

DEPARTMENT OF SOCIOLOGY

UNIVERSITY OF GHANA

**GOAL SETTING AS A MOTIVATION TO TEACHERS: A STUDY OF
TEACHERS OF SECOND CYCLE SCHOOLS IN THE NEW-JUABEN
AND YILO KROBO DISTRICT OF THE EASTERN REGION**



**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF
GHANA, LEGON IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF
PHILOSOPHY SOCIOLOGY DEGREE**

JULY, 2015

DECLARATION

I hereby declare that this submission is my own work towards the Master of Philosophy in Sociology and that to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

I dedicate this work to my dear husband Evans Asante who has helped me very much in pursuing this course. I again dedicate it to my sister Gifty Pomaa and my mother Rose Yeboah.



ACKNOWLEDGEMENTS

I owe all thanks and praise to the Almighty God for His divine love and for showering his bountiful mercies on me by granting me all the wisdom, knowledge, health and strength I needed to complete this academic exercise.



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LIST OF ABBREVIATIONS

GES	Ghana Education Service
GHANASS	Ghana Senior High School
GNAT	Ghana National Association of Teachers
KLASS	Klo Agogo Senior High.
NAGRAT	National Association of Graduate Teachers
POJOSS	Pope John Senior High School
TEWU	Tertiary Education Workers Union
YIKROSEC	Yilo Krobo Senior High

ABSTRACT

Goal setting play an important role in motivation. It has the ability to direct attention and ensures persistence of an individual. In this study, the researcher was interested in how goal setting serve as a motivation to teachers in Senior High Schools in Eastern Region of Ghana. The objectives of the study were to find the factors that influence teachers to set personal goals, to examine how these set goals direct attention and regulates their efforts, to explore the range of strategies and action plans utilized by teachers to accomplish the set goals, to examine the challenges teachers face in accomplishing their personal goals and how they overcome them and lastly to examine the behavior of teachers when their goals are unmet.

The study used a quantitative research design and the survey method was used. The target population was teachers in Second Cycle Schools in the Eastern Region and the study population was teachers in Second Cycle Schools in Yilo Krobo and New- Juaben Municipality. The researcher sampled 102 respondents from four secondary schools in the region. The data was analyzed with the spss and frequencies were used to represent the data.

The chi-square test was used to test the relationship between Age and Goal setting, Geographical location and goal setting and sex and goal setting.

The study reveals that, goal setting can be influenced by intrinsic and extrinsic factors. The study again revealed that, goal setting as a motivational tool has the capacity to direct the life and the attention of the person it is motivating. Again goal setting has the capacity to ensure persistence and it makes an individual develop measures to overcome any pending challenges.

The study again revealed that, unmet goals do influence people to set new goals and also work seriously to attain them.

CHAPTER ONE

1.1 Background to the Study

It is argued that, human beings do not act in a vacuum. Human actions are influenced by either internal or external factors. These internal and external factors stimulate desire and energy in people to be continuously interested and committed to a job, or role or to make an effort to attain a goal. Motivation plays an important role in the life of an individual and in an organization and academic time and effort have been devoted to the exploration of its impact on several levels. For instance Elton Mayo (1933) in his human relations studies describes how workers are motivated by the way they interact with each other. He emphasizes team work which he sees as providing the space and opportunity for workers to make decisions.

Similarly, Abraham Maslow (1954) in his hierarchy of needs identifies long list of drives and needs of an individual. For him, what motivates workers to work changes over time. He came out with five basic needs of a person in a hierarchical order from the lowest to the highest. Physiological needs (need for food, air, water, shelter), safety needs (need for security and stabilities), belongingness/ love (need for interaction with and affection from others), esteem (need for self-esteem and social esteem/ status) and self-actualization (need for self- fulfillment and the realization of one's potential).

