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# Teacher Motivation and Performance: The Case of Some Selected Early Childhood Care and Education Centres in the Cape Coast Metropolis of Ghana

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***Abstract:***
*This paper examined the level of motivation and performance among Early Childhood Care and Education (ECCE) teachers within the Cape Coast Metropolis. Using a descriptive research design, 60 respondents were selected for the study through purposive and simple random sampling techniques. Questionnaires and interview guide were used in obtaining the relevant inputs for the study. It was established that most ECCE teachers in the Cape Coast Metropolis decided to work at the centers in order to secure job and to get opportunities for career development. There was a positive correlation between ECCE teachers' motivational factors and their level of performance. While promotion was perceived as the number one motivator mostly available at the centers, remuneration and incentives was seen as the least available motivator. The study found that wage/salary provided to teachers at the ECCE centers had the greatest relative influence on ECCE teachers' performance, with good leadership style as the least determinant of teachers' job performance. It is recommended that the ECCE centers in collaboration with the District Assembly should provide attractive incentives in order to motivate teachers to give off their best performance. The paper also recommends that effective ECCE programs should be gleaned from well-coordinated efforts of different partners including school managers, parents, communities, local and national governments as well as the civil society.*

***Keywords:*** *Early childhood education, motivational factors, teacher performance*

## 1. Introduction

Ghana in the 1960s and early part of 1970 established one of the best educational systems in Africa. However, the number of children attending primary school began to fall in the mid-1970s coupled with poor quality education (World Bank report, 2004). In order to better restructure the educational system, many interventions such as the Accelerated Development Plan (ADP) for education, the Education Act of 1961, the New Educational Reform of1987 and the current Educational Reform in 2007 have been put in place. These interventions also aim at increasing access and quality of education to all Ghanaian children as reflected in the Millennium Development Goals (MDGs). There is a growing recognition that children who experience systematic and caring relationship develop well than their counterpart who do not. Among the significant parameters of the quality of life of any nation are the infant mortality rate, incidence of malnutrition and the literacy rates (Enterprise Community Partners, 2006). It is thus vital that children are exposed to an enabling environment through a good ECCE service delivery (Enterprise Community Partners, 2006). UNESCO (2007) states that although there has been a rapid expansion in ECCE centers and pre-school services, the quality of many ECCE centers leaves much to be desired. While some centers, especially those in the rural areas are held under trees and in old dilapidated rooms, others are poorly ventilated with bad lighting and little or no room for play coupled with poor motivation of teachers who handle these children (UNESCO, 2007).

Teachers' motivation is fragile and declining and teachers' performance in contributing to learning is strongly influenced by teacher motivation (Voluntary Service Overseas (VSO), 2002). It is also believed that adequate supply of well-qualified teachers is a recipe for good ECCE. Even though, the teacher plays an important role in the educational enterprise, his or her presence in the school (classroom) alone cannot be said to be enough. The teacher is expected to work well and produce the results that are intended for his or her employment (World Bank, 2004). The proper guidance and assistance to the teachers' activities will result in the attainment of the expected goals and objectives intended for their employment. The role of teachers in the education and development of children

makes teacher motivation vital. Teacher motivation correlates with the quality of education (Javaid, 2009). In the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of (World Bank, cited in Bennel and Mumanyire, 2005).

In Ghana, the growth ECCE can be traced back to our contact with the Europeans in the colonial times, with the long defunct Elmina Castle School founded in 1745, as the first education program for very young children (Wise, 1956). However, due to inadequate funds, the Gold Coast government ceded the responsibility of education to the missions, with the Basel Mission setting the pace (McWilliam, 1959). Several missions followed the Basel Mission Society, and they reportedly attached some kindergartens and nurseries to their primary one classes (Opong, 1993). Since independence, the Government of Ghana has seen the continuing need for quality ECCE. But until 2002, preschool education was not part of the formal system; it was introduced as a result of recommendation made by the Anamuah-Mensah Education Review Committee (2002). Consequently**,** ECCE has become part of the formal system due to the lofty benefits it has for the development of the nation. According to EdQual (2010), the issue of quality ECCE remains a challenge in Ghana since practitioners set up and run ECCE centres based on their own beliefs, values and perceptions on children without regard to some established standards. Where quality is compromised, children's growth and development suffer. A number of factors including inadequate salary, low prestige for teachers and lack of opportunities for promotion explain why teachers in Ghana leave the profession, (Bame, 1991). Studies have shown that the issue of poor teacher motivation is more prevalent than any other professionals (Hyde and Kabiru, 2003; Jesus and Lens, 2005). This presents a challenge to quality education especially at the early childhood level.

