is allowed to answer freely (Bryman 2012, p 471). From the responds, the interviewer may ask follow up questions. According Burgess (1984), unstructured interview style is similar to a conversation (cited in Bryman 2012). Even though unstructured interview style creates a friendly atmosphere for the respondent, the absence of pre-set questions makes it difficult for the respondent to stay on track. That is, this style lacks direction (Bryman, 2012).

Due to the con of the unstructured interview study, a semi-structured interview guide was used as the main tool for data collection. With the semi-structured style, the researcher prepares a set of questions to cover, also known as an interview guide (Bryman 2012). The researcher is allowed to ask follow up questions base on the responses provided by the respondent while sticking to the questions on the interview guide.

Before the field study, a pilot study was conducted. Two teachers were interviewed on the broad question “how has the implementation of SSPP enhanced your performance?” One of the teachers was the secretary of the Ghana National Association of Teacher (GNAT), Tema Metro. The other teacher was from Apollonia primary school. The responses from these interviews helped the

researcher to restructure the main interview guide. This was done to make sure the interview guide reflected the research intent.

During the interview, even though standard questions on SSPP were posed, the flexibility nature of the semi-structured interview guide allowed the researcher to ask new questions that emerged during the interview. This was very insightful as the researcher got the opportunity to gain access to wide range of information from the respondents. Moreover, the respondents were able to express themselves in their own ways and words. Questions on whether the introduction of SSPP has changed the attendance, giving of assignments and marking promptly, writing of lesson notes and submitting early were posed to the head teachers and circuit supervisors of the schools. Due to the duties of the head teachers and circuit supervisor to monitor and manage both teachers and the entire school, they were in the right position to answer these questions. Likewise, the teachers were asked about their views on SSPP's role in enhancing their performance and other factors they consider as motivation for their job.

All responses were recorded on tape. This kept the interviews flowing as there were no pauses for the researcher to write the responses down.

3.5.2 Secondary sources

According to Yin (2003), the opportunity to use multiple sources of evidence in data collection is a major strength for case study (p.97). Secondary sources of data means supplementing the primary source of data with other sources of data. Researchers use secondary data as a means of triangulation to make ones evidence credible (Yin, 2003). For that, the study included documents on SSPP and students results.

3.5.3 Document review

Despite the strength of using documents, Yin (2003) claims it can be altered making its authenticity questionable. In this study, documents pertaining to SSPP, the BECE results and enrolment of students from the selected schools in KKDA were reviewed. These documents have been introduced to the data to verify the responds provided by the respondents. Documents on SSPP were derived from the website of FWSC—implementers of SSPP. This document in particular was used to inform readers on the processes of the implementation of SSPP and the history of past pay

reforms in Ghana. Also, the researcher drew information about the objectives and salary composition under the new pay reform from these documents.

Apart from documents on SSPP, the researcher included students' BECE results. The inclusion of BECE results of students was to assess and add to responses on whether the performance of teachers had improved the performance of students after the introduction of SSPP. These documents were derived from the statistical department of the District Education Office in Kpone-Ghana with the approval of the district educational officer. The BECE results were included in the study's data because studies have shown that, the performance of teachers influence the performance of students (Darling-Hammond, 2000). For that, results from 2008 (before the introduction of SSPP) to 2014 were reviewed.

3.5.4 Direct Observation

To provide additional information to the topic being studied, the researcher engaged in direct observation. The researcher became a complete observer. That is, observing occurrences without the participation of the researcher (Creswell, 2014). Based on the responses gathered during the interview, it became necessary for the researcher to observe issues raised by the teachers, head teachers and circuit supervisor. Issues such as overcrowded classroom, inadequate learning aids were among the issues the respondents raised. This observation did not only verify the responses by the respondents, it also gave the researcher the chance to understand these issues.

3.6 Data Analysis

Data analysis is making meaning from the data collected. The data analysis was done concurrently with the data collection. This made it possible to identify issues to follow up on in later interviews. The study used thematic analysis to analyze the data. Reading through the transcript from the interview, the researcher noted down common themes that appeared in the data. Themes "are recurrent concepts which can be used to summarize and organize the range of topics, views, experiences or beliefs voiced by participants"(Green & Thorogood, 2013, p. 210). These themes were grouped under two categories. The first category was made up of responses from teachers, head teachers and circuit supervisor from the urban schools (Zenu No. 3 JHS and Zenu No.4). The second category was responses from teachers, head teachers from Apollonia and Katamansu JHS (rural schools). It is expected from this categorization that teachers from both settlements will

identify with similar motivational factors. Analysis then proceeded with looking across the data from respondents under the rural schools and that from the urban schools to understand what motivates teachers in the study area (KKDA). The hypotheses derived from the two theories (economic incentive and public service motivation) served as a framework for detailed analysis. This helped to understand whether SSPP has achieved its goal of enhancing performance among teachers and identifying other factors teachers in KKDA consider as motivation.

3.7 Quality of research

According to Yin (2003), four tests—construct validity, internal validity, external validity and reliability—are commonly used to establish the quality of the research (p.35). Since the study purports to explore, internal validity that draws on causal case studies will not be discussed in this study (Yin, 2003). Therefore, construct validity, external validity and reliability will be discussed and tactics that the study used to uphold these qualities in the study.

3.7.1 Construct validity

Construct validity is the quality of operationalizing correct measures for the relevant concepts being studied (Yin, 2003, p. 34). Construct validity is the extent to which the study investigates what it intended to study. Construct validity was considered during the data collection stage of the study. The data collected should answer the research questions. To achieve this quality of the study, the researcher made sure the questions posed to the participants were understood. For that, the questions were asked in English language and explained clearly when participants were in doubt of the intent of the questions. Also, other sources of data were collected to verify the responds provided by the respondents. An instance can be cited when questions relating to whether the introduction of SSPP had increased the salaries of the respondents, the researcher got hold of the pay slip of one of the respondents for verification.

Secondly, as suggested by Yin (2003), *a chain of evidence* was established in order to draw the link between the initial research questions to the findings. This was achieved by citing the sources of all relevant documents and literature used in the study so to allow the readers to follow how the researcher ended up with the findings.

3.7.2 External validity

External validity or generalizability requires that the study's findings can be generalized beyond the immediate study (Yin, 2003, p. 37). The aim of this study is to make analytical generalization rather than statistical generalization. Analytical generalization is generalizing from empirical observations to theory rather than the population (Gibbert, Ruigrok, & Wicki, 2008, p. 1468). To achieve this quality in the study, a multiple-case study design method has been used. In this situation, responses from head teachers, circuit supervisors and teachers from these distinct schools can be generalized to the theory in the study. Also, a clear rationale behind the choice of the samples has been stated so that readers will appreciate the reason for the sampling choice (cited from Cook & Campbell 1979 in Gibbert et al., 2008, p. 1463)

3.7.3 Reliability

The essence of reliability in a study is to establish transparency and replicability (Gibbert et al., 2008), where another researcher can obtain the same insight if the same research steps are to be carried out again. To achieve transparency, this study ensured proper documentation and clarification of research procedures by providing a case study protocol—a report on how the entire research was conducted (Gibbert et al., 2008, p. 1468). Replicability of the study was achieved by putting together a case study database (case study notes and documents) for easy reviewing by investigators.

3.8 Ethical consideration

The protection of the respondents and development of trust is crucial in any research as it reflects on the quality of data collected and ultimately, the findings. Therefore, to maintain the quality of data collected, ethical principles such as avoidance of harm to participants, seeking informed consent, respecting the privacy of the participants and preventing deception discussed.

3.8.1 Harm to Participants

Any research that puts participants at risk or brings harm to them is not acceptable (Bryman, 2012). Harm can be inflicted on the participants in several ways including “physical harm, harm to participants’ development, loss of self-esteem and stress (ibid). To prevent that, the identities of the respondents were kept confidential. As such, in presentation of the findings, the researcher kept the names of the respondents out. This was done to prevent any sensitive information passed by the respondents been traced back to them when the findings are published.

3.8.2 Informed consent

According to Bryman (2012) informed consent means that prospective research participants should be given as much information as might be needed to make an informed decision about whether or not they wish to participate in the study. Before approaching the respondents for the study, permission was sought from the district education officer for KKDA. This gave the respondents confidence and trust to open up to the researcher. Also, the respondents were not under the impression that they were required by any means possible to participate in the study. The researcher further made respondents aware of their entitlements to refuse at any stage for whatever reason and to withdraw their just provided information. The researcher also made it meaningful to the informants what the research is about, the sort of issues we will be discussing, what I expected from them, and the duration of the interviews and why the research was being undertaken. The respondents were made aware and their permissions were sought before using the digital audio recorder.

3.8.3 Privacy of the respondents

Upholding the privacy of the respondents was keen to the researcher. The assurance from the researcher to keep information confidential gave the respondents confident to reveal information that they would not have. Apart from keeping the information gathered confidential, the time for interviews were arranged before or after classes in order not to interrupt instructional hours. Further, respondents were assured that the data provided will solely be used academic purposes.

3.8.4 Deception

“Deception occurs when researchers represent their work as something other than what it is”(Bryman, 2012, p. 143). The researcher provided to the participants in writing the purpose of the research. Moreover, a signed letter from the researcher’s institution was presented to the participants to confirm that the study was for only academic purposes. Therefore, there were no hidden intent.

3.9 Chapter Summary

This chapter has established a framework and methodology for the study. The views of head teachers, circuit supervisor and teachers were the main sources of data for the study. Moreover, documents on SSPP, students’ results and observations made by the researcher supplemented the views gathered from the respondents. A case study approach was adopted to explore the

performance of respondents from two different settlements (rural and urban) all in the Kpone Katamansu District.

The qualitative nature of the study allowed the use of multiple sources of data to ensure convincing and credible findings. Moreover, it gave the respondents the platform to present their views on the subject matter. Furthermore, this chapter has looked at how the quality of the research was upheld. Discussions on ethical issues in the research were presented in this chapter. In short, this chapter has presented an overview of the research methodology for the study with the expectation that the findings of the study are valid and reliable.

The next chapter of this study will give an overview of Ghana's SSPP.

CHAPTER FOUR

OVERVIEW OF SSPP

4.0 Introduction

In this chapter, an overview of Ghana's SSPP is presented. The chapter begins by looking into past pay reforms in the public service in Ghana and the reasons for their failure. Further, the chapter presents the new pay policy—SSPP and the stages in its implementation. Also, the rationale behind the implementation of SSPP and the objectives it seeks to achieve are outlined. This sets the stage to explore the role of the implementing body of SSPP and how the new grading system works. Finally, the challenges that have been encountered so far with the implementation of SSPP is discussed.

4.1 Past Pay Reforms in Ghana

The pay structure for public servants has become a concern for both previous and current governments (Seniwoliba, 2014). For they have recognized that the frequent strike actions by public servants are mostly driven by the inadequate salaries, the distortion and inequity in their pay structure. The ineffectiveness of the pay administration are associated with the many problems of poor performance, corruption and lack of professionalism in the public service (Seniwoliba, 2014). Also, the inability of the public service to attract, retain and motivate its workers in order to improve service delivery is partly attributed to the poor pay structure (ibid).

Consequently, Ghana's public service has experienced various pay reviews by different commissions and committees. Among them are: Mills-Odoi set up, Issifu Ali commission, Justice Azu-Crabbe salary commission, National Committee for Wages and Salaries Rationalization, the Gyampoh commission and the Ghana Universal Salary Structure.

The Mills-Odoi salary review commission was established by the National Liberation Council (NLC) in 1967 (Brako & Asah-Asante, 2014). The commission was tasked, among other responsibilities, to make recommendation on the remuneration for public servants that could bridge the gap in the salary levels of public servants and also advise government on issues related to the salaries and other conditions of service (Brako & Asah-Asante, 2014). The commission came up

with several recommendations including; the establishment of a permanent implementing body to be called the Public Service Salary and Wages Commission (PSSWC) (ibid). The other recommendation by the Mills-Odoi commission was the need to establish a new salary structure for public servants that could bridge the gap in the remuneration of government workers (Brako & Asah-Asante, 2014). To add to that, the commission also proposed the establishment of an industrial court with the power to resolve disputes concerning public servants' salaries and conditions of service (ibid). These recommendations were, however, partially implemented. This was attributed to the fact that, at the time the recommendations were presented, the NLC was preparing to hand over the country to a constitutional government (Brako & Asah-Asante, 2014). Even though these recommendations were not fully implemented, the salaries of public servants were increased but the distortion and disparities in the pay structure still widened (Brako & Asah-Asante, 2014).

With the failure of the previous pay reform to address the distortion in the pay structure, a new commission was established in 1973 to review the salaries of public servants (Seniwoliba, 2014). The Issifu Ali commission was tasked with the responsibility to recommend a remuneration structure for all grades of public servants and also investigate the means of bridging the gap between the lower and higher income groups (Brako & Asah-Asante, 2014, p. 123). The implementation of the recommendation by the committee to increase the salaries of lower income earners with the intention of bridging the gap in the pay structure rather caused further distortion (ibid). This was because the “increase in salaries of lower income earners created disincentive to the senior and executive personnel” (Brako & Asah-Asante, 2014, p. 125) . At the time of the implementation of the recommendations by this commission, the country was facing acute economic instability (Brako & Asah-Asante, 2014). This crisis led to the implementation of anti-labor practices such as arbitrary salaries reduction, retrenchment of workers, putting workers on long leave without pay and withholding the employment benefits of workers (cited in Brako & Asah-Asante, 2014, p. 125). These conditions resulted in workers embarking on industrial strikes which almost collapsed the government machinery (ibid), therefore the government was forced to establish another salary review commission, Azu-Crabbe commission.