In a related way, Herzberg (1923) split incentives into two groups, motivators (things that motivates) and hygiene group (things that prevent dissatisfaction).according to him, hygiene factors do not really motivate but they are prerequisite for motivation.

The need-based approaches to motivation focus on what motivates employees to choose certain behaviour. Vroom's theory of Expectancy and the Equity theory by Adams fall under this category. This approach explains that, human beings consider the expected outcomes from a behaviour before acting.

Motivating employees or workers is a very complex task. This is because, workers are individuals with different needs and different behaviour and for that matter what motivates one worker may not motivate the other. Employee motivation has a relationship with the productivity of the organization. As a result most organizations focus much on the motivation of their workforce. According to Beadwell & Holden (1998), most managers prefer to develop and train their workers in order for them to be motivated to work. Most managers prefer to give incentives and allowances to their workers as a way of motivation. Others have also looked at the involvement of their employees in decision making and setting up the goals of the organization.

According to Locke and Latham, (2002), when workers are involved in goal setting process of an organization, it motivates them to work harder to achieve the goals they have set. This means that, goal setting is an agent of motivation. On the individual level too, goal setting has the capacity to influence the behavior of an individual.

By nature, human beings are goal-oriented. Goals and goal-related processes motivate, organize, and direct behavior at all ages. Across the lifespan, goals provide the individual with standards and ideal outcomes to consider in evaluating personal functioning in a variety of different domains (Carver & Scheier, 1990).

According to social cognitive theorists like Bandura (1991), goals increase people's cognitive and affective reactions to performance outcomes because goals specify the requirements for personal success. Goals also prompt self-monitoring and self-judgments of performance attainment

Goal setting features as a major component of personal development. The word goal is also one of the most recognizable words in management for motivational endeavors.

Goal setting researchers have convincingly demonstrated that specific, difficult goals enhance an individual's performance on routine or simple tasks (Locke and Latham, 1990). As long as the individual accepts the goal, and he has the ability to attain it, and does not have conflicting goals, there is a positive linear relationship between goal difficulty and task performance. (Locke et al 1980)

Even though goal setting is seen as a powerful tool in improving task performance, Garland (1983), however, disagrees with the general efficacy of goal setting alone for improving task performance. A goal is defined as an object or result one strives to attain and a gauge for determining satisfaction (Locke and Latham, 2002)

Goals affect performance by directing attention, mobilizing effort, increasing persistence, and motivating strategy development. Goal setting is most likely to improve task performance when the goals are specific and sufficiently challenging. Goals also have the capacity to mediate performance and feedback. Goal setting has been thoroughly studied by many researchers as a means of motivation in other parts of the world. Little studies have been done on how goals setting are able to influence the behavior of workers especially in the public sector in Ghana. In most cases, the goals of public institutions are formed by the Board of Directors or Heads of the institutions. However, the individuals working in these institutions may also determine their personal goals that may be in line with the ones formed by the employers or may be different from them. In Ghana education service, the institutional goals are determined by the Director of Education or the Board of Directors of that particular sector. In most cases, the goals of the institution are not in line with the personal goals of teachers in Ghana. Whereas the institutions are looking at ways by which they can grow and students gaining more knowledge, some teachers are also looking out for ways by which they can develop their personal lives.

A teacher is one certified to engage in interactions with learners for the purpose of effecting a change in the society. Children turn to listen to their teachers even more than their parents.

According to Bame (1991), teachers in the 1980s and 1990s were highly respected in the community especially in rural areas. Teachers spend most of their time teaching their students in order for them to pass their exam and contribute to the society and most of times, they die in poverty. To Bame (1991), in the 1960s and 1970s it was very difficult for teachers to upgrade themselves academically. However in recent times, most teachers are engaging in Distance and sandwich courses which are helping them to move higher in their career. This change could be attributed to the personal goals current teachers are setting. This study therefore sought to find out the factors that motivate teachers to set goals and how these goals influence their behavior.