*1.1. Statement of the Problem*

Effective ECCE leads to increased enrolment at the primary and secondary levels and improved progress and performance. Myers (1995) states that effective ECCE leads to more school readiness, higher probability of on-time enrolment, lower rates of grade repetition and dropout as well as improved performance for children who participate. The World Conference on Education for All (EFA), as cited in Hyde and Kabiru (2003), state that ECCE underpins educational quality, equity and efficiency which are key to the achievement of basic education goals and the overall attainment of economic development of the nation (Barnett, 2008). Beyond this, too achieve the education for all by 2015 as stated by MDGs, it is important to attract teachers into the educational system. However, problems of teacher recruitment and attrition continue to exist in the Ghana Education Service (GES). Most teachers after teaching some number of years leave the education sector to look for other jobs while others refuse postings to rural areas and the lower primary leading to the shortage of teachers in most of the schools. In essence, the result of this perennial shortfall in teacher recruitment and attrition is the falling standards of education (Carron and Chau, 1996; Cazden, 2000). In support, the GES (2011) indicates that 64 percent of pupils across the country cannot read and write, with the situation becoming even worse in numeracy. Some studies have sought to suggest that current teacher attrition correlates with the lack of motivation on the part of teachers. Apart from the meager salaries and inadequate facilities, factors such as poor accommodation, lack of electricity, poor health facilities, and limited career development opportunity militate against teacher motivation especially at the lower level (Action Aid Development Program, 2000).

Cape Coast is the cradle of civilization in Ghana. It has a number of ECCE centers. However, the quality of the services provided by these centers cannot be ascertained. As stands, there is little evidence regarding the level of motivation of teachers in charge of these ECCE centers within the Cape Coast Metropolis coupled with the level of satisfaction among the staff of the centers. The study therefore set to investigate the impact of motivation on ECCE teachers' performance in the Cape Coast Metropolis (CCM) so as to come out with measures for the betterment of children's growth and development. Specifically, the study sought to examine the reasons that accounted for the decision by ECCE teachers to work at the selected ECCE centers; views of teachers on the motivational packages available to them in the schools; and the effects of teacher motivation on the performance of ECCE teachers in the Metropolis.

*1.2. Research Questions*

The following research questions helped to address the problem of the study:

1) What reasons accounted for the decision by teachers to work at the selected ECCE centers in the Cape Coast Metropolis?
2) What are the views of ECCE teachers on the motivational packages available to them in the Cape Coast Metropolis?
3) What motivational factors can influence ECCE teachers' performance in the Cape Coast Metropolis?
4) What is the level of satisfaction among ECCE teachers in the Metropolis?

*1.3. Research Hypothesis*

- $H_{0:}$ There is no significant effect of the level of motivation on ECCE teachers' performance in the Cape Coast Metropolis.
- $H_1$: There is a significant effect of the level of motivation on ECCE teachers' performance in the Cape Coast Metropolis.

**2. Literature Review/Concepts and Definitions**

*2.1. The concept of Early Childhood Care and Education (ECCE)*

The concept of early childhood education is subjected to various definitions depending on the person looking at it and the context in which the term is being situated. In Western Europe, ECCE ranges from custodial oriented programs (usually offering services to children under three years) to more educationally oriented programs for old-pre-schoolers (Rebeiro and Warner, 2004). Even in

Europe, there are variations as a result of differing national traditions of nations (Rebeiro and Warner, 2004). In most African nations, below the age of three, the care and education of children is rightfully the responsibility of parents. Parents are to provide the necessary support to carry out this role effectively (Hyde and Kabiru, 2003). In spite of the above, there is a general recognition that ECCE programs should provide the basic requirements for children's care, health and safety, socialization and education in an integrated manner. In support, Hyde and Kabiru (2003) view ECCE as early socialization, education and readiness for school as well as the provision of basic health care, adequate nutrition, nurturing and stimulation within a caring environment. Beyond this, Hyde and Kabiru (2003) admit that though this vision of ECCE encompasses formal, family and community contexts within which care for the child 0-8 can be provided, the preponderance of the evidence available rather places much value on formal context to the neglect of the others. UNESCO, as cited in Burnett (2010), uses ECCE for the education and care of all children from birth up to eight years of age. In this context, the term can extend to Family Day Care, Occasional Care and Outside School Hours Care including: Before and After School Care and Vacation Care where programs are available to children much older than five years (Burnett, 2010). However, Burnett (2010) typically uses ECCE to encompass a range of care and education services for children from birth to five years such as Preschool and Long Day Care.

According to Hyde and Kabiru (2003), care, health, nutrition and education needs are met in a holistic way and without the traditional split of offering care services for the youngest children (birth-3 years), school readiness for 3 to 6 years old and education services for the older ones (6-8 years). Hyde and Kabiru (2003) maintain that even if children of these age groups are placed in different environments, the curriculum, staff training, regulations, funding, advisory and supervisory services should be harmonized to ensure healthy, holistic continuity. Hyde and Kabiru (2003) add that a holistic program is guided by a common vision, philosophy, policy, management and regulation that facilitate a unified system which is flexible enough to support overall development of all children regardless of their background (Burnett, 2010).