The Justice Azu-Crabbe salary commission was established by the Supreme Military Council (SMC II) in 1979 (Brako & Asah-Asante, 2014). Just as the previous commissions and committees,

Azu-Crabbe commission was set to address remuneration and condition of service of public servants. The International Labor Organization's (ILO) classification of jobs was to act as a framework for the determination of salaries by the commission (Brako & Asah-Asante, 2014) . Some recommendations by the commission included: the incorporation of allowances into the basic salaries of workers, developing a new salary and wages structure which will increase salaries between 15 and 20 percent (ibid). Very little was done by the government to implement all these recommendations (Brako & Asah-Asante, 2014). The political instability in the country at that time may have accounted for the failure of the government to fully implement these recommendation (Brako & Asah-Asante, 2014).

The National Committee for Wages and Salaries Rationalization was then formed on the 1983 to improve the standard of living of public servants (Brako & Asah-Asante, 2014). To establish a rationalized remuneration system, the committee was to gather data on job classification, evaluate and submit important criteria to be used in determining salaries (ibid). "The committee recommended the classification of top posts on the public service; consolidation of salaries, a retreat from a policy of wage compression; and also to the effect that productivity increases ought to be the basis for salaries increase" (Brako & Asah-Asante, 2014, p. 127). The problem of distortion and disparities which had characterized the pay structure of public servants over the years intensified the woes of public workers when government implemented the recommendation to consolidated salaries (Brako & Asah-Asante, 2014). The implementation of these recommendations triggered industrial strike among public servants. This necessitated the establishment of another salary commission, the Gyampoh salary review commission.

The Gyampoh commission was formed in 1992 (FWSC, 2009) to again address the distortion and inequity in the salaries of government workers. The commission was tasked to investigate the compensation and working conditions of all personnel in the public service (Brako & Asah-Asante, 2014). The commission recommended that the salaries of top managerial staff of public institutions should not be determined upon negotiations (ibid). Also, the commission recommended improvement in the salaries of all grades of the civil servants whose salaries were at par with equivalent grades in the civil service and do not have Collective Bargaining Agreements (Brako & Asah-Asante, 2014, p. 128). The recommendations led to government increasing the salaries of public servants by 20 percent, the introduction of responsibility allowances and the payment of ex-

gratia to pupil teachers (ibid). Despite these contributions to the pay structure of public servants, gap between low-income and high-income earners still widened (Brako & Asah-Asante, 2014). As a result, the search for a sustainable pay policy continued.

In 1999, the Ghana Universal Salary Structure (GUSS) was introduced to public servants in Ghana (*GoG White Paper*, 2009). GUSS's main objective was to deal with the inequity in the pay structure of public workers and improve salaries (Seniwoliba, 2014). It was expected that all government workers would migrate onto GUSS (FWSC, 2009). However, its intended objectives were not realized. Its failure was attributed to the lack of legislative backing for its implementers—Central Management Board and Appellate Body (*GoG White Paper*, 2009). Also, the implementers were not adequately resourced. To add to that, sections of the public institutions were allowed to opt out without sanctions (ibid). The few public institutions that migrated onto GUSS were rather considered disadvantaged (Seniwoliba, 2014). Consequently, inequity in the public sector pay structure widened. There was still a need for a new pay policy that could bridge this gap and at the same time improve salaries so as to compete with the private sector for competent human personnel.

4.2 The New Pay Policy in Ghana

With the determination of government to improve public sector pay and performance, the Kuffour government, in 2005, contracted CO-EN consult to advise government on a sustainable pay policy that could improve salaries, manage the disparities and inequities in the pay structure of public servants (Aliu & Fuseini, 2014). Single Spine Pay Policy (SSPP) was recommended and adopted as the “most appropriate pay policy for the public sector” (Aliu & Fuseini, 2014, p. 2). The Ghana's SSPP is quite different in terms of implementation from the standard SSPP advocated by the World Bank (Cavalcanti, 2009a). The uniqueness of Ghana's SSPP from the standard single spine is the placement of all public sector workers on the same salary structure (*GoG White Paper*, 2009). That is, all public service workers irrespective of the public organization or specialization are placed on the same pay structure (Seniwoliba, 2014). The standard SSPP, however, has “different grade structure for different occupation” (Cavalcanti, 2009a, p. 5). SSPP replaces any other salary structure for public servants (*GoG White Paper*, 2009). The pay policy is to be implemented in phases over a period of five years starting from January 01, 2010 (*GoG White Paper*, 2009).

For the first phase, a comprehensive job analysis and evaluation were done (FWSC, 2009). This analyses were done by evaluating the job descriptions for each job and summing up the evaluation points to determine the job worth (Seniwoliba, 2014). The job evaluation was done in consultation with public servants and stakeholders. Public servants were involved in the evaluation process for them to understand and accept the results of the process (Cooper-Enchia, 2008). Moreover, their inclusion promoted a sense of ownership and acceptance of the pay policy (ibid). In view of that, 118 public servants were trained to collect data, analysis and evaluate the jobs of each public sector (Cooper-Enchia, 2008). This exercise took about 15 months. The evaluation was done under four common factors: knowledge and skills, responsibilities, effort and work conditions (ibid). The results of the evaluation provided the basis for the placement of public servant’s job onto Single Spine Salary Structure (SSSS). This stage of the implementation process was to ensure that jobs with equal worth received equal pay (Seniwoliba, 2014).

Below is a table of the four main evaluation criteria for the job evaluation exercise. The four evaluation criteria were further divided into thirteen sub-factors which determined the worth of each job.

Table 3: Assessment of Job Worth under the four common factors

Job factor	Sub-factor
Knowledge and skill	Knowledge (required for satisfactory performance of job duty) Learning experience (practical work experience required to perform the job duties satisfactorily) Judgment (exercising judgment in decision making)
Responsibility	Consequence of Error (consequences of error in decision-making) Financial responsibility (responsibility for assets and people-patients, students, inmates, goods, tools, equipment, etc.) Supervisory responsibility (supervision of others) and Responsibility for relationship (responsibility for effective handling of personal contacts with staff clients, visitors, general public, government officials, private sector, etc.)
Working Conditions/ Environment	Working environment (exposure to undesirable conditions) and Hazards (frequent exposure to hazards or the safety requirement under which work is performed)
Effort	Dexterity (the level of physical ability required by a job) Physical effort (physical fatigue that results from performing the duties of the job) and Mental effort (mental, visual and auditory fatigue that results from pre-forming the duties of the job)

Source: (FWSC, 2009)

<http://fairwages.gov.gh/Careers/job-analysis-and-job-evaluation.html>

Based on the results of the job evaluation, a grading structure was designed (FWSC, 2009). SSPP is a 25-level grading structure with one hundred and eight-nine pay points (ibid). This stage was the second stage. With this grading structure, the third phase placed public sector jobs on the structure. The grading structure has a high and low component which is based on the worth of the job (*GoG White Paper, 2009*).

In the fourth stage, the policy sought to determine the base pay through negotiations with the leaders representing the various unions of public servants and Fair Wages and Salaries Commission. The daily base pay agreed for 2010 was three Ghana cedis and forty-two Ghana pesewas (2.41 USD) with a pay relativity of 1.7 percent annual increase (FWSC, 2009). This rate, however, increased in subsequent years (ibid).

The fifth stage saw the designing of the Single Spine Salary Structure (SSSS) from the headway made on the previous stages. Public servants were then placed on the pay structure during the sixth stage. Allowances to be benefitted by various public servants were developed on the seventh stage. These allowances were grouped into four categories. Category one allowances are associated with the “normal duties and responsibilities of the jobs and also to the performance of duties, work environment, effort or qualification for job” (FWSC, 2009). To ensure equity in the pay system, Category one allowances which had already been captured in the base pay during the job analysis and evaluation was not re-introduced (FWSC, 2009). Category two allowances are benefits for special situations which may occur time by time in relation to the job description (FWSC, 2009). The special situations include, transfers, overtime allowances, acting position. Category three allowances are benefits paid to employees to enhance their well-being (FWSC, 2009). For instance, clothing allowances, book allowances, funeral grants (ibid). Finally, category four allowances are benefits enjoyed by persons occupying top management positions. They include free accommodation, free utilities, free fuel (FWSC, 2009). These benefits and allowances are enjoyed based on the job description and job worth of the public servants. The basis and amount of allowances vary from institution to institution and are often the result of collective bargaining agreement or established conditions of services (Cooper-Enchia, 2008).

Table 4 Summary of allowances under the four categories

Category 1	Category 2	Category 3	Category 4
<ol style="list-style-type: none"> 1. Bilingual/Journalist 2. .Cashier 3. Duty 4. General Risk 5. Hazard 6. Risk and unpopular 7. Professional 8. Responsibility (that which is not additional to the job) 9. Special frontier 10. Honorarium 	<ol style="list-style-type: none"> 1. Acting 2. Addition Duty/ Program Duty 3. Overtime 4. Height 5. Charge 6. Permanent Transfer 7. Temporary Transfer 8. Committee Sitting 9. Tools 10. Training 11. Teaching/ Instruction 12. Inducement/ Cost of Living 	<ol style="list-style-type: none"> 1. Disabled Transport 2. Night Subsistence 3. Day Trip 4. Out of Station 5. Fuel 6. Leave 7. Meal/ Ration 8. Medical 9. Funeral Grant 10. Car (km) 11. Motor Cycle 12. Bicycle 13. Car (Maintenance) 14. Motorcycle(Mainte nance) 15. Bicycle (Maintenance) 16. Travel/ Luggage 17. Oversea officer 18. Programmer 19. Warm Clothing 20. Uniform / Clothing 21. Protective Clothing 22. Book 	<ol style="list-style-type: none"> 1. Vehicle 2. Fuel 3. Housing 4. Utilities (electricity, water, telephone) 5. Domestic Garden Boy 6. Entertainment

Source: Fair wages and salaries commission website

(<http://www.fairwages.gov.gh/Careers/categorization-of-allowances.html>)

The next stage of the implementation of SSPP was the negotiation of other allowances between Fair Wages and Salaries Commissions and the leaders of the labor unions representing public servants under the nine service classification (FWSC, 2009). The nine service classification are public institutions that have been grouped in terms of their similarities in the jobs (*GoG White Paper*, 2009). These similarities are based on the terms of their requirement for education, skills and training to perform their job (ibid). They are:

- Public Policy, Planning, Service, Administration and Related Services

- Health services
- Education (Non-Tertiary)
- Education (Tertiary), Science and Research
- Revenue and Accounting Services
- Security Services
- Legal and Judicial Services
- Sub-vented (Commercial and Non-commercial)
- Regulators

The ninth stage is determining the market premium and inducements allowances for public servants (FWSC, 2009). Market premium is monetary incentives paid to certain public servants who render essential services. The aim of the market premium is to “attract and retain critical services in short supply in the economy”(Seniwoliba, 2014, p. 447). The implication is that not all public servants are eligible to enjoy market premium. For instance professionals like doctors, nurses, and the police render services that are undoubtedly considered essential to the economy and are in short supply, therefore, are in the categories of workers who are paid market premium. Doctors for instance receive 100 percent or 120 percent of their basic salaries as market premium depending on whether one is a junior or senior doctor (FWSC, 2009). Teachers on the other hand enjoy about 15 percent of their basic salary as retention premium (ibid).

The next stage is the development of public service-wide performance management system and finally, monitoring these processes to ensure a success.

The pay policy benefited all public sector employees listed under article 190 of the 1992 constitution of Ghana:

- civil servants;
- the judicial service;
- the audit service;
- the Ghana Education Service;
- the Ghana Health Service;
- Parliamentary service;

- National fire service;
- Customs, exercise and preventive service;
- the Internal Revenue service,
- the Local government service;
- the Police service and
- the Prison service.

The pay policy also included workers in public corporations other than those setup as commercial ventures, public services established by the constitution and other public service as parliament may by law prescribe (*GoG White Paper, 2009*). These public servants are constitutionally not allowed to opt out of the SSPP (ibid)

However, employees excluded from the SSSS include military and public officials mentioned by article 71 of the 1992 constitution of Ghana (Seniwoliba, 2014). Also excluded are persons holding public office including the President, Vice president, the Chairman and Member of Council of State, ministers of State, Deputy Ministers, the Speaker of Parliament, Deputy Speaker, Members of Parliament, the Chief Justice and other justices of the Supreme Court, the Chairman and Deputy of the Electoral Commission and others (Seniwoliba, 2014).

4.3 Aims and Objectives of SSPP

The aim of SSPP is to attract, retain and motivate public servants in order to enhance and improve service delivery and productivity (FWSC, 2009). From the government white paper on SSPP, the pay policy's general goal is to ensure equity, fairness and transparency in the salary structure of public servants as well as enhance performance and productivity (*GoG White Paper, 2009*). To achieve these set of goals, specific goals have been laid down.

They include:

- placing all public sector employees on one vertical structure
- ensure that jobs within the same job value range are paid within the same pay range
- allow government the ability to manage the wage bill more efficient
- ensure compliance and ease of monitoring the pay structure of self-accounting institutions

- minimize industrial relation tension related to low pay and distortion across the public service
- link pay to productivity (*GoG White Paper, 2009*)

According to Cavalcanti (2009b), the Ghana's SSPP seeks to address three major issues in the pay structure of public servants. That are;

Reducing the number of public pay negotiation. In the past, government negotiated new pay levels with approximately twenty services under different trade unions (Cavalcanti, 2009b). This process created a situation where a union with a higher bargaining power enjoyed higher salary increase. SSPP seeks to reduce the number of pay negotiation in the public sector by determining centrally the base pay between government and the various trade unions representing public servants (Cavalcanti, 2009b).

Secondly SSPP seeks to *reduce pay disparities among public workers.* With the recognition that inequity in the pay structure of public workers is partly the major cause of strike actions, SSPP seeks to bridge the gap in the pay structure of public workers. This is to be achieved by placing all public sector employees on one vertical pay structure (*GoG White Paper, 2009*). With the implementation of SSPP, public workers whose pay were below the medium pay level experienced some increase in their salaries (Cavalcanti, 2009b). Likewise, those with salaries already above the medium pay level enjoyed very little increment (*ibid*).

The figure below shows the differences in the average pay of public sector workers in Ghana before the introduction of SSPP. These public servants have been categorized according to the similarities of their jobs. The aim, therefore, of SSPP was to bridge this gap in the pay administration of public servants.



Figure 2: Distortion in the Average Base Pay of works in the Public Sector in Ghana, 2008

Source: Cavalcanti (2009b)

The pay policy is to be implemented in phases over a period of five years starting from January 01, 2010. Figure 2 shows the disparities in the salaries of public servants in Ghana before the implementation of SSPP. The salaries quoted on the Y axis are in the old Ghana cedis. From the table, personnel from the health sector received the highest pay and the security services received the least. However, after the introduction of SSPP, workers from the security services, especially the Police service, experienced about 200 percent increase in their salaries. Also, various departments under the services received equal pay. For instance, an administrator with the same educational level and same job description in the health sector will receive equal pay as an administrator in the legal or judiciary services with the same job description, educational level and experience.

Thirdly, the new pay policy seeks to *manage the rising cost of public sector wage bill effectively*. Managing public service wage bill has also been a great concern for past governments as it accounts for the persistent budget over-run. The public service wage bill forms the largest share of governments' expenditure (Ankomah, 2010). For instance, according to the website of Fair Wages and Salaries Commission, the GoG in 2008 fiscal year spent an increasing ratio of 11.3 percent of its Gross Domestic Product (GDP) on public service wage bill, accounting for about one quarter of the total expenditure and 46 percent of total tax revenue of the country (Aliu & Fuseini, 2014, p. 3). This is deemed high when compared to the ratio of 6.2 for all West Africa countries (FWSC,

2009). Moreover, the rising cost of public service wage bill has been identified as the cause of the widening gap in the salaries of public servants (Ankomah, 2010). Therefore, the implementation of SSPP was supposed to address this problem in the pay administration. However, according to the reports, the public service wage bill has rather increased with the implementation of SSPP. In 2012 for instance, the wage bill increased from Ghc 2 billion to more than Ghc 7 billion (Oppong et al., 2015). This was due to the annual increase in the base pay and pay point relativity in the salaries of public servants. That is to, SSPP's aim of reducing the wage bill of public servants has not been achieved yet.

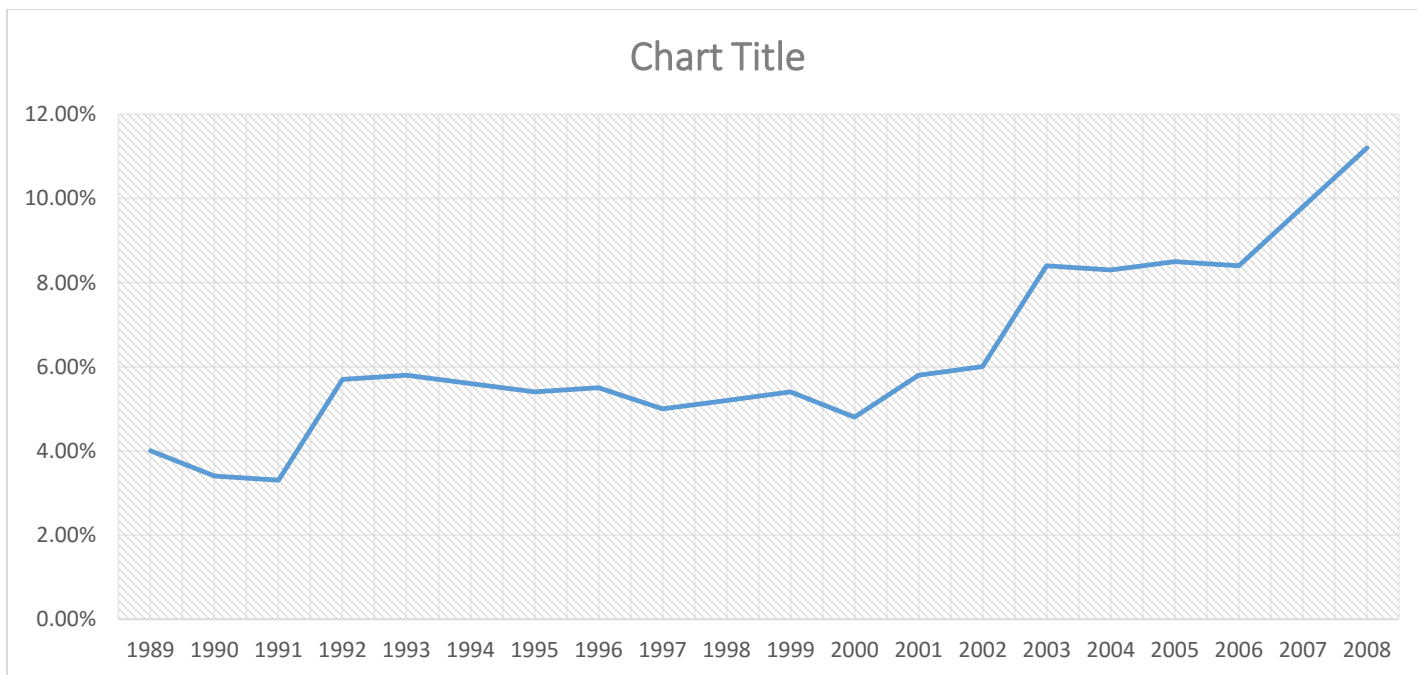


Figure 3: The Rising Wage Bill of public servants over the year

Source: Cavalcanti (2009b)

Government has recognized that improved salaries should lead to improved performance (*GoG White Paper*, 2009). With that, the new pay policy should be linked with the performance of public servants. However, a public service wide performance management, monitoring and evaluation system is yet to put in place (*GoG White Paper*, 2009). Once in place, any annual increase in

salaries of public servants will not be automatic, however, it will be based on their performance that will be assessed annually (ibid).

4.4 Implementing body

To recollect, one of the reasons for the failure of GUSS was the absence of a constitutionalized implementing body, Fair Wages and Salaries Commission (FWSC) was established in June 2007 by an Act of Parliament (Act, 737, 2007) as the institution responsible for the implementation of SSPP (GoG White Paper, 2009). FWSC is mandated to ensure fair, transparent and systematic implementation of government's public service pay policy and also provide a legal backing for the delivery of its mandate (FWSC, 2009; GoG White Paper, 2009). Aside FWSC's constitutional mandate, the Commission is also responsible to undertake pay negotiations on behalf of government (GoG White Paper, 2009). Moreover, the Commission is to develop and advise government on and ensure that decisions are implemented on matters related to salaries, wages, grading and classification; job analysis and job evaluation; performance management and indicators; allowances and benefits in the public service (GoG White Paper, 2009).

4.5 Challenges with the implementation of SSPP

One major challenge that the implementers of SSPP faced was the public's perception of SSPP as a tool for increasing the salaries of public servants. The policy did not intend to bring pay increase, however, its implementation saw the increase in the salaries of workers who were underpaid. This created labor agitation and series of strike actions.

Also, some public servants were dissatisfied with the outcome of the job evaluation exercise. As mentioned earlier, the job evaluation determined the job worth and basis for the placement of public servants on the salary structure. Another issue that caused controversy with the implementation of SSPP was the issue of which public sector qualified to receive market premium allowances. Market premium allowances were paid to public sectors who provide essential services and also whose services are considered in short supply (GoG White Paper, 2009).

Even though one of the objectives of SSPP was to reduce public service wage bill, its implementation of SSPP has rather increased the wage bill of public servants (Mahama, 2013). This has been attributed to the annual increase in the base pay and pay point relativity of salaries (Mahama, 2013).

4.6 Chapter Summary

This chapter has looked at the current pay policy in Ghana. The history of previous pay policies that have been implemented over the years were presented, pointing out the reasons for their failures. An overview of SSPP was presented outlining the stages of implementing the pay policy. Also, this chapter gave a detailed issues that the pay policy sought to address. Detailed issues of the pay inequity in the past pay administration of public servants were presented showing the gap between the salaries of public servants with the same qualification and work description. Also, a highlight of the issue of the percentage of the country's GDP spent on salaries of public servants under the former pay administration was presented showing how the new pay policy seeks to address it. Moreover, the role of the implementing body of SSPP was looked into to point out their duties and responsibilities. In sum, this chapter has presented an outline of the new pay policy in Ghana. The next chapter will present the findings on the study.

CHAPTER FIVE

PAY REFORM ON TEACHERS' PERFORMANCE

5.0 Introduction

For clarity and proper understanding, this chapter will present one part of the study's findings. That is, the findings on the aim of enhancing the performance of teachers with the introduction of SSPP. It may be recalled that the economic incentive theory, one of the two key theories in this study, established a relationship between higher salaries and job performance. The study drew upon this theory and explored how the introduction of SSPP induces higher performance among teachers in KKDA. The findings were views of teachers, head teachers and circuit supervisor from four state-funded schools in KKDA. Also, documents pertaining to the implementation of SSPP were used to supplement the views of these respondents.

The chapter proceeds as follows: the expectations of teachers before the introduction of SSPP is presented in the first part. Second, the effect of the implementation of SSPP on the salaries of teachers is highlighted. Thirdly, the effect on teachers' performance is discussed. This is followed with the impact of the salary on teachers' motivation and finally a summary of the chapter. The aim of these findings is to answer the question of whether or not the implementation of the SSPP has enhanced the performance of teachers.

5.1 Expectation of Teachers before SSPP introduction

Findings from the study shows the announcement of the introduction of a new pay policy was met with excitement and great expectations from public workers in Ghana especially teachers. Even though increase in salaries was not one of the explicit objectives of SSPP, it promised to address the disparities in the pay structure and improve the salaries of public servants. That is, 'equal pay for equal worth of work'. It is from this overemphasized slogan from both government and implementers of SSPP that teachers, especially predicted significant increase in their salaries as they believed their previous salary did not commensurate their 'work worth'.

As noted by a female teacher from Zenu No.3 JHS, "*the announcement of the implementation brought joy and hope of drastic salary increase*". Likewise, the circuit supervisor of the district remarks, "*we thought SSPP was going to save us*". "*I finally believed SSPP was going to be the pay system that would resolve the low salaries teachers have experienced over the years. The*

involvement of stakeholders during the job evaluation and analysis process gave us a sense of ownership of the pay policy. That alone gave us hope that our pay would measure the worth of our job” (CS).

Likewise, one of the head teachers remarked: *“when it was pointed out that SSPP sought to bridge the gap in the salaries of public servants, I hoped its objective will be realized. This is because, my colleagues in other ministries were paid more than I was” (HT2/Z4).*

“You know, I expected more from SSPP especially following the failure of GUSS and the determination of the government to retain competent workers in the public sector. The announcement of the new pay policy was made at a time where more teachers were either seeking other jobs in the private schools or totally leaving the teaching profession all because of the scant salary. I recall before the police were first placed on SSSS, I colleague of mine was thinking to quitting teaching but reconsidered his decision following the increase the police enjoyed when they received their pay slip after the introduction of SSPP. We all knew at long last, teachers were going to receive what they deserve here on earth and not in heaven as we have been made to believe. What I am saying is that, when teachers complained about their salaries we are told our reward is in heaven but the new pay policy was going to see to it that teachers receive their reward here on earth” (T2/Z4)

These quotes show that teachers in Ghana had hope in the new pay policy and believed it was going to improve their salaries. With about 200 percent increase in the salaries of the police—the first public servants to be placed on the Single Spine Salary Structure (SSSS) –playing at best a catalyst role, the expectations of teachers became higher. Teachers, therefore, anticipated equal percentage increase.

However, the study revealed the increase in salary did not meet the expectation of teachers. *“ When I first saw my pay slip after teachers were placed on SSSS, I thought there was some mistake somewhere because the increase was not what I expected ”* this was reported by a teacher from Zenu No.3 JHS. Also, one teacher also mentioned that she was very sure the Accountant General’s Department made an error on her pay slip but when she compared it to her other colleagues, she realized the same was on their pay slip (T2/A). This disappointment created apathy among teachers during the first two months after placing them on SSSS, stressed a teacher during the interview. One teacher recounts how he borrowed money and made plans with the hope that the drastic

increase will make up for them. He was disappointed as the increase was not what he expected. This dampened his moral and enthusiasm in the delivery of his job. But he added “*I have come to accept it now and am going on with my work because it is better than the previous salary and I can meet certain needs*” (T4/Z4).

From the website of Fair Wages and Salaries Commission³ (FWSC), the salaries of public servants who were migrated onto the SSSS, were made of allowances and benefits. These allowances and benefits have four categories: category one, category two, category three and category four allowances. Public servants like the police and nurses enjoyed risk and uniform allowances under the category one and three allowances respectively. These benefits especially the risk allowances skyrocketed the salaries of nurses and police personnel which teachers did not enjoy, this was mentioned by a teacher from Katamansu JHS. It was revealed through the interview with the secretary of Ghana National Association of Teachers (GNAT) of Tema Metro that according to FWSC, implementers of SSPP, teachers do not face any risk in their job delivery, therefore, the omission of risk allowance in the calculation of their salaries under the new pay structure. But the GNAT secretary, disputed this argument and instead argued that “*teachers face a lot of risk in their job delivery, for instance, the use acids and other toxic substances during science experiments pose a lot of risk to teachers*”.

Moreover, the study found that the additional duty allowances enjoyed by other public servants were not taken into consideration when calculating the salaries of teachers under SSSS. “*We also do extra jobs like marking of exams, supervising exams. These jobs are not done in the classroom so we also need allowances for these jobs*” a male teacher at Zenu No.3 remarked. To add to that, “*there are times I stay behind after school to mark assignments, this I believe qualifies for extra duty allowance*”, he added.

Similarly, another teacher added; “*take for instance after supervising exams and marking them, I have to fill the assessment form for all the classes I teach. With the large student population, I can spend about two weeks calculating the marks of each student. That is a lot of work. So I think it is unfair when we are not paid for all these extra jobs*” (T4/Z4)

³ Fair wages and salaries commission are the implementers of SSPP

Based on the revelation by the respondents, it appears that teachers had higher expectations and still believe that their salaries under the new pay structure do not match their job descriptions. It then becomes questionable the contribution of the leaders of teachers' union during the job evaluation exercise. As stated earlier, the FWSC involved stake holder and leaders representing the various unions of the public servants during the job evaluation stage of the implementation of SSPP.