In their attempt to strengthen the debate on what should constitute ECCE, Ribeiro and Warner (2004) assert that holistic ECCE is the one which enables different arrangements for care, education, protection of children up to and including early primary school grades. The arrangements can be within the family, community, ECCE centers, maternal child health services, primary school and so on (Hyde and Kabiru, 2003; Ribeiro and Warner, 2004). ECCE is conceived as the type of education where children in a custodial centre and in healthy environment are, through play, given certain basic skills of life as the foundation upon which the superstructure would be built when they enter the general schools. Early experience forms the foundation of an individual's life-long learning capacities and social behaviors (Burnett, 2010; Tayler, Clooney, Thorpe and Wilson, 2008). Investments in ECCE programs to enhance all children's early experiences are justified by compelling and convergent evidence from developmental science, education, health and economics. These sources demonstrate that the effects of early experience reach into adult life experiences and adult productivity (Tayler, Clooney, Thorpe and Wilson, 2008). In quality ECCE educators provide rich, systematic learning opportunities for children, and promote experiences that progress and activities that are relevant to the growing and developmental needs of the child (Sammons, Sylva, Melhuish, Siraj-Blatchford, Taggart, Barreau, and Grabbe, 2007).

*2.2. The Concept of Motivation*

The word motivation was derived from the Latin word "Movere" which means "to move". However, in contemporary usage, a definition which simply means to move would be considered too narrow or inadequate. Motivation therefore has to do with the forces that maintain and alter the direction and quality of behaviour. It is that which creates energy, drives; stimulate excitement, arousal and activation that push people into achieving desired objectives (Agyenim-Boateng, Atta & Baafi-Frimpong, 2009). The motivation literature identifies two types of motivation namely, intrinsic motivation and extrinsic motivation (Agyenim-Boateng et al, 2009; Daft, 1997; Hanson, 1996). Intrinsic motivation which is also referred to as internal motivation consists of those needs, desires, and wants which exist within the individual that drives him or her to look for a solution to an identified problem. It is self-drive and has the advantage of fostering greater independence and initiative in actions. The worker who is intrinsically motivated will work on his/her own, with little or no supervision. Extrinsic motivation also called external motivation is that which stems from outside stimulation. A worker who is extrinsically motivated will work as a means to obtain reward or avoid punishment.

In their views, McShane and Von-Glinow (2000) argue that the prominent factor in employee's performance and productivity is motivation. Hence all employees including those with generally high sense of mission and clear objectives, supportive work environment and the right skills should be motivated enough and effectively, to ensure the achievement of institutional objectives. Reward and corporate goals go hand in hand, and it is only when employees believe that, they are being fairly compensated, that they put in the maximum time and effort for the expected results to be achieved. According to Dunham (1995), managers have two main reasons for motivating staff. These are to ensure that staff will work effectively and to create and sustain in staff the will to work. In a related development, Sekyere (2008) has noted that the key to management is the ability to positively influence the productive capacity of people. The head of the school therefore has a responsibility of ensuring that his staff experience job satisfaction, which will lead to good results. The head teacher should be guided by the principles of participation, recognition, communication, and delegation in his dealings with his/her staff. To this end, school administrators have the role of promoting extrinsic motivation factors, create a situation in which the teacher's intrinsic values may be released and then guide and sustain that motivation.

**3. Methodological Framework**

The study was descriptive, with a focus on the registered ECCE centers many of which were public owned. Six ECCE centers within the metropolis were involved in the study. The population of the study consisted of the head teachers and teachers of ECCE centers in the Cape Coast Metropolis. There were 42 registered ECCE centers in the Cape Coast Metropolis with a population of 118 teachers and 42 head teachers (Metro Directorate of Education, 2013). These schools where these centers were located were categorized into three namely the well-resourced, resourced and poorly resourced centers. Five schools were chosen from each category, making 15 centers in all. Based on this, three respondents were selected from each school using lottery sampling technique. Purposive sampling technique was used to select the head teachers of the schools where the ECCE centers were located due to their role in ensuring quality early education, while simple random sampling technique was used to select the teachers from the centers. Three teachers were selected from the Centers. In all, 60 respondents made up of 15 head teachers, and 45 ECCE teachers were involved in the study. Both primary and secondary data collection methods were used in gathering the relevant data for the study. Primary data were obtained with the use of questionnaires and interview guides. A set of questionnaire made up of both open and closed questions was administered on the teachers while the head teachers were interviewed. Secondary data were gathered from various records in the ECCE centers. The instruments sought to gather data on the characteristics of respondents, reasons for deciding to work at the centers, motivational packages at the centers. It also included effects motivational factors as well as the staff satisfaction.