5.2 Effect of SSPP on Teachers' Salary

Even though the study revealed that the salaries of teachers did not increase as expected, the introduction of SSPP led to substantial increase in salaries. A female teacher from Katamansu JHS, confirmed that she used to receive 450 Ghana Cedis every month but after the introduction of SSPP, she now receives 800 Ghana Cedis. Also, as mentioned by a teacher from Zenu No.3 JHS, he receives 1200 Ghana Cedis for the rank of Principal Superintendent in 2011, representing about 80 percent salary increase from a previous salary of 667 Ghana cedis. The findings of the study shows that the increase in salaries has elevated the economic status of teachers. The salary now is described as *"better but still not the best"*, reported a male teacher from Zenu No.3 JHS. "When our salary is compared with other government workers, it is still not enough, but within the ranks in the teaching profession, it is better", this was said by a teacher from Zenu No. 3 JHS. *"I can say I expected more in terms of salary increase, however, our salaries are better than it used to be. There are certain services I can afford now"* (T3/Z3). *"I think the salary is better now, but we wished it were increased by equal percentage as the personnel of the police service were"* (T2/A).

Table 5: Pay slip showing gross salary of a teacher before and after the introduction of SSPP

Year	Rank	Gross Salary (Ghc)
2008	Principal Superintendent	473.45
2009	Principal Superintendent	808.69
2010	Principal Superintendent	667.08
2011	Principal Superintendent	1200

Source: Pay slip from a respondent

These comments have confirmed that salaries have increased with the implementation of SSPP. This gives the grounds for assessing whether the increase has led to any improvement in teachers' performance.

5.3 SSPP's impact on Teachers' Performance

As agreed by the head teachers of the four schools and the circuit supervisor, a teacher's performance is measured by his or her ability:

- to give written and practical exercises regularly,
- mark and evaluate all written or practical exercises promptly and carefully,
- report for duty regularly and punctually
- write and submit lesson notes promptly and
- Students' performance

To that effect, views on the impact of SSPP on teachers' performance were sought on the aforementioned criteria.

With regard to giving of exercises regularly, the data collected suggests that there has not been any change after the introduction of SSPP. Teachers from the urban schools, Zenu No.3 and Zenu No. 4 complained that with large number of students, it was difficult to give exercises regularly not to mention marking and evaluating promptly and carefully. *"I teach a class with eighty students, how can I give exercises every day? It is impossible"* lamented a male teacher from Zenu No. 4.

"You can see the exercise books on my table, I gave assignment last week but I have not gotten the time to mark them. Combining teaching a large class with assessing them regularly is a challenge. I just finished a new topic and as required, I have given assignment but here is the case I have not even marked the previous exercises" (Z3/T3)

The story is not different in the rural schools, even though the classes are smaller compared to the urban schools. As a teacher from Apollonia JHS mentioned, *"I teach about more than one subject, how can I give and mark the exercises regularly?"* *"Increase in salaries cannot improve the giving of written assignments, what Ghana Education Service (GES) should look at is employing more teachers and building more classrooms to accommodate the increasing numbers of students admitted very year"* (HT4/ A)

In a similar vein, the findings suggest that the increase in salaries have not improved the writing and submission of lesson notes. One teacher disclosed that the writing of notes is itself part of the teaching, when the notes are written properly it is *“fifty percent of the teaching done”* (T2/K). Teachers’ zeal in writing of notes is mainly due to supervision from the heads, he remarked. A teacher narrated how the writing and submitting of lesson notes is a ritual in her school. In her school, Zenu No. 4 JHS, it is expected by the head teacher that notes are submitted first thing on Mondays, she reported. With this strict supervision, increase in salaries will not have any effect on the writing of lesson notes. On a contrary note, one female teacher noted that she now has ample time to write her lesson notes which was previously hindered by the extra jobs she took to supplement her salary. With the increase in her salaries she could quit her part time job and now focus on her teaching profession. This has improved the quality of her lesson notes as she has more time to conduct research.

The study revealed that teachers’ attendance has increased tremendously. The study found that, even though writing of notes and giving of exercises have not improved after the increase in salaries, attendance has improved. The improvement in attendance of teachers is attributed partly to the increase in salaries and directives from the Ghana Education Service, this was mentioned by a head teacher. As explained by the head teachers, the implementation of SSPP came with another policy advocating for ‘zero tolerance for absenteeism’, that is, teachers cannot absent themselves from school without a written and tangible permission”. This they refer to as ‘validation’, where the salary was calculated by the number of days one attends school. The head teacher, together with another person on the staff, has to confirm a teacher’s attendance before salaries were processed. Without denying the fact that ‘validation’ has done away with ‘ghost names’ on the pay scheme, it is not the subject of interest here. Rather, its role in compelling most teachers to quit their part time jobs. *“If I do not go to school and do not give a tangible reason for my absence, my salary will be deducted, I do not want that and so I try to go to school every day,”* remarked a teacher from Apollonia JHS

He added, *“I have to quit two of the private schools I used to teach. Before the introduction of this ‘validation’ I taught in three private schools. I have days I visited these schools. This arrangement obviously prevented me from coming to teach here every day but what could I have done, I have a wife and children to support”* (T4/A).

Likewise, another teacher reported that she had to quit entirely the private schools she used to teach. *“I do not want to receive reduced salary, even with the full salary it is difficult to make ends meet. When I compare what I will be losing to what I receive from the private schools, I think it is better I quit teaching there and concentrate on this one” she said.*

However, most teachers attribute the improvement in attendance to salary increase. A female teacher from Katamansu JHS remarked:

“With the scant salary before the implementation, I had to engage in petty trading to supplement my salaries. Now with the implementation, I am focused on my work since I now have time for it because I know that when I work, the pay giving can now support me. I don’t have to rush through my work in order to get home early to engage in my petty trade and I am a little bit relaxed in my job deliver. Also attendance of teachers has improved tremendously, as I said earlier on, the attention of teachers was divided along their teaching job and other private jobs. Some teachers give excuses to absent themselves in order to attend to their private businesses. But now, such excuses have limited” (T2/K).

To that effect, the introduction of SSPP has improved the attendance of teachers in the four schools the researcher visited. As the head teachers put it, attendance has greatly improved. Teachers are always in school.

5.4 Impact on Students’ Performance

Most of the respondents have agreed, at least in part that the performance of teachers has significant impact on the performance of students. With the improvement in the attendance of teachers, it is expected that teachers will be able to cover all the topics in the syllabus in preparation of students for their final examination (B.E.C.E)⁴. However, there is enough evidence that suggests that despite the improvement in attendance, students’ performance has not improved.

The table below shows the performance of students during the BECE over the years. This data shows the percentage passed of students before the introduction and after the introduction of SSPP.

⁴ Final Examination for Junior High Schools in West Africa for certificate or entry into the Senior High Schools

Table 2: Percentage passed of students during BECE

<i>Schools</i>	<i>2008</i>	<i>2009</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>
Zenu No.3	<i>100</i>	<i>83</i>	<i>95</i>	<i>76</i>	<i>31</i>	<i>25</i>	<i>18</i>
Zenu No.4	<i>66</i>	<i>98</i>	<i>94</i>	<i>86</i>	<i>27</i>	<i>46</i>	<i>16</i>
Katamansu	<i>63</i>	<i>54</i>	<i>83</i>	<i>83</i>	<i>19</i>	<i>28</i>	<i>33</i>
Apollonia	<i>43</i>	<i>11</i>	<i>74</i>	<i>32</i>	<i>14</i>	<i>10</i>	<i>19</i>

Source: *Ghana Education Service-Kpone Katamansu, B.E.C.E Analysis*

*2008—2010 percentage passed of students before the introduction of SSPP, 2011-2014
percentage passed of students after the introduction of SSPP*

From the above table, following the migration of teachers unto the SSSS in 2011, the performance of students at Zenu No. 3 JHS fell from 95 percent in 2010 to 76 percent in 2011 and has since been deteriorating in subsequent years. A similar trend occurs at Zenu No. 4 as students' performance dropped from 94 percent in 2010 to 86 percent in 2011. The performance has since not been encouraging compared to the pre-SSPP era.

At Katamansu JHS, there was a marginal increase in the performance of students to 83 percent in 2011 from 83 percent in 2010. The subsequent years showed very poor students' performance. A worse trend is seen at Apollonia JHS as students' performance tumbled from a record high of 74 percent in 2010 to 32 percent in 2011 with subsequent years' performance being very abysmal.

5.5 SSPP as a motivation; Teachers' Perception

As earlier stated, one major objective of the implementation of SSPP was to motivate public servants, in the case of this study, teachers. The data collected suggests that teachers from the selected schools in KKDA – Zenu No.3, Zenu No.4, Katamansu JHS, and Apollonia JHS—do not view the introduction of SSPP as a motivation for their job. Even though the introduction of SSPP, as the data has confirmed, led to substantial increase in salaries of teachers, interestingly, teachers in KKDA do not view it as a motivation. This is what some teachers have to say about how they are motivated:

“Teaching is a profession and money cannot affect the way I teach, I teach out of love. So whether am paid or not, that’s the job I have chosen and so I work accordingly. There are instance were salaries do not come on time but I still go about my normal duties. I do not say because I have not been paid, I would not teach” (T3/K).

“My job is what I do, and I derive satisfaction from it. The salary I receive does not influence me in anyway. I teach because of the satisfaction I derived from seeing that these children have learnt something. If the salaries were the main reason for me being on this job, I would fight day and night to get a better paying job”, mentioned by a male teacher from Katamansu JHS

“There are times I organize extra classes for students who have problems with specific topics for free. I do all that because I want to get the satisfaction that my students have learnt something from me. Whenever I hear them say they understand what I have taught them, I become very happy. The feeling is like how a farmer nurses a plant and see it grow as a tree bearing fruits. I just love what I am doing and I do not think any amount I receive will change me. I just do what I have to do and teaching requires I make impact on my students, I just do that”, quoted from a male teacher from Zenu No.3

“It is a well-known fact that money motivates workers but I do not think it is all true. If you do not love what you do, then I do not think any amount of money will motivate

you. I personally do not think the implementation of SSPP has motivated me in anyway. It is an undeniable fact that our salaries are now better but that is not a motivation to us. If the government wants to motive teachers I think problems that impede the smooth running of our duties should be a concern. How will I be motivated if I do not have the basic learning aid for teaching; when books are not available, when classrooms are packed beyond the capability of the teacher? These are issues that the government should be interested in”, lamented by a teacher.

The aforementioned statements suggest that even though increase in salary is seen by many employers as a great motivator, teachers from the four selected schools in KKDA are rather moved by non-monetary incentives, that is, the passion for the job, the love for the students and the impact their duties are having on the lives of their students. These factors deduced from their statements inspire them to put in more effort in the delivery of their job.

Therefore, it appears that the objective of motivating teachers in KKDA with the implementation of SSPP has not been fully realized.

5.6 Some further findings

The head teachers, teachers and circuit supervisor provided a number of valuable insight into the reasons for the appalling performance of students even when teachers’ attendance has improved. The reasons are numerous but the major issues raised are as follows:

5.6.1 Large class sizes

The table below shows students registered for the BECE exams in the various schools. These numbers give a clear overview of the teacher-student ratio and the workloads of the teachers.

Table 3: Number of registered candidates for BECE

Schools	2008	2009	2010	2011	2012	2013
Zenu No.3	66	107	79	93	106	130
Zenu No.4	70	85	105	118	121	146
Katamansu	21	35	35	53	62	82
Apollonia	53	28	23	25	21	20

Source: *Ghana Education Service-Kpone Katamansu, B.E.C.E Analysis*

The large class sizes in the public junior high schools are the effects of the elimination of school fees as noted by the head teacher of Zenu No.3. This suggests that even though the elimination of school fees was with good motives, the effects have been more pronounced. A study has shown that, for effective teaching, at most, the pupil-teacher ratio should be 40:1 (Kraft, 1994). However, the table below shows teachers handling more than forty and even beyond 100 students. Such a condition places the teacher in a position where he or she cannot attend to each students' academic needs. This appears as a factor accounting for the poor performance of students during their BECE examination. This problem is expressed by a teacher in Zenu No. 3 “...even if I want to attend to each student, I cannot because of the class size and so whether the topic is understood or not, it is left that way”

Further, the large class size affects class management. A teacher from Zenu No. 3 JHS, recounted his experience with his inability to manage a class because of the size. According to him, some students were making noise while classes were ongoing. He decided to punish those students but since the class was overcrowded he could not reach those students and the students knowing very well the situation, kept making noise and disrupting the class.

Moreover, large class size causes discomfort among the students and teachers. *“Teaching in an overcrowded classroom can be frustrating, challenging and stressful. Moving around the classes can be difficult and sometimes impossible (T1/ Z3).*

Another teacher lamented that: *“In previous years, where classes were organized in smaller groups, it was easy to manage the students. Aside that students respected their teachers both in class and out of class. They were much disciplined and paid attention in class, this reflected on their performance. However, now, there is no respect for teachers. Teachers cannot control students anymore and even when a student plays truancy, it is very difficult for the teacher to realize because of the size of class” (T4/Z4).*

5.6.2 Inadequate learning aids

It appeared from the fieldwork in Apollonia JHS that there existed inadequate learning aids in the schools. For instances, the computer room sheltered only two monitors without system units; one table and a broken chair. The computer room also served as a common room for teachers. According to the head teacher, the computers had broken down about two years ago and all efforts to get them repaired had proven futile. He further explained the computer lessons are conducted without the practical aspect. The scarcity of the learning aids therefore problematizes teaching and learning activities because while the teacher will have to describe every procedure, the students may have to resort to their imaginations for comprehension. The same can be said about the schools the researcher visited, issues of inadequate teaching aids were common. An instance can be cited of a comment passed by a teacher from Zenu No. 3 JHS about how most of the science practical lessons were left to the students to imagine the processes. Moreover, some of the teachers provide some materials for practical from their own pockets.

“Most at times, I have to buy the practical materials with my own money. I feel the students will best understand what am teaching if I get to demonstrate it. Since there are no funds allocated for that, I have to do it myself. I think my students will do so well in science when I get to demonstrate what I teach them”

5.6.3 Inadequate teaching staff

Inadequate teaching staff was identified specifically by the Apollonia Head teacher as another reason for the low performance of students. The whole teaching staff is made of ten members,

including the head teacher. This has forced teachers to handle more subjects than necessary. Some teachers have been forced to take up specific subjects even though they may not have been trained in that area of specialty. As mentioned by a teacher from Katamansu JHS, even though he had been trained as a Mathematics teacher, he had to learn to teach English Language. He had to do that because the school at that time did not have an English Language teacher. This arrangement he said was something he had to cope with even though it was difficult at the beginning. In the same vein, in most of the schools visited, teachers had specific subjects they teach across the entire classes, that is, from JHS 1 to JHS 3. This, one teacher mentioned puts a lot of work loads on him. *“It will be better if two teachers handle a particular subject. I have to teach students in JHS 1, JHS 2 and JHS 3. The number of students in each class alone is a challenge for me not to mention the number of students in the other classes” she explained*

5.6.4 Shift system

Another reason for the poor performance of students was also attributed to the shift system. The shift system is where pupils attend classes either in the morning or afternoon. That is, schools operate either from 6am to 12noon or 1pm to 6pm. This is due to the overcrowding in the schools and limited school buildings. Even though the shift system has been abolished from some public schools in the district, Zenu No.3 JHS and Zenu No.4 still practice the shift system. According to the Head Teacher of Zenu No. 3 JHS *“The shift system affects students’ performance”*. He explained that pupils took undue advantage to play truancy and skip classes. *“Most children seen wandering around during school time give the excuse that they either belong to the morning or afternoon class depending on the time you see them”* he lamented. More importantly, it affects instructional time where teachers do not get ample time for their classes.

“I am aware this shift system program is to contain the large number of students due to the limited infrastructure but I think it is affecting the quality of education. Teachers in this school (Zenu No. 3) do not get enough time to meet the educational needs of the students. There are times we do not get time for the practical aspect of the topic being taught. The theoretical aspect is not good enough. I know this program is deteriorating the quality of education and it accounts for the poor performance of students in this school”, mentioned by one teacher

5.4.3 Part-time jobs on Students' Performance

Another reason raised was the effect of students having part-time jobs during school term. Due to the location of the schools most of the students from the four schools are either from low income homes or a caring for themselves. They engage in petty trade after school to either support their parents or support themselves through school. "Even though the reason is commendable, it reduces the time available for educational activities which leads to lower scores. There are times some students come to school and sleep in class because they were working before coming to school" lamented by the circuit supervisor. Moreover, the part-time jobs give students limited time to study after school added a teacher from Katamansu JHS.

5.6.5 Involvement of Parents in Children's Education

The participation of parents in the education of their wards is low in the four schools. According to a female teacher in Apollonia JHS, this greatly affects the performance of the students. Due to the widely call for improving access to and quality of education, the Government of Ghana has implemented several policies like free feeding, free uniform, free books and free tuitions to the public basic and junior high schools. This has limited the involvement of parents in the education of their wards.

"Some parents do not even care whether their wards have books or even get something to eat when in school. Due to the promise by government to provide books, uniform and food for students, their parents leave that responsibility to the government, even when there is a need to supplement these provisions. I can say that these free books are not enough for the whole term, parents need to get involved.

Aside the role of parents in encouraging their wards to learn by providing learning tools, parents can also help in encouraging their wards to develop positive attitudes and respect for school authorities—report by the head teacher of Zenu No. 3 JHS. He further stated that parents can contribute to the decision-making of schools through Parent Teachers' Association (PTA). Contrary to these positive roles envisaged for parents, there is evidence that parents pick up quarrels with teachers anytime disciplinary actions are meted out to their wards. This, according to the head teachers makes it very difficult to inculcate the right behavior and knowledge in the students. A Zenu No. 3 JHS teacher narrated an incident when a parent violently confronted him.

“I was in class one day when a parent came in with a cane wanting to beat me in front of my class because I disciplined his ward for not presenting an assignment given a week ago”. He continued by saying that “parents are not concerned about the education of their wards and so they do not want to get themselves involved in the education of their kids. And also there aren’t a lot of role models that the children look up to and when the need arises that the parents need to provide for their kids, they do not do it”.

5.7 Chapter Summary

To sum up, even though the data suggests that the new pay policy’s objective of enhancing the performance of teachers in KKDA has not been achieved, it can be confirmed that it has eliminated truancy among teachers. This chapter has looked at the views of teachers, head teachers and circuit supervisor on the effect of SSPP on teachers’ motivation in KKDA. Divided into four parts, the chapter first presented the expectations of teachers about SSPP. The chapter also highlighted the impact of the implementation of SSPP on teachers’ salaries. This was closely followed by a discussion on the impact of SSPP on teachers’ performance. The performance of teachers was measured by their ability to give written and practical assignment, as well as their attendance and the extent to which they write and submit lesson notes. The study found that even though the attendance of teachers has improved, it has not reflected in the performance of students. The heads and teachers identified certain factors as the cause for the students’ poor performance after salary increase. Finally, the impact of SSPP on teachers’ motivation was discussed.

Further, findings on the variables proposed by the public service motivation theory as indicators that may enhance the performance of teachers will be presented in the next chapter.

CHAPTER SIX

NON-MONETARY MOTIVATIONAL FACTORS

6.1 Introduction

This chapter is the second part of the presentation of the study's findings. Contrary to the economic incentive theory, the public service motivation theory proposes variables like identity, recognition and norms as key motivational factors. In short, PSM draws on motivational factors that brings out the altruistic side of workers. In this chapter, findings on these variables are presented and they provide significant insights into how these factors impact the job performance of teachers in the study area. These findings are responses from head teachers, teachers and circuit supervisors in KKDA from the field study carried by the researcher. The chapter begins with how teachers perceive their identity as a motivational factor. This is followed by the form of recognitions perceived as motivation. Next, this chapter looks at how teachers' view norms as a motivational factor. Finally, a general discussion is done on how the above mentioned variables influence the performance of teachers.

6.2 Teachers' identity as a motivational factor

The study's respondents made it clear that the teaching profession has an image that has been created by their duties and roles. These expected duties and roles influence how the society sees them and how they should perform or behave on their job. A teacher, for instance, is expected among other things to ensure that his or her students are equipped with both academic and social knowledge. This duty according to a male teacher from Katamansu JHS, puts him in a position where he is seen as an agent of change. This, he noted influences his job delivery.

To society and policy makers, teachers are perceived as key contributors to the human development of the country. The study findings show that teachers in KKDA perceive themselves also as contributors to the future of their students and that influences their performance. A teacher from Katamansu JHS mentioned that *"I don't only teach my students what is in the syllabus. I also teach them facts and realities of life. I know my role is to shape these children to be responsible citizens to contribute their quota to the development of the nation"* (T1/K).

A male teacher from Apollonia JHS asserted that his awareness of the impact he can make on a student's future inspires him to go the extra mile even when he is unwell. This, he makes clear in this quote: *"There are times I simply do not feel well. I can ask for permission to absent myself but when I think of how my students are going to miss out on what I am supposed to teach, I get up and go to school"* (T3/A).

Another teacher from Katamansu JHS also mentioned that *"making a difference in society means more to me than any personal achievements. This is because my profession contributes to a cause bigger than my personal needs, therefore, I still feel good even when no one pays me"* (T2/ K)

Similarly, the Circuit supervisor for the district emphasized that his religion as a Christian and his profession instill in him the act of always thinking of the welfare of others. He, therefore, relates this act when it comes to doing his work. *As he puts it, "I think of the welfare of the kids I teach, this influences how I perform on my job. I always put in mind what is expected of me as a teacher when fulfilling my duties, that way, I perform to my best ability"* (CS).

Likewise, one teacher stated, *"I know what is expected of me as teacher. I, therefore, ask myself every day, how can I keep the public and students' confidence in schooling? How best can I make teaching enjoyable to the students and at the same time achieve the goal of impacting knowledge?"* (T1/Z3). In explaining further, he mentioned his awareness of his role challenges him to explore innovative ways required to build the learning capacity of his students. In a similar vein, another teacher pointed out that she considers herself a failure when her students fail her subject during the BECE, therefore, she goes the extra mile to see them perform well. For her professional goal is to see her student excel, especially in what she teaches.

These quotes from these teachers suggest what the society and the profession expects from them, how these expectation defines what they do and how they do it. In other words, these teachers place value on what the profession and society expects from them and they have created some persistence in meeting these expectations.

On the down side, it was revealed that uncooperative students can lessen the enthusiasms from teachers. *"When students are not making any effort to learn, it makes it difficult to carry on with my work even when the zeal is there"*, reported a teacher from Zenu No. 3 JHS. In this regard, a teacher recounted his experience with the below situation:

“A teacher was absent and so I decided to use that period to complete a topic I began earlier. The students literally drove me out of the class because it wasn’t my period. I was amazed because I thought I was helping them”.

From the above statements, it appears teachers in KKDA are motivated to perform better because they identify with the goals of the profession and also because they believe their duties are for the good of the public.

6.3 Recognition

The findings showed that, recognition in the form of awards and commendation from both the state and parents motivate teachers in KKDA. Recognition in this study means showing appreciation for ones efforts. The study revealed that the district, state and other private individuals have put in place award schemes to appreciate and encourage teachers to excel in their various duties.

One teacher narrated how twenty-one students in Zenu No.4 JHS who sat for the BECE had grade one in social studies. The success of the subject teacher was just mentioned in passing by both the headmaster and district director of education. The teachers of the school were expecting either the school or the district director of education to commend the effort of the teacher formally but nothing of that sort was done. As he puts it *“it discouraged other teachers from putting in their all” (T3/Z4).*

“Recognizing our efforts is an important motivation to us. Even though we try to do our best, the idea that someone appreciates and recognizes our inputs ginger us to even do more” (T1/ K).

The study revealed that commendations from parents, community and supervisors are great sources of motivation to teachers. For that, the district has its own award scheme for performing teachers. Deserving teachers from the various schools are nominated by the head teachers and teachers to be considered for this award. This study found that this initiative by the district has a major impact on the motivation and performance of teachers in KKDA. In Zenu No. 3 JHS for instance, the award scheme had recognized two teachers for their dedicated work and for their performance. The two recipients, Best Mathematics and Best English Teachers, described the feeling of receiving of these awards as wonderful and encouraging. Moreover, it puts recipients in a position where they are admired by their colleagues. *“Even though my colleagues admire and respect me for receiving this award, it puts more responsibility on me. It, therefore, puts me on my*

toes to do more and to appear deserving to my colleagues and students” mentioned by a former recipient of the award.

“In my school, two of my colleagues have received awards for their performance. This initiative has not only encouraged these teachers, it has also encouraged and motivated the entire teaching staff. We all know that when we work harder, our efforts will not go unnoticed. That is not to say we are working for us to be appreciated. But when you are commended on your performance, it gives you more zeal to work harder” (T1/ Z3).

Likewise, the king of the Ashanti Kingdom, Otumfuo Osei Tutu II, has instituted an award scheme to motivate teachers working in deprived areas in the country and still excel in their responsibilities. Usually, teachers are transferred to the rural communities to serve as punishment to them. A recipient of the Otumfuo’s Teachers and Educational Workers Awards Scheme from Apollonia described this award as encouraging. *“Teaching in the rural area can be very discouraging. Aside the stigma that comes with being posted as a form of punishment, working here is difficult. This award does not only acknowledge and appreciate what we do but also gives us the feeling that our efforts have not gone unnoticed”*, mentioned a teacher from Apollonia.

“Even though I have not received any awards, the fact that such schemes are in place shows we are being appreciated. The Otumfuo’s award to teachers, is an incredible honor and opportunity as it makes recipients feel very special” (T2/A).

In the same way, parents of students also commend teachers for their good word. This simple act of recognition is greatly appreciated by the teachers. As noted by a female teacher from Apollonia who teaches ‘Basic Design and Technology’ (BDT), this encourages her to work harder. This is what she said; *“I met one parent who was appreciative of the fact that her daughter prepared fried rice which I taught during BDT practical at home and it was very delicious. I was very happy and it gave me the energy to improve”*. This, she added made her realize that her efforts are being appreciated. *“There was a student in my class who I knew could do better if he should get a little attention from me. I met him every Saturday to offer my assistance. His parents came to school to thank me for my effort. That alone made me assist more students who also needed help with their studies. You see how just a thank you can motivate me?” (T1/K).*

Also, at the end of every academic year, some parents present gifts to teachers they feel have had significant impact on their children. These gifts come in the form of food, toiletries or even cash. This gesture is greatly cherished by the teachers. As opined by a teacher from Zenu No.4, *“the number of gifts you receive shows how well you are doing on your job and how parents and students appreciate you”*. Aside these gifts from individual parents, the Parents Teachers Association (PTAs) in the schools also organize end of year parties for teachers. During this party, the executives of the association and some parents meet with the teachers to show their appreciation for the good work done during the year. Even though teachers lament that much could be done by the association to motivate them, this act of appreciation encourages them to perform more and better.

In like manner, the government knowing the importance of recognizing the works of teachers has instituted an award scheme, ‘National Best Teacher’s Award’, to motivate teachers in Ghana. The study identified that ‘The National Best Teacher’s Award’ is seen as a prestigious award that every teacher dreams of receiving. As mentioned by one teacher from Zenu No. 3, *“recipients of the award attain certain status that is admired by his or her colleagues” (T4/Z3)*. In the same way, a head teacher of Zenu No. 4 has this to say: *“I see how excited teachers on my staff get when one of their colleagues is nominated for the ‘National Best Teacher’s Award’. This shows the value teachers place on the State’s way of appreciating them” (HT2/Z4)*.