**4. Results and Discussion**

The background characteristics of the respondents were determined. It essentially was made up of the sex and educational qualifications of the respondents. On the sex distribution of the respondents, it was found that while 13.3 percent of the respondents were males, 86.7 percent were females as shown in Table 1. This means that the majority of the respondents were females. This finding confirms the views expressed by Hyde and Kabiru (2003) that there are more female teachers and attendants in charge of ECCE programs than that of males. In Ghana, there are more than 60 percent of the pre-school caretakers who are females. This is because men play a minimal role in early childcare and socialization and that even at homes the fathers do not usually support their wives in child care (Hyde and Kabiru, 2003). In essence, there are more girls with lower levels of education in the country than in the case of boys apparently because the culture of Ghana tends to relegate female education to the background (Federal Research Division, 1999). The inadequacy of the situation in the Cape Coast Metropolis is further evident in places such as South Africa and Kenyan where personnel at ECCE centers have qualifications in ECD up to diploma and degree levels.

| Sex | Frequency | Percentage (%) |
|---|---|---|
| Male | 8 | 13.3 |
| Female | 52 | 86.7 |
| Total | 60 | 100 |

*Table 1: Sex Distribution of Respondents*
*Source: Field survey, 2014*

This, it is believed, allows participants to earn some financial incentives if they enroll on degree courses in ECCE (Hyde and Kabiru, 2003). Myers (2001) places value on the situations in South Africa and Kenya when he proposed that more attention should be given to assessing formal qualifications of personnel due the implications it has for quality service delivery. Though some of the Colleges of Education and public universities in Ghana are running programs in ECCE, it appears practitioners are yet to fully take advantage of them to upgrade themselves. Studies have established that women's career decisions may be less influenced by perceived opportunity costs than men's career decisions, and more influenced by family circumstances (Manlove and Guzell, 1997; Murnane and Olsen, 1989).

On the issue of educational qualifications of the respondents, it became evident that 33.3 percent had Senior Secondary Certificate Examination (SSSCE), 33.4 percent had Certificate in Education, 15.0 percent had Diploma in Education while 28.3 percent had Degree in Education as presented in Table 2. The implication is that the majority of the respondents (66.7%) had educational qualifications lower than a Diploma in Education. The findings corroborate Hyde and Kabiru's (2003) position that most of the teachers at the ECCE centers in Ghana do not have the needed qualifications. The picture in the Cape Coast Metropolis is indicative of the nature of educational system in Ghana. This is because the trend of education over the past years has been that right from the basic school more girls than boys find themselves in school but as they progress along the educational ladder the ratio tends to favor boys (Federal Research Division, 1999). Beyond the level of education, teachers at ECCE centers require some level of experience in order to perform their job effectively (Odoom, Kyeremeh and Opoku, 2014). Thus the study sought to find the level of experience of respondents involved in the study.

| Level | Frequency | Percentage (%) |
|---|---|---|
| SSSCE/WASSCE/ | 14 | 23.3 |
| Certificate | 20 | 33.4 |
| Diploma | 9 | 15 |
| Degree | 17 | 28.3 |
| Total | 60 | 100 |

*Table 2: Highest Level of Education*
*Source: Field survey, 2014*

It is clear from Table 3 that 53.4 percent had spent more than 10 years in service, 33.3 percent of the respondents had spent less than 5 years in the service, while 13.3 percent had spent between 5-10 years. In the Ghana Education Service, it is expected that a person who has spent more than 10 years in the service might have gained a lot of experience in the service.

| Number of years in teaching | Frequency | Percentage (%) |
|---|---|---|
| Below 5 | 20 | 33.3 |
| 5-10 | 8 | 13.3 |
| 10+ | 32 | 53.4 |
| Total | 60 | 100 |

*Table 3: Work Experience*
*Source: Field survey, 2014*

It can therefore be concluded that the majority of the respondents in this study had enough experience in handling the children in their various centers. Work experience, knowledge and skills coupled with positive work attitudes contribute greatly towards the achievement of stated goals and objectives, and ultimately the development of organizations (Noe, 2005). Beyond this, the retiring age in Ghana is 60 years. This means that the schools had more of their ECCE teachers nearing retiring age. This poses a challenge to the future of the ECCE centers in the Cape Coast Metropolis.

On the issue of why the ECCE teachers chose to work at the centers, the study observed that early childhood education teachers agreed that job security (mean = 3.38, stdv. = 0.724), opportunities for career development (mean = 3.16, stdv. 0.721) and inherent desire to care for children (mean = 3.05, stdv. = 0.803), good working conditions (mean = 2.65) with the selected centers in the Cape Coast Metropolis as presented in Table 4. Those who had opted to work at the centers in order to secure their job indicated that they did that because they had no option but to accept postings to the centers. In the words of one respondent, "There was no way I could have decided not to accept posting to this place given the difficulty in acquiring jobs in Ghana here". The implication is that if some of the teachers had gotten other jobs readily available they would have decided not to work at the centers. Another respondent commented, "I just accepted the posting to this place so I can get the opportunity to pursue further studies".

| Reasons | Mean Value | Standard Deviation |
|---|---|---|
| There is job security | 3.38 | .724 |
| There are opportunities for career development | 3.16 | .721 |
| Desire to care for children | 3.05 | .803 |
| Good working conditions exist | 2.65 | .757 |
| Personal interest in the growth of children | 2.56 | .725 |
| Favorable physical working facilities exist | 2.63 | .717 |

*Table 4: Reasons for deciding to work at the early childhood education centers*
*Source: Field Survey, 2014*

The results further imply that ECCE centers in the Cape Coast Metropolis could attract more experience personnel by strengthening these motivational packages. A study by Clark and Postel-Vinay (2009) on job security and job protection found that workers feel most secure in permanent public sector jobs, least secured in temporary jobs, with permanent private sector jobs occupying an intermediate position. The results show that the nature of the working conditions, flexibility in working, physical working facilities and remuneration and reward systems were likely to turn away experience and innovative people from seeking employment with the University. It was observed that teaching-learning resources and equipment at the centers were either inconvenient and or insufficient. For instance, from the interview one respondent remarked, "Hmm the tables and chairs at the centers are very small which posed some discomfort for the children. You can see it yourself." The situation in the Cape Coast Metropolis demonstrates a clear departure from the expectations of Combes (2003) and Young (2001) which indicate that ECCE centers with appropriate materials and equipment help to facilitate early education.

Another issue examined in the study was the perceptions of ECCE teachers on motivational packages provided at the centers. Respondents were to indicate how they perceived the motivational packages provided by the ECCE centers in the Cape Coast Metropolis in order of availability using a continuum of least available to most available where least available = 1; less available =2; more available=3 and most available = 4 as shown in Table 5. Table 5 shows that 27.4 percent of the responses pointed to promotions

as the number one motivational package most available at the centers while 11.0 percent chose remuneration and incentives as the least available motivational package. Furthermore, while 23.7 percent pointed management support for implementing new ideas as more available 13.5 percent believed teaching-learning resources were less available at the centers. Also, in the words of a key informant, "We don't have enough TLMs. There are times I personally use my money to buy TLMs which is very bad. Meanwhile this is the level which requires much attention".

| Motivational Package | Frequency | Percentage |
|---|---|---|
| Availability of refresher courses | 35 | 21.3 |
| Promotions | 45 | 27.4 |
| Adequate teaching-learning resources | 24 | 14.6 |
| Remuneration and incentives | 18 | 11.0 |
| Management support for implementing new ideas | 42 | 25.7 |
| Total | 164 | 100.0 |

*Table 5: Perception of Teachers on the Motivational Packages at the ECCE Centres*
*Source: Field Survey, 2014*

Another key informant intimated, "Teachers' reward is no longer in heaven and must be accepted as such. The single spine has even made matters worse. For over three years the cost of living keeps increasing without any corresponding increase in our pay". Stremmel (1991) found that early childhood professionals' opportunities for promotion significantly predicted intention to stay with their job. According to Farrant (1997), in many countries the morale of teachers is dependent on the availability of promotion opportunities, remuneration and teaching-learning materials (Sanusi, 1998). This means that availability of promotion cannot be adequate in motivating personnel at the centers. In Ghana, promotion of teachers, though based on long services and the number of years an individual has spent in the profession, it is done on satisfactory performance of duty by the teacher. Inspectors go to the various schools to look at the teachers before that teacher is promoted. This has been found to de-motivate teachers because in the words of one respondent, "Some teachers have to pay certain amounts of monies before they are promoted". Farrant (1997) posits that where motivational packages are poorly available teachers' morale tends to be low and this affects their performance. Theoretically, this situation finds expression in Vroom's (1964) expectancy theory which sees improved performance as contingent upon remuneration and rewards workers expect.

In their study, Stuart, Kunje and Lefoka (2000) found that to assist teachers to implement new ideas requires frequent in-service education and training. This would bring both cash rewards and basic satisfaction to the teacher. Beyond this, refresher courses have been found to have great influence on teachers' level of motivation. This is because refresher courses enable staff to gain additional skills and experiences to enhance their performance in an organization. It also breeds creativity and innovativeness among employees which improve their performance, effectiveness and efficiency (Ferrari, Cachia and Punie, 2009). The experience of South Africa shows a well defined training system where practitioners can progress from basic adult education level to degree level (Hyde and Kabiru, 2003). Voluntary Service Overseas (VSO, 2002) policy research on teacher motivation in countries such as Malawi, Zambia and Papua New Guinea found that the conditions of employment of teachers, their situation as educators, their relationship with the local community, and their voice in educational policy as well as the availability of teaching-learning influence their level of motivation.

On what motivational factors will influence ECCE teachers' performance, the results from the questionnaire generally revealed that higher wages/salary, career development, reward and incentives, occupational health and safety, as well as good leadership were prevalent. Interview with the key informants also supported the above position. In the words of a respondent, "We need better salaries, good incentives and staff development opportunities." Based on the factors identified, the study further investigated the relationship between these motivational factors and ECCE teachers' performance using Pearson product-moment correlation coefficient after ensuring that the assumptions of normality, linearity and homoscedasticity were not violated. The correlation coefficients were computed among the five motivational factors scales. Using the Bonferroni approach to control for Type 1 error across the ten correlation coefficients, a p-value of less than .005 was required for significance. There were 291 cases that had scores on all the five scales used in the analysis. Table 6 provides the Pearson r correlation coefficients between each pair of variable listed. For each pair of variables, the r value was significant at the 0.01 level (2-tailed). In addition, Table 6 shows that all the correlation coefficients ranged from a low of .349 to a high of .576 were positive, indicating that high scores on one variable were associated with high scores on the other. As a guide to the interpretation of the correlation coefficients, Cohen (1988) suggests that, r=.10 to.29 or r=-.10 to -.29 (small or weak), and r=.30 to .49 or r=-.30 to-.49 (medium or moderate), and r=.50 to 1.0 or r=-.50 to -1.0 (large or strong). Therefore, there was a moderate, positive correlation between the various motivational factors scale and ECCE teachers' performance scale with the correlation coefficients ranging from a low of .349 to a high of .442 indicating that high scores on each of the motivational factors were associated with high scores on the other. There was a moderate, positive correlation between the overall MFs and TP [$r = .527$, $n = 291$, $p < .0005$], with high levels of MFs associated with high levels of TP.