“It has always been my dream to receive this award. I have previously won ‘Best English Teacher’ for the district and I am working very hard to win the ‘National Best Teachers’ Award”, added another teacher from Zenu No. 3. Aside the title, it puts teachers on their toes as the assessment is based on how regular they attend school, how well they teach and how well lesson notes are written. Teachers, head teachers and circuit supervisors nominate and endorse a performing teacher to be considered for the award. The selected teachers go through series of interviews from the circuit, district and regional levels. Teachers who excel move to the national level for further assessments and interviews. The assessment proceeds with evaluating the teachers’ works in the school and community.

The criteria for the selection as stated by the head teachers include professional competence, personality factors and teachers’ contribution to the community.

The adjudged best teachers receive items like houses, cars, television sets, fridges and certificates. Notwithstanding the benefits some selected teachers receive for their performance, the data shows most teachers believe the better way to appreciate the works of teachers is to institute a scheme where all teachers will be appreciated such as housing scheme, car loans and hire purchase for teachers not just for some selected few.

6.4 Norms enhance performance

“Every profession has professional rules that guide and influence the behavior of its members”, stated the circuit supervisor of the district. The study found that these codes and conducts (norms) greatly influence the performance of teachers in KKDA. As mentioned by the teachers, the Ghana Education Service has laid down codes and conducts (norms) and expects every teacher to adhere to them. These norms also come with stated sanctions and penalties for noncompliance, mentioned the circuit supervisor. In this regard, teachers are more or less compelled to follow them.

6.4.1 Teachers’ codes and conducts

The teachers noted the basic codes and conducts of the profession. Among them include: writing of lesson notes in advance, giving and marking exercises, reporting for duty regularly and punctually, avoiding drinking and smoking during working hours. These norms, as confirmed by head teachers of the four schools, are known to all teachers and they greatly influence their job. *“I am very aware of the norms of this profession, we were taught in teachers training school. These norms act as a guide for the effective delivery of our jobs”*, cited by a teacher from Katamansu JHS. Moreover, most of these norms are easy to follow as they enhance job delivery of teachers when followed accordingly, as noted by a male teacher from Apollonia JHS.

“The rule says you have to prepare your lesson notes before you go to class, writing the lessons is like fifty percent of the work done” remarked a teacher from Apollonia JHS. Also, *“for me to assess whether my students understood the topic I taught, I definitely need to give an assignment and mark them for me to know that. So you see, all these norms are in effect there to make me a better teacher and produce great students”*, he added

Similarly, a teacher from Zenu No. 4 JHS added; *“We are part of an association of professionals, therefore, we need to behave in accordance with the rules of the profession. For the effective*

delivery of our jobs, I think every teacher should adhere to the codes and conducts. It makes the work easy and improves our job delivery” (T4/ Z4).

Furthermore, it was disclosed that violation of these norms attract some penalties. The penalties are mostly in the form of transfer to a deprived school, holding of salaries or dismissal. *“A teacher I know was transferred to a school in the rural area because he came to school drunk. This served as a deterrent to other teachers” (T3/Z3).* In the GES, teachers are mostly transferred to the rural or derived areas as a form of punishment for violating the norms of the profession.

On the contrary, a teacher from Katamansu asserted that *“I have a slogan: if it must be done, it must be done well”*. This teacher explained that *he knows what is expected of him and does not need some listed dos and don'ts to tell him better.* Moreover, following these norms strictly makes the work boring. *“I like to be innovative, I don't need someone telling me I have to do this or that”, he lamented.* In a similar manner, a teacher from Apollonia JHS added, *“Sometimes, following these norms make our work difficult. For instance, teachers are expected to prepare their scheme of work before writing notes or even teaching”*. The scheme of work specifies what to teach every week and thus determines how weekly lesson notes are written. *“You don't expect me to move to next week's topic when students have not understood properly the previous week's lesson”, he argued.* Another interesting topic was raised by a teacher from Katamansu JHS. She reported that, the latest addition to the codes and conducts is that, teachers should not whip students. This new rule has made it impossible to manage and instill some discipline in the students. *“We are not allowed to whip students when they misbehave. The Students have taken that as an excuse to misbehave. When you whip a student, you will be in trouble with the head teacher” (T4/K).*

In sum, the research findings have shown that adhering to the norms of the profession enhances the performance of the teachers. Furthermore, it makes teaching easy and brings great results. However, some norms rather kill initiative and make it difficult for teachers to manage students.

6.5 Further findings

As stated previously, the institution of the ‘National Best Teachers’ Award’ in Ghana is perceived by teachers as a great motivation for their job. However, teachers described the selection process as tedious and disruptive, and thus, tend to demoralize them from participating in the award scheme. Describing how distractive the selection process can be, one teacher remarked, *“your*

work will be supervised now and then, this can interrupt your duties in the classroom. So I am not interested in this award. Moreover, you will be asked countless times to attend interviews and submit certain documents. It is all time wasting. Why should I attend series of interviews to determine whether I deserve an award for what I do”?

The study has shown that teachers in KKDA have questioned the transparency and trustworthiness of the selection process. *“To me, these awards do not capture the real picture as the final selection of the best teacher is suspicious. It becomes so clear there are other teachers who deserve this award than those that it is awarded to”,* lamented a male teacher from Katamansu JHS. *“I have even heard teachers have to pay huge amount of money for them to be considered for this award and also the awards are given to teachers who are popular or who the nominating committee likes”* To add to that, *“those who do not make it to the final stage are not made known the reasons for their disqualification”,* he added.

6.6 Comparing what motivates teachers from the Rural and Urban School

This section of the chapter compares what teachers from the rural and urban schools consider as motivation for their job. The researcher draws on the findings of the study for this comparison.

6.6.1 Differences in what teachers from the rural school and urban school consider as motivation

From the data produced, it appears teachers from the rural schools consider their identity greatly as a motivation. To be specific, most of the teachers view the role their duties have on the lives of the students as a factor to induce higher performance. Quotes can be cited from the interview between a female and male teacher from Katamansu JHS where they made mention of the fact that they are highly motivated by the realization that their jobs influence the lives of their students. Likewise, it can be recalled that a teacher from Apollonia JHS mentioned that even when he is not well, he still goes to school because he knows his students need him. This is not to say that teachers in the urban schools do not possess the same altruistic feelings towards their students, however the point here is the extent a teacher will go out of his or her way to see to the wellbeing of his or her students at his expense. A further situation can be cited of a female teacher in Apollonia JHS who mentioned that she sometimes uses her money to carry out BDT practical for the better understanding her students.

Another difference that can be identified between what teachers from these two location consider as motivation is when it comes to recognition. Teachers in general are encouraged when their jobs are appreciated but the form of appreciation is of relevance at this point. As mentioned earlier, teachers posted to schools in the rural area are known to be serving some sort of punishment. This has created some sort of stigma in addition to the absence of basic social amenities, therefore, teachers from the rural area greatly consider commendation a major factor of motivation. As stated in earlier chapter, the award scheme initiated by the king of the Ashanti kingdom, Otumfuo's Teachers and Educational Workers Awards Scheme, is appreciated by teachers in the rural area. As quoted from a recipient of the award, "it gives us hope; ...it keeps us going".

6.7 Chapter Summary

This chapter has presented the findings on intrinsic factors proposed by the PSM as motivation for the performance of teachers. This chapter has shown that teachers in KKDA are motivated by what society expects from their profession. Also, from the role and duty their profession have on the lives of the students they teach is seen as a great motivation to teachers. Moreover, the contribution of teachers to the public good is a major motivator.

The chapter also shown that recognizing the works of teachers motivate them to perform better. Recognition in the form of commendation and awards go a long way to improve the performance of teachers. As the teachers emphasized that it shows their roles are appreciated and even give them hope in the mist of poor working conditions. Moreover, adhering to strict professional norms do not only improve the performance of teachers, it also makes the delivery of their jobs easy. The later part of the chapter compared what teachers from the urban and rural schools consider as motivation for their job. It became clearer that even though the factors proposed by PSM were considered as motivation, teachers from the rural schools were more driven to work harder when their efforts are appreciated.

The next chapter will interpret the findings of the study through the lenses of the economic incentive theory and public service motivation theory.

CHAPTER SEVEN

DISCUSSION

7.0 Introduction

This chapter of the thesis will discuss the findings presented in chapters four and five. This chapter is in two sections. The first section presents discussion on the pay reform on teachers' performance under the economic incentive theory. Secondly, the public service motivation theory will be used to discuss the non-monetary motivational incentives identified in chapter five.

7.1 Discussion under the Economic Incentive Theory

One of the objectives of SSPP was to motivate public servants to enhance their job performance. To reiterate, the economic incentive theory explains why workers will exert more effort on their jobs as a consequence of improved salaries. That is, the theory basically assumes that an increase in salary should lead to an increase in performance. One of the objectives of this study was to explore whether the implementation of SSPP is consistent with the basic assumption of the economic incentive theory. Based on this assumption, the study hypothesized that teachers performance will improve with the increased in salaries due to the implementation of SSPP.

The idea that increase in salaries should lead to improved performance is well known since there are evidence demonstrated by several researchers including Kingdon and Teal (2005) and Songstad (2012). The findings of Kingdon and Teal (2005) showed how higher wages raised the effort of teachers. Moreover, the higher salary attracted qualified personnel into the teaching profession as the profession became more attractive and also increased the chances of retaining their jobs (ibid). The prediction by the economic incentive theory is emphasized more in the study by Songstad (2012). Songstad (2012)'s study discovered that health workers in Tanzania placed much importance on economic incentives as a motivational factor as low salaries disheartened the workers which affected their performance (Songstad, 2012). Similarly, Dolton and Marcenaro-Gutierrez (2011) assert that poor teachers' salary conditions could affect the quality of teaching which in the long run affect the performance of pupils. In other words, the salaries of teachers determine their input which in the long run affects their output.

The study has confirmed that the introduction of SSPP has led to substantial increase in the salaries of teachers. As presented earlier, teachers have experienced almost fifty percent increment in their

salaries. Although these and other studies find high job performance as the effect of higher wages, this study on the contrary found that increase in salary did not encourage higher performance among teachers in KKDA. Performance in this study was measured by teachers' ability to write and submit lesson notes on time, give and mark exercises, attend school regularly and punctually. These criteria for measuring the performance of teachers should then improve the performance of students. The data showed that while increase in salaries improved teachers' attendance, the other criteria for measuring performance –internal test and marking and lesson notes submission – have not improved suggesting that SSPP is yet to enhance teachers' job performance.

A look at table 4 under chapter 5 showing the performance of students before and after the introduction of SSPP demonstrates a fall in the students' performance just after teachers were placed on SSSS although teacher's school attendance had improved. After 2011 for instance, the percentage of students in Zenu No. 3 who passed their BECE was 31 percent. This is a fall from a previous performance of 76 percent. This instance is not only experienced in Zenu No. 3 but seen in the three other schools. These findings suggest that, the objective of motivating teachers to improve their performance with the implementation of SSPP has not been realized. This argument is based on the fact that even though teachers are punctual in school, it has not reflected on their output, that is, students' performance. Below is a pictorial representation of the researcher's discussion using the economic incentive theory.

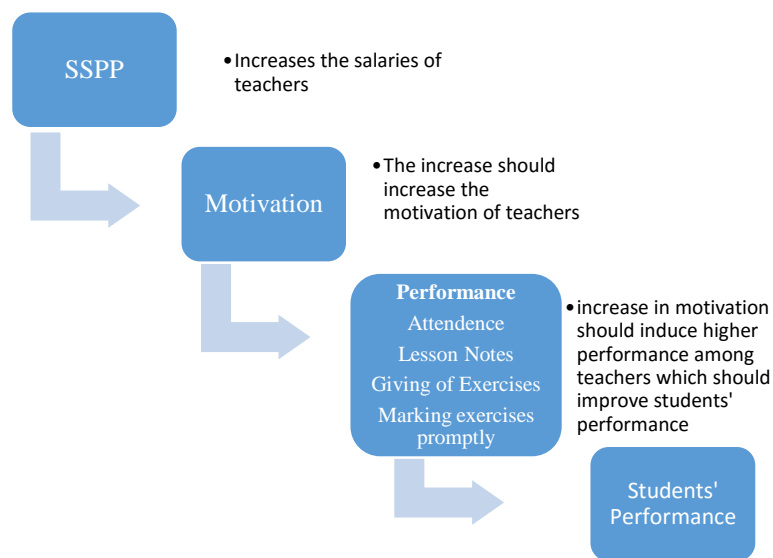


Figure 4: Pictorial representation of the discussions based on the economic incentive theory

Source: Researcher's own construct

It has been established that the attendance of teachers in all schools improved immediately after the introduction of SSPP. As one of the objectives of SSPP is to reduce government wage bill, it became necessary for the verification and validation of every employee on government payroll before any salaries were paid. These verification were made by the heads of the various institutions under SSSS. It is still debatable whether the improvement in teachers' attendance is solely due to the salary increase or the initiative to verify and validate government workers before payment of any salaries. While some respondents were of the view that the salary increase encouraged them to quit their part time jobs as they could now make ends meet, others attribute the improvement to the directive on verification and validation of employees on government pay roll. From Duflo, Hanna, and Ryan (2012) point of view, strict supervision combined with dependable financial incentives based on attendance leads to improvement in the attendance of teachers. According to the feedbacks from heads of schools in the rural and urban areas, the improvement in attendance of teachers can greatly be attributed to the need to validate the presence of teachers before salaries are processed. Intuitively, the attendance of teachers contributes to the performance of students as absenteeism reduces the instructional hours which in the long run diminishes the quality of education (Patrinos & Kagia, 2007). The expectation then is as teachers' attendance has improved the performance of students should also improve even when the other performance indicators in this study remain unchanged. This argument is more evident in a study conducted in India that showed a 10 percent increase in absence of teachers resulting in 1.8 percent decrease in the performance of students (ibid). Contrary, the performance of students in this study seems to be on the fall even though the absence rate of teachers in KKDA has reduced.

As mentioned in Chapter four, teachers were placed on SSSS in 2011, however, the performance of students in that year fell from 95 percent for Zenu No.3 to 76 percent in 2011, then to 31 percent in 2012. The same situation was recorded in Zenu No. 4, Katamansu and Apollonia JHS. This observation suggests that even though salaries have increased which has improved attendance, it has not reflected on the output of teachers. Dolton and Marcenaro-Gutierrez (2011) asserts that a 10 percent increase in the salaries of teachers should encourage about 5-10 percent improvement in the performance of students. The implication then is, with the about 50 percent increase in

salaries, the performance of students should improve by about 25-50 percent. However, the performance of students in Zenu No. 3 rather fell by 19 percent in 2011.

While this present study runs counter to the prediction in the literature by the economic incentive theory, it is in fact not surprising considering the numerous factors identified by the head teachers of the schools as possible causes for this inconsistency. Issues of large class size, inadequate learning aids, unsupportive parents and the shift system came to the fore as reasons for the inconsistency in the performance and motivation of teachers despite the increase in salaries. It is evident that these factors, especially, also account for the poor performance of students despite evidence of improvement in teachers' attendance.

According to Çakmak (2009), the size of a class is seen as one of the most important factors affecting teaching process. It is of course not surprising when the head teachers of the schools mentioned it as one of the causes of the poor performance of students despite the presence of teachers in the classroom. As it has been established, teachers' attendance has improved tremendously after the introduction of SSPP. However, the issue of large class size has been identified as a cause for the poor performance of students. There have been vigorous debates on the effect of class size on the academic performance of students. Whereas other scholars have argued that such relationship has no significant effect on the former, others, have challenged this stance (Blatchford, Bassett, & Brown, 2011). To Capel, Leask and Turner (1995), the size of the class does not only affect the performance of students but also the teaching style of the teachers (cited in Çakmak, 2009). This is expressed by the comment a teacher from Zenu No.4 JHS passed on how the size of her class limits proper interaction between her and the students. This is because in a smaller class, the teacher gets the opportunity to monitor the progress of each student.

Moreover, teachers cannot give students feedback on their performance as the teachers are not able to give a regular class assessment and even mark immediately. Likewise, the teachers complained about how they do not get ample time to attend to the academic needs of each student because of the size of the class. This certainly is a concern considering the pupil-teacher ratio of the schools. Notably, Zenu No. 4 in 2013, there were 10 teaching staff handling 146 students each. Such a ratio consequently is likely to account for the unchanged performance of teachers and poor performance of students in that year and subsequent years. Studies have shown that for effective interaction between a teacher and class, the class should not exceed forty students. In a similar fashion, the

size of the class is also characterized by the problem of class management. During the interview, the teachers complained about the disruptive behavior of pupils during teaching. In Zenu No. 3 for instance, a situation like that was recorded where one teacher recounted how students do not show their teachers respect anymore.

Consequently, as it has been stated in the previous section, the size of the classes has increased the work load of teachers in the various schools especially those in the urban schools. This would not have been an issue especially if there were enough teachers to handle the students. Presently, the teaching staff for Zenu No. 3 and No.4 is made of ten teachers. Clearly, this short supply of teachers has increased their workload which in effect may account for the poor student performance despite teachers' improved attendance. A study by Gwambombo (2013), showed that heavy teachers' workload has negative effect on the performance of students. This revelation is more evident in the comment by one teacher on his inability to meet the academic needs of his students. He explained further that due to the size of the class, he is not able to give internal test and mark regularly. Moreover, the lack of certain subject teachers have necessitated some teachers taking up two or more subjects. This has increased the workload and has reduced the input of these teachers.

In addition to the problem large class, the shift system was also identified as a problem in Zenu No.3 and Zenu No.4. As confirmed by Lavy (2008) school instructional time has positive effect on student's test score (cited in Dolton & Marcenaro-Gutierrez, 2011) . As earlier stated, schools that run on shift system have limited instructional time –four to five hours a day. Thus although the implementation of SSPP has improved teachers attendance in Zenu No.3 and Zenu No.4, teachers have limited instructional hours to cover the syllabus which affects the performance of students. The governments of Singapore, Chile and others knowing the disadvantage of shift system despite the fact that it enhances enrolment rate and cuts down government's expenditure have it phased out (Ashong-Katai, 2013). This has not only widened the instructional hours, it has also given more time for extra curriculum activities. Most recently Ashong-Katai (2013) provided important evidence that the few public schools in Ghana where the shift system has phased out have witnessed improvement in the students' performance.

Likewise, it is an undisputed fact that school resources and facilities are factors associated with students' performance (Murillo & Román, 2011). Verily, as observed by Hopland (2011),

students' learning environment could be influenced by the facilities of the school. Also, an improved learning environment can also boost the morale of teachers which may reflect on the performance of the students (ibid). Still, Hopland (2011)'s study found substantial link between poor learning environment and students' performance in most countries. That notwithstanding, the findings of this study indicate that poor learning environment can negatively impact the performance of teachers and consequently, the performance of students in the KKDA area. In Apollonia JHS and Katamansu JHS, the scarcity of basic learning materials and infrastructure are major roadblocks to teaching and learning.

One can argue that, without this impediment (poor learning environment), performance of teachers may have improved with the increase in salaries. However, as most teachers confirmed, their motivational force is the impact their profession has on the lives of the students they teach. It is surprising, however, that notwithstanding such an intrinsic motivational factor, the evidence shows abysmal performance of students. And more importantly, if the impact of the teaching profession on the lives of students is the major motivational force then it becomes questionable as to what drives the routine strike actions embarked on by the various association under the Ghana Education Service. However, as pointed out by one teacher during the data collection, "it is only fair that one receives pay that reflect his or her job worth", that's the need to press the government with strikes.

In sum, the introduction of SSPP led to increase in the pay of teachers. Nonetheless performance of teachers did not improve. Thus, the economic incentive theory on the motivation and job performance appears to be very weak in the KKDA area.

7.2 Discussion under Public service motivation theory

According to the public service motivation theory, the eagerness of an employee to demonstrate the required behavior is primarily founded on their beliefs, values and attitudes that go beyond the self-interest of the employee(Vandenabeele, 2007). In other words, PSM theory emphasizes the intrinsic aspect of motivation that induces one to perform for the public good (Brewer & Selden, 1998). That also means, when public workers come to the realization that a task is for the public good, they exert more effort in doing it. This study further sought to explore other factors that motivate teachers to perform more and better. There exist enough evidence to support the assumption that public servants are especially predisposed to exert more effort on their job irrespective of their salaries (Andersen, 2009). They, therefore, place "the highest value on prestige

and belief in the importance of work” (Crewson, 1997, p. 500). Therefore, three hypotheses under the PSM theory provided a framework for the discussion on motivation and job performance of teachers in the study area.

First, the theory predicted that teachers will be motivated when they identify themselves with the goals of the teaching profession. The data produced affirms this prediction. From the data collected, it was evident that teachers in KKDA identify or support the goals of the profession. That is to say, based on the public’s expectation, teachers have formed an image which reflects what is expected from them. This image impacts their job delivery. This was made clear when the circuit supervisor of the district asserted that he identifies personally with the goals of the teaching profession. His motive for working harder is primarily grounded on his private interest to instill knowledge and discipline in the students. This motive base of PSM is what Perry and Wise (1990) termed as rational motive. Rational motive is the behavior of the individual which is based on his or her desire of being useful in their task delivery (ibid). As confirmed by Osei (2006), teachers are described as agents of change by providing “informed intellectual input” to their students, their families and the community. This ascribed identity is not just a ‘name’ but as data has shown, it influences job delivery. As mentioned in Chapter three, under how public service motivation is formed, identity is formed through ones membership with a group. This was affirmed as majority of the teachers interviewed pointed out that their major responsibility as teachers is to inculcate knowledge to their students and that they do so accordingly irrespective of their salaries. These findings support Korte (2007) who claims that how people see themselves as members of an organization affects their outcome. Similarly, the study by Van Knippenberg (2000) is especially relevant to this discussion. He argues that identification with the collective interest of the group induces higher performance among workers. The findings of this study are consistent with Van Knippenberg (2000) thesis as a teacher from Katamansu JHS mentioned that, she sees herself as a failure if her students do not perform well. She has internalized what a teacher is supposed to do and seeks to achieve them. Such characteristic was recorded in all the teachers interviewed. According to prediction of PSM theory, this expectation of the profession and society is more higher in workers in the public sector than the private sector (Andersen et al., 2011). Even though the pay policy was meant to induce higher performance, teachers in KKDA identify more with their profession.

Apart from identification with one's profession, the PSM theory contends that a recognized worker may perform better. This recognition may come in the form of expression of gratitude, rewards and commendations. Grant and Gino (2010) argue that verbal expression of gratitude improves an employee's performance. Gohari, Kamkar, Hosseinipour, and Zohoori (2013, p. 572) contends that "the maximum level of employee's performance happens when they feel their endeavor is rewarded and compensated completely." The findings from this study shows that teachers who are appreciated and commended increase their effort while those who are not commended for their efforts seem to be demotivated and perform poorly. This was revealed in the comment passed by a BDT teacher from Apolonia JHS when a parent praised her for teaching her daughter how to prepare fried rice. Impressively, this encouraged her to explore innovative ways to engage the students during the practical aspect of the subject (BDT). In the same way, in Zenu No.4, the inability of the district to formally commend a teacher whose performance helped twenty-one students to attain grade one in their BECE created dispiritedness among the entire teaching staff.

In the same way, the study also revealed that teachers appreciate it when they are rewarded for their performance. An instance can be recalled when a teacher from Apollonia JHS described the award given by the king of the Ashanti kingdom to teachers from schools in deprived areas. He argued that the award gives teachers hope and propel them to work harder despite the tough working conditions they find themselves. Indeed, the 'National Best Teacher Award (NBTA)', plays very vital role in motivating teachers although the teachers described the selection process as not transparent. The point is not to discredit the intention of the government to recognize the effort of teachers, but the overall lack of trust in this award system has taken away its importance. Surprisingly, teachers who have previously received awards under this scheme describe it as trustworthy and transparent while those who have never been recipients of the reward describe it as 'biased'. This suggests that the question of the NBTA's credibility is subjective.

The debate of whether the reward should be made inclusive or exclusive was raised. As it stands, the recent award ceremony awarded fifty-two teachers nationwide for their dedicated works. The argument is that; there are more teachers whose efforts are contributing to the goal of quality education. Therefore, there should be a scheme in place to reward all teachers not just a few selected ones. However, the study by Bradler, Dur, Neckermann, and Non (2013) revealed that recognition provided exclusively works best. In explaining further, they pointed out that the non-

recipient feels motivated to perform better as they are inclined to improve their performance to adhere to supposed group norms (p13). This clearly reflects the comments passed by a teacher in Zenu No.3 JHS when he mentioned that because his other colleagues have previously received awards, he feels motivated to put in more effort. As he said, these award recipients have attained certain status that every teacher wants to follow. It was observed that in Zenu No.3, where there were two previous award recipients, teachers from that school appreciated the award scheme and deemed it high. On the contrary, teachers from Zenu No. 4, Apollonia and Katamansu JHS expressed disappointment in the whole process and for that matter do not value the award scheme. This seems to show that the more a group recognizes and accept an initiative the more they work towards attaining it.

Thirdly, the study's finding showed that teachers in KKDA are also motivated to by the codes and conducts (norms) of the profession. These norms also enhance their performance. This finding is consistent with the prediction of the public service motivation theory. The theory predicted that upholding firm professional norms enhance performance. As argued by Moynihan and Pandey (2007), "work-related rules and norms are organizational institutions that shape not only the administrative behavior of public servants but also the basic attitudes that these actors hold about the value of public service"(p.41). This argument by Moynihan and Pandey (2007) brings to fore the impact of organizational norms on the behavior of the worker. This is what J. G. March and Olsen (1996) refer to as 'logic of appropriateness'. The norms set by the organization indirectly move the individual to behave in a way that is considered 'appropriate' by the organization. A typical example can be recalled when a teacher mentioned that the norm of writing and submitting of lesson notes first thing Monday morning has become part of the behavior of the workers. This attitude, when followed, enhances the performance of teachers. As put by one of the teachers, 'writing of notes is fifty percent of the work done'.

The work of Andersen (2007) confirms the prediction of the study that when there are firm professional norms, economic incentives become irrelevant for inducing higher performance for both public and private workers. In addition to this revelation, the study finding points to the fact that these norms of the profession depict the behavior of teachers. In other words, the norms influence how teachers behave in the school and the classroom. In his review of the professionalization of the teaching occupation, England (1996) highlighted that the standards,

conducts and outward behavior of professionals are guided by the profession (cited in Quddus, 2007). This assertion was more pronounced when the teachers from the four schools emphatically mentioned they behave in accordance with the codes, conducts and standards set by the profession and society.

7.3 Chapter Summary

This chapter has interpreted the research findings through the lens of the economic incentive theory and the public service motivation theory. From the above discussion, the prediction of the economic incentive theory was not consistent with the findings of the study. That is to say, the economic incentive theory predicted an increase in the performance of teachers as a result of the salary increase. However, the study revealed that the overall performance of teachers (student performance) did not improve with the introduction of SSPP. Several reasons such as; inadequate learning aids, shift system, inadequate teaching staff and large class size could account for this inconsistency.

This chapter also discussed what teachers' considered as motivation. The public service motivation theory was used to understand the study's findings. From the perspective of the PSM, variables or indicators such as identity, norms and recognition shape teachers' predisposition to do something for the good of the public. These tendencies as explained earlier, enhance the performance and motivation of teachers.