| MFs | CD | OHS | GLS | WS | RIs | Overall MFs | TP |
|---|---|---|---|---|---|---|---|
| CD | 1 | .564** | .432** | .391** | .484** | .795** | .376** |
| OHS | .564** | 1 | .485** | .518** | .576** | .828** | .442** |
| GLS | .432**[*] | .485** | 1 | .359** | .445** | .703** | .349** |
| WS | .391** | .518** | .359** | 1 | .400** | .677** | .396** |
| RIs | .484** | .576** | .445** | .400** | 1 | .722** | .440** |
| Overall MFs | .795** | .828** | .703** | .677** | .772** | 1 | .527** |
| TP | .376** | .442** | .349** | .396** | .440** | .527** | 1 |

*Table 6: Correlation Coefficients of Motivational Factors and ECCE Teacher Performance*
*Source: Field survey, 2014*

**. Correlation is significant at the 0.01 level (2-tailed). n=291
Key to Abbreviations
CD = Career development; OHS = Occupational Health and Safety; GLS = Good Leadership Style; WS = Wage/Salary; RIs = Reward and Incentives; MF= Motivational Factors; TP= Teacher Performance.

Table 6 further shows that the correlation between teachers' performance and CD was [r=.376, n=291, p<.0005]; OHS was [r=.442, n=291, p<.0005]; GLS was [r=.349, n=291, p<.0005]; WS was [r=.396, n=291, p<.0005]; RIs was [r=.440, n=291, p<.0005] with high scores on the teacher performance associated with high scores on the motivational factors. The positive correlations between the MFs and TP that an improvement in the motivational factors might lead to a corresponding high desire for TP at the ECCE centers in the Cape Coast Metropolis and vice versa. This means that effective implementation of the motivational packages will cause more teachers to increase their performance at the ECCE centers in the Cape Coast Metropolis. According to Giberevbie (2008), improving employee satisfaction through better motivational packages reduces staff turnover and increases job performance.
Locke (1964) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. Here goals direct effort and provide guidelines for deciding how much effort to put into each activity when there are multiple goals (Locke and Lattam, 2004). Even where goals have been specified, feedback to teachers may be limited by infrequent contact with supervisors. This brings about the issue of lack of participation in decision making with regards to educational policies. It is believed in GES; performance of teachers is not clearly spelt out for improved service delivery. In addition, to determine the extent to which motivational packages in the ECCE centers in the Cape Coast Metropolis predicted teachers' performance, the standard multiple-regression was found to be more appropriate. This involved all of the independent variables being entered into the equation at once. The results indicated how well the motivational factors predicted ECCE teachers' performance. It also indicated how much unique variance in each of the independent variables (good leadership style, occupational health and safety policy, wage/salary, career development, reward and incentives explained the dependent variable (teacher performance). Table 7 presents the results from the regression analysis.

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .535[a] | .287 | .274 | 4.48661 |

*Table 7: Regression Analysis on HRM Practices and Senior Staff Retention*
*Source: Field survey, 2014*

a) Predictors: (Constant), Total good leadership style, Total occupational health and safety policy, Total wage/salary, Total career development, Total reward and incentive
b) Dependent variable: Total teacher performance

From Table 7, the Multiple Regression Analysis (model summary) indicates that all the independent variables met the entry requirements to be included in the equation. The multiple R (.535) shows substantial correlation between the predictive variables (Motivational Factors) and the dependant variable (Teacher Performance). The R-square value indicates that about 28.7% of the variance in performance was explained by the motivational factors. This implies that 71.3% of teacher performance in the Cape Coast Metropolis was explained by other variables apart from the motivational factors. Table 8 shows results of the effect of the motivational factors on ECCE teachers' performance in the Cape Coast Metropolis.