CHAPTER EIGHT

Summary and Conclusion

8.0 Introduction

This chapter presents a summary of the study on the influence of the introduction of SSPP on the motivation and performance of teachers in KKDA in Ghana. The chapter revisits the theoretical arguments and frameworks of the study as well as the study's research question, objectives, and hypotheses. The theoretical implications of the study are presented, and suggestions for future research are made.

8.1 Summary of the study

The main purpose of this study was to explore the performance and motivation of teachers in KKDA against the backdrop of the introduction of SSPP. The new pay policy, SSPP, has been implemented to address the distortion, inequity, disparities and low salaries that had characterized the pay structure of the Ghanaian public service in the past. Another objective of the policy was to motivate public servants in order to improve their performance. Based on the objective of the study, a case study was employed as the main research strategy and a qualitative approach was used. The main source of data for the study was derived from a face-to face interview with twenty-one respondents. Aside the face to face interview, observation and document review supplemented the data. To better explore the study's objective, the twenty-one respondents were purposefully selected. The respondents were current teachers, head teachers and circuit supervisor whose respective positions or portfolio's preceded the introduction of SSPP. This criterion was used in order to compare and contrast the performance of teachers before and after SSPP. The ethical requirements of the study were strictly adhered to. First, permission was sought from the district director of education before approaching the respondents. The respondents' consent were also sought before the interviews and any recordings were made. The privacy of the respondents were highly preserved. These ethical consideration were adhered to in order to enhance the reliability and credibility of the study's findings.

8.2 Revisiting the Theoretical Arguments and Framework

This study built on the ongoing debate on how to motivate and improve the performance of public servants. One end of the spectrum maintains that for the improvement of the performance of public workers, money should be introduced. That is to say, increase in salaries will encourage higher performance among government workers. The other end of the debate holds that public servants have a predisposed tendency to work for the public good. Therefore, to induce higher performance and motivation, public servants should find the task as serving the good of the public.

The former argument is proposed by the economic incentive theory while the latter by the public service motivation theory. These two contending theories were employed in this study to understand what motivates teachers to perform. From the argument of the economic incentive theory, increase in salaries was considered in this study as a possible factor to increase the performance of teachers. This prediction is also in line with the aim of the new pay policy in Ghana. Also, from the argument by public service motivation theory, the study identified three factors that could improve the performance of teachers; identity, professional norms and recognition. The study predicted that when workers identify with the goals of the organization, performance will improve. In the same way, when the norms of the organization are strictly adhered to performance will also improve and finally, when the efforts of workers are recognized, they may put in more energy in the delivery of their jobs.

8.3 Research questions and Findings.

Based on the arguments by the economic incentive theory and public service motivation theory, the study sought to answer the central question on, **“what motivates teachers to perform on their jobs?”** Performance of teachers was measured by their ability to give and evaluate written assignments regularly; write and submit lesson notes on time. The attendance rate of teachers and the performance of students were equally used to measure the performance of teachers. The study set out to achieve three sub research questions: first, the study sought to investigate the effect of the introduction of SSPP on the salaries of teachers. Secondly, the study sought to explore the effect of the change in salaries on the motivation and performance of teachers and finally examine other factors considered by teachers as motivation. Based on the study’s objectives, research questions and theoretical arguments, four hypotheses were formulated to substantiate the findings

Hypothesis 1; H1: *An increase in pay of teachers may increase their performance.*

The study confirmed that the implementation of SSPP led to salary increase even though salary increase was not an explicit goal. From the findings, teachers from KKDA confirmed that salaries increased by about fifty percent. This increment according to the logic of the economic incentive theory should improve the performance of teachers. Based on the four indicators of teachers' performance in this study, the findings suggested that writing and submitting of lesson notes on time has not improved. In the same way, the ability of teachers to give and evaluate written assignments regularly did not improve. Similarly, students' academic performance also did not improve. However, the attendance of teachers improved tremendously. Two reasons were given for the improvement in the attendance of teachers; the study found that with the increase in salaries, teachers could now quit their part time jobs which kept them away from the classroom. The other reason was attributed to the new directive where teachers needed to confirm their attendance before salaries were processed. The directive, called validation, is where the head master of the school together with another teacher on the staff confirm the attendance of the teacher before salaries were processed.

The study found that there was an improvement in teachers' attendance, however this didn't reflect on the students' performance. The students' performance after the introduction of SSPP fell drastically in all four schools. That is despite the input of teachers, their output (students' performance) has not improved. This suggests that the economic incentive theory's prediction is not consistent with the findings of this study. As it has been revealed the increase in salaries did not seem to have increase the performance of teachers.

Hypothesis 2; H2: *Performance of teachers may increase as they identify themselves with the goals of the school*

This hypothesis was derived from the argument by the public service motivation theory. The study's findings suggested that public workers will improve their performance when they identify themselves with the goals of the organization. In other words, performance will improve when government workers associate with the goals of the institutions. The study revealed that the main goal of the teaching profession is to inculcate knowledge and skill in their students. Consequently, teachers have increasingly come to be viewed by the public as agents of change. Many of the respondents confirmed that this identity that has been derived from the expectations of the public

and the profession influences the delivery and performance of teachers. This motivates them as they know much is expected from them. As opined by many of the respondents, the realization that their profession contributes to the future of their students is enough motivation to work harder. For instance, a teacher narrated how he still made it to school even when he was unwell. This study therefore confirms the prediction that identifying with the goals of the institution or organization enhances performance.

Hypothesis 3; H3: *the more teachers' efforts are recognized the more they may exert more effort on their task*

The findings revealed that recognizing the efforts of teachers motivates them to work harder. Recognition in the form of awards and commendations from both parents and school administrations was confirmed as great motivation to teachers. Many of the respondents agreed that commendations especially from parents were great sources of motivation. The government of Ghana has also instituted an award scheme to recognize the efforts of performing teachers. This is deemed prestigious and thus sought after by every teacher.

Hypothesis 4; H4: *Teachers may perform more when firm professional norms are upheld.*

The study's findings was consistent with this hypothesis. The findings revealed that the set rules of the teaching profession permit and prohibit certain behaviors. These norms indirectly shape how teachers behave. As pointed out by many of the respondents, these laid down 'dos and don'ts' when followed accordingly enhance the performance of teachers. These norms (codes and conducts) of the profession includes: writing of lesson notes in advance, giving and marking exercises, reporting for duty regularly and punctually, avoiding drinking and smoking during working hours. As confirmed by the respondents, the codes and conducts act as a guide for the effective delivery of their duties.

8.3 Summary of Key Research Findings

Hypothesis 1: *An increase in pay of teachers may increase their performance*

Research Sub-questions	Theory	Key Findings
<p>Has the implementation of SSPP led to real increases in the pay of teachers?</p> <p>How do teachers relate their pay structure to their job performance?</p> <p>How has the introduction of SSPP influenced teachers' motivation</p>	<p>Economic Incentive Theory</p>	<p>Salaries of teachers experienced substantial increase</p> <p>The study revealed that the change in the salaries of teachers as a result of the introduction of SSPP did not seem to have had any significant effect on the performance of teachers. Performance indicators in this study did not improve with the introduction of SSPP except teachers' attendance. Attendance of teachers' increased tremendously while writing and submission of lesson notes, giving and evaluating written assignments remained unchanged with the performance of students falling drastically</p> <p>With regards to motivation, the study showed that teachers are intrinsically motivated as increase in salaries have no effect on their motivation.</p>

Research Objective: To examine other factors considered by teachers as motivation

Research sub-question	Theory	Hypotheses	Key Findings
<p><i>What other factors are considered by teachers as motivation?</i></p>	<p>Public service motivation theory</p> <p>The more teachers' efforts are recognized the more they may exert more effort on their task</p> <p>Teachers may perform more when firm professional norms are upheld.</p>	<p>Performance of teachers may increase as they identify themselves with the goals of the school</p> <p>the more teachers' efforts are recognized the more they may exert more effort on their task</p> <p>Teachers may perform more when firm professional norms are upheld.</p>	<p>The study showed that teachers identify with the profession's mandate. They have taken on the responsibility to instill knowledge and skills in the lives of their students. This responsibility has given teachers an image as agents of change and therefore motivates them to work harder. The more teachers identify with the goals of the school, the more they are motivated to work harder.</p> <p>Recognition as confirmed by the study motivates teachers. Appreciating the effort of teachers propels them to work harder.</p> <p>As it is common with many professions, teachers' behaviors are guided by a set of dos and don'ts. These norms have been put in place for the smooth delivery of their duties. This study has confirmed that adhering to the norms of the teaching profession enhances their job delivery.</p> <p>Also, the study showed that teachers have internalized these norms because they are considered appropriate</p>

8.4 Theoretical Implications of findings

The theoretical implication of the findings will be drawn from the predictions of the theories. The study formulated four hypotheses which were drawn from the arguments by these theories. One of the hypotheses of the economic incentive theory was that, increase in salaries may lead to increase in the performance of teachers. The findings of the study showed that even though the introduction of SSPP led to substantial increase in salaries, teachers' performance did not improve as was expected. The study showed that attendance of teachers improved, however, this did not reflect on the performance of the students. This suggests that the objective of improving the salaries of teachers to improve performance has not been realized as their output—student performance—has fallen with the introduction of SSPP. That also implies that, the assumption of the economic incentive theory has not been met. In other words, even though teachers have confirmed their salaries have increased, their overall performance has not improved. According to the head teachers, several reasons account for this inconsistency including problems of large class size, inadequate learning aid, shift system and inadequate teaching staff. The corollary is that, if the above challenges were addressed, the increase in salaries, as proposed by the economic incentive theory, would have led to improvement in the performance of teachers which could have reflected on the performance of students.

Based on the assumption of the public service motivation theory, three hypotheses were formulated. The study's findings were consistent with the prediction of the public service motivation theory. The study showed that the image or identity of teachers, the norms of the profession and recognition have positive impact on their performance and motivation. The motivational tool for higher performance was the impact their job has on the lives of the students. In other words, teachers in the district are motivated because of the opportunity to serve the public good. That is to say, teachers are intrinsically motivated. The implication then is teachers are convinced that their jobs have social importance and that idea motivates them.

8.5 Contributions, Limitations

This study has informed policy makers in Ghana and elsewhere about the effect of improving the base pay on the performance of public teachers. This study has also brought to the fore other factors that motivate teachers apart from monetary incentives. This study has shown that to motivate public teachers, concentration should be directed towards meeting their intrinsic needs as teachers in KKDA have shown that they are highly motivated by intrinsic rewards rather than extrinsic rewards.

In spite of these contributions, this study has obvious limitations. First of all, even though the use of case study in this study allowed in-depth exploration of the study's objectives, its lack of generalization has restricted the study from projecting the findings to the entire teaching population in Ghana. Another limitation of the study is its focus of performance –dependent variable—quantitatively. In other words, the assessment of teachers' performance was measured in terms of either high or low. The study did not assess the quality of teaching after the introduction of SSPP but rather whether the performance has improved or not.

8.6 Further researches

This study has provided convincing evidence that the performance of teachers have not improved with the implementation of SSPP. A striking evidence showed the performance of students fell drastically after the implementation of SSPP. A further study can compare the performance of students after the introduction of SSPP in other districts in the country. Also, a comparative study into the performance of government workers in two different sectors will be interesting.

8.7 Concluding Remarks

The study's findings have drawn attention to the fact that just after teachers were migrated unto SSPP, the performance of students decreased. This should be a concern as the implementation of SSPP has raised the public service wage bill. That is to say, a larger percentage of tax payers' money goes into the payment of public servants' salaries with the intention of enhancing their performance. Secondly, the study has shown that teachers in KKDA are intrinsically motivated. The study, therefore, recommends the concentration on intrinsic motivational factors in motivating and enhancing the performance of teachers.

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APPENDIX 1

For exploring the performance of teachers after the implementation of Single Spine Pay Policy (SSPP).

Respondents: Circuit Supervisors and Head teachers

How would you describe the salaries of teachers before the implementation of SSPP and how it affected their service delivery?

1. How has the implementation of SSPP influenced teachers' school attendance, lesson notes preparation and submission?
2. What influence has the implementation of SSPP had on teachers' enthusiasm in job delivery?
3. In your view, what motivate teachers to perform?

Respondents: Teachers

1. How would you describe teachers' salary before the implementation of SSPP and how it affected performance?
2. What contribution has the increase in salaries due to the implementation of SSPP played on teachers' performance?
3. How does the idea of being a contributor to the human development of the country affect your job delivery?
4. What influence does the norms of the teaching profession have on teachers' performance?
5. How does the recognition of teachers by the state affect your performance?
6. What do you think induces teachers to perform more?

APPENDIX 2: Showing permission to conduct research in the district

GHANA EDUCATION SERVICE

In case of reply the number and date of this letter should be quoted

My Ref. No: GES/GAR/KKD/31/vol.1/24
Your Ref. No:



REPUBLIC OF GHANA

DISTRICT EDUCATION OFFICE
KPONE KATAMANSO
KPONE
geskkded2013@yahoo.com

TEL NO: 0303938250

22nd June, 2015

**ALL HEADS, CIRCUIT SUPERVISORS
AND TEACHERS CONCERNED**

Dear Sir/ Madam,

**PERMISSION TO CONDUCT RESEARCH IN SELECTED SCHOOLS IN KPONE
KATAMANSO DISTRICT DIRECTORATE**

We acknowledge receipt of your letter dated 16th June, 2015 on the above subject to conduct a research on the implementation of single spine pay policy on the performance of teachers in Kpone Katamanso District.

Permission is hereby granted to Patricia K. Kwakye a student of the University of Bergen, Norway to interview Head teachers, Circuit Supervisors and teachers in Zenu, Appolonia and Katamansu Schools as part of her research work in the selected Schools.

Heads of the various schools should make sure instructional hours are not interrupted during the research study.

By a copy of this letter, the Directorate is kindly asking Heads to assist Patricia K. Kwakye in her research.

Thank you.

Yours faithfully,


.....
**ROSINA ADOBOR (Ms)
DISTRICT DIRECTOR**