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 2305.598 | 5 | 461.120 | 22.907 | .000[a] |
| | Residual | 5736.945 | 285 | 20.130 | | |
| | Total | 8042.543 | 290 | | | |

*Table 8: Effect of Motivational Factors on ECCE Teachers' Performance in the Cape Coast Metropolis*
*Source: Field survey, 2014; p-value > 0.001*

From Table 8, a p-value of 0.001 implies that the motivational factors had a significant effect on ECCE teachers' performance in the Cape Coast Metropolis. This shows that the null hypothesis was rejected at an alpha value of 0.05. In other words, there was a significant effect of motivational factors on ECCE teachers' performance in the Cape Coast Metropolis. This implies that the management of ECCE centers could continue to use motivational factors to enhance of their teachers. The difficulty however lies in the kind of attention paid to these factors at the Centers. Interviews with the key informants revealed that the kind of motivational packages provided by the schools would not motivate teachers enough to perform well. In the words of a key informant, "There are times teachers turn to be lackadaisical towards their duties due to poor motivational packages they receive. But can you blame them? Morale is very poor low"

Furthermore, to determine the motivational factors that could be used to enhance ECCE teachers' performance in terms of priority and urgency in the Cape Coast Metropolis, the researchers examined the predictive significance of each factor. Table 9 shows the contribution of each motivational factor (independent variables) to teachers' performance (dependent variable).

| **Odel** | **Unstandardized Coefficients** | | **Standardized Coefficients** | **T** | **Sig.** |
|---|---|---|---|---|---|
| | B | Std. Error | Beta (β) | | |
| (Constant) | 18.730 | 1.522 | | 12.310 | .000 |
| Opportunity for career development | .403 | .138 | .174 | 2.918 | .004 |
| Reward and incentives | .277 | .144 | .138 | 1.924 | .055 |
| Good leadership style | .191 | .130 | .088 | 1.468 | .143 |
| Occupational health and safety | .142 | .098 | .091 | 1.437 | .152 |
| Higher wage/salary | .391 | .121 | .208 | 3.221 | .001 |

*Table 9: Motivational Factors that best predict Early Childhood Teachers' Performance*
*Source: Field survey, 2014*

a. Dependent Variable: Total Teacher Performance

The β values indicate the relative influence of the independent variables on teachers' performance. The β value indicates that wage/salary at the centers could have the greatest relative influence on ECCE teachers' performance (β= .208, p-value > 0.001), expressed in percentage form as 20.8%. A p-value of 0.001 associated with total wage/salary showed that its contribution to ECCE teachers' performance was significant. This was because the p-value of 0.001 was less than the acceptable margin error of 0.05. The result is in line with the assertion of Deloitte Development (2005) that a higher wage plays a critical role in retaining employees. Thus, people want to work for institutions which offer the highest wages/salaries to workers. The direction of the influence of higher wage/salary was positive, indicating that when wages increased teachers' performance would also increase and vice versa. However, according to the teachers at the ECCE centers, their wages have been very low compared with what colleagues with similar qualifications receive in other establishments coupled with the fact that over the last two years they have not seen any increment over. According to the Center for the Child Care Workforce (2002) and Nelson (2001), early childhood educators are among the most poorly paid professionals. Early childhood teachers earn less than kindergarten or elementary school teachers, on average (Fuller and Strath, 2001). Low wages are detrimental to both early childhood profession, and to the children for whom they care. Early childhood professionals who earn higher wages provide higher quality care (Ghazvini and Mullis, 2002; Sachs, 2000). According to Mumanyire (2005), the most important motivator to the teacher is money which can be in the form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. Ouma (2007) also observed that financial consideration is a major determinant in teacher motivation and performance. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers. Kavarlemo (2000) on the other hand affirms this position in a study by the application of Maslow's hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feeding, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival.

Table 9 further shows that opportunity for career development was the second highest (β= .174, p-value > 0.004) predictor of ECCE teachers' performance in the Cape Coast Metropolis. With a p-value of 0.004 implies that higher opportunity for career development would make a significant contribution to ECCE teachers' performance in the Cape Coast Metropolis. This study confirms Stuart, Kunje and Lefoka's (2000) position that staff development policies are crucial in teacher motivation and that where there are no clear cut career development structures, teachers' performance tends to be low. Stuart, Kunje and Lefoka's (2000) found that most teachers in countries like Tanzania and Malawi who would like to upgrade their academic qualifications did not have the opportunity of doing that. Stremmel (1991) pointed out that opportunities for career development influence the teachers' decision to stay with their job. Craig, Kraft and Plessis (1998) submit that opportunities for career development provide many teachers with the incentive to stay on the job. Pritchard (2007) also advises that organisations must offer career advancement opportunities to retain employees. Although the other motivational factors (occupational health and safety, reward and incentives, good leadership style) made positive contributions to ECCE teachers' performance in the Cape Coast Metropolis, their contributions were not statistically significant. Good

leadership style made the least contribution to early childhood education teachers' performance in the Cape Coast Metropolis. Nwankwo (1984) that teachers who teach in schools that the head teachers adopt democratic leadership styles are likely to perform better than schools in which the head teachers adopt autocratic leadership styles. Unfortunately, many people in the leadership positions in the education services including some heads of schools at all levels are highhanded and autocratic in their dealings with teachers (Ayeni 2005). From Table 21, Regression line: Teacher Performance = 18.730 + 0.403 (Career development) + 0.277 (Reward and incentives) + 0.191 (Good leadership style) + 0.142 (Occupational health and safety) + 0.391 (Higher wage/salary). However, the apparent difficulty lies in the fact that motivational factors could not be said to predict intention to stay. According to Stremmel (1991), other factors such as moving for a spouse's employment opportunity, staying home to care for family members and returning to school influence early childhood teachers' desire to stay with their job.

Job satisfaction influences the failure of people to attend work. Workers who are satisfied with the job itself are more regular in attendance and are less likely to be absent for unexplained reasons than dissatisfied workers. Job satisfaction can also affect turnover, or decisions by people to terminate their employment (Rebore, 2007; Robbins, 1998). The study sought to find out whether the personnel were satisfied with their job. It was observed that 57.8 percent of the respondents were generally not satisfied with their job while 42.2 percent were generally satisfied as shown in Table 10. The implication is that the majority of the respondents (57.8%) were not satisfied with their job which could inhibit quality early education in the Cape Coast Metropolis.

Some of the reasons provided for their level of satisfaction included low salary, inadequate teaching-learning materials, poor remuneration and reward systems. According to Hertzberg's (1959) two-factor theory, though the hygiene factors including status, job security, salary and fringe benefits do not increase satisfaction, their absence do however cause job dissatisfaction. In Burnett's (2008) views, workers at ECCE centers are undervalued. Burnett (2008) bemoans that the prevailing condition at the ECCE centers in places including Cape Coast derails workers' output. Many teachers anticipate moving into administrative positions, which offer 20–25% higher salaries than teaching positions. When district salaries are higher for administrator positions, teachers are less likely to leave their district. However, if administrator salaries rise in nearby districts, teachers are more likely to leave (Brewer, 1996). In a study about job satisfaction of workers, Ouma (2007) recommends that salaries of workers including teachers should be paid promptly in order to boost their morale for efficient performance. On why staff satisfaction was low among ECCE teachers at the centers, the heads of the schools all agreed that apart from financial constraints, poor parental co-operation was a vital factor that affects the growth of the school. According to the head-teachers, since parents have an important obligation towards children's education, they had expected them to be effectively cooperating with the school authorities in order to ensure proper and smooth upbringing of pupils. Many teachers anticipate moving into administrative positions, which offer 20–25% higher salaries than teaching positions. When district salaries are higher for administrator positions, teachers are less likely to leave their district. However, if other professionals' salaries rise in nearby places, teachers are more likely to leave (Anderson, 1999; Anderson, 2000; Brewer, 1996).

| Response | Frequency | Percentage (%) |
|---|---|---|
| Very satisfied | 8 | 17.8 |
| Satisfied | 11 | 24.4 |
| Dissatisfied | 17 | 37.8 |
| Very dissatisfied | 9 | 20.0 |
| Total | 45 | 100 |

*Table 10: Views of Teachers on their level of Satisfaction with their jobs*
*Source: Field survey, 2014*

They however intimated that parents in the Cape Coast Metropolis poorly cooperate with them. As a result, the ECCE centers found it very difficult to properly communicate their needs to parents in order to help address them holistically. This finding is in line with that of UNESCO (2007) and EdQual's (2010) positions that parental cooperation is crucial in the success of any effective early childhood care, education and development. In essence, parental cooperation will help ensure the provision of inadequate funds, logistics and enabling environment which are vital in the growth early childhood education and development. On their part, Hyde and Kabiru (2003) advocate for community involvement and strategic collaborations with key NGOs as a way out of the situation.

**5. Conclusions and Recommendations**

Motivation in most our Ghanaian schools has become a major problem especially at the early childhood educational levels. Policy makers often think that extrinsic rewards help to motivate teachers to work but the intrinsic motivation is very important. The study established that ECCE teachers in the Cape Coast Metropolis decided to work at the centers in order to secure job, opportunities for career development and inherent desire to care for children. There was a positive correlation between ECCE teachers' motivational factors and their level of performance. Although a number of motivational factors influenced ECCE teachers' performance, wage/salary was observed to have the greatest relative predictive influence on teacher performance, followed by opportunity for career development, with good leadership style as the least determinant of teachers' job performance. Besides, while promotion was perceived as the number one motivator mostly available at the centers, remuneration and incentives was seen as the least available motivator. Other motivational techniques such as opportunities for refresher courses, provision of adequate teaching-learning resources, and support for implementing new ideas were not given much attention.

It is recommended that the ECCE centers in collaboration with the District Assembly should provide attractive incentives in order to motivate teachers to give off their best performance. The Metropolitan Education Service should put in place appropriate award schemes to encourage hardworking ECCE teachers in the metropolis. The Metropolitan Education Service should collaborate with the Ministry of Education to provide adequate teaching-learning materials equipment for the schools. The Directorate of Education in the Cape Coast Metropolis should put in place measures to employ persons who have genuine interest in and love for children and also motivate personnel in the centers. The ECCE centers should team up with NGOs and corporate organizations to ensure the provision of incentive packages and regular in-service training for the ECCE teachers in the Metropolis. The managers/heads of the schools should team up with the Parents Teachers' Association in order to provide quality early education to children.

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