This study focused on four secondary schools in the New Juaben Municipality and Yilo Krobo District of the Eastern region of Ghana to investigate how goals set by teachers motivate them and influence their behavior.

1.2 Problem Statement

This section of the work explains the reason why the study has been carried out. A recent press conference by the Minister of Education which was reported in the Daily Graphic of March 16th, 2015 indicated that, the educational standards in Ghana have fallen. The minister attributed this to the frequent absenteeism by teachers. To her, most teachers leave their pupils or students in the classroom to pursue further studies.

Again, a research by Oduro (2000) also indicated that, most teachers especially males use the profession as a stepping stone to get to their dream profession. The female teachers

also see the profession as one that gives them the opportunity to nurture their children and take care of their families (cited in GNAT & TEWU 2010).

All these behavior are being influenced by the goals they set. In the same way, teachers play a very important role in the society. They serve as agents of change in the society. It is therefore worth it to study the goals teachers set and how these goals influence their lives.

Moreover, Latham (2002) indicated that, Edwin Locke who is the propounder of the goal setting theory generated the theory by basing it primarily on series of well-controlled experiments with college students who performed relatively simple tasks for short periods of time. After Locke's publication, other researchers have applied the goal setting theory in organizations practically in industry to determine the practical feasibility of goal setting and also evaluating Locke's theory. Most of these researchers focused on the organizational level to the detriment of individual analysis. This gap is what this study intends to fill by exploring micro-level goals setting by teachers in Ghana.

According to goal setting researchers, Locke & Latham (2002), goal setting has the capacity to direct attention, ensure persistence and influence one to initiate policies. The study examines how these characteristics of goal setting affect the behaviour of teachers in Ghana.

Why do teachers set goals even though they are employed? Are the goals they set in line with their profession or not? What factors even influence them to set up these goals? How do goals direct attention and influence the persistence of teachers as postulated by goal setting researchers.

All these constitute the embodiment of the problem under study.

1.3 Objectives

The main objective of the study is to find out how teachers set goals and how these goals motivate them in their personal task performance.

1.3.1 Specific Objectives

- To explore the factors that influence teachers to set personal goals.
- To find out how these set goals direct attention and regulate their efforts
- To explore the range of strategies and action plans utilize by teachers to accomplish the set goals
- To examine the challenges teachers face in accomplishing their personal goals and how they overcome them.
- To examine the behaviour of teachers when their goals are unmet.

1.4 Research Questions

The following researchable questions will help me achieve my objectives

- What factors influence teachers to set their personal goals? (Personal aspirations, geographical locations, competition etc)
- How do these goals regulate teachers' behavior and direct their attention?
- What strategies and actions have they put in place to accomplish the goals?
- What challenges do teachers face in an attempt to accomplish their personal goals?
- How do unmet goals influence the behaviour of teachers?

1.5 Scope of the Study

It would have been very revealing if this study was conducted in sampled secondary schools in all the ten regions in Ghana and probably in all the districts in the country. However, for the purposes of time and financial constraint, the study was limited to only

four secondary schools in two districts in the Eastern Region. The districts are the New Juaben Municipality and Yilo Krobo District. Within each district, two secondary schools were randomly selected making a total of four secondary schools for the study. The schools are, Pope John Senior high, Ghana Secondary school from the New Juaben Municipality and Yilo Krobo Senior High and Klo Agogo Senior High from the Yilo Krobo District. The rationale for choosing these schools is that, the characteristics of teachers in these areas (conditions under which teachers work, salary teachers received and other source of motivation) mirror that of other teachers in Ghana. Also, these areas are chosen in order to figure out the role the environment plays in a person's goal setting since Somanya is a district capital and Koforidua is a regional capital.

1.5.1 Characteristics of the Study Area

The study areas are Koforidua and Somanya in the southern part of Ghana.

Koforidua is a city and a regional capital of the eastern region in southern Ghana. It has a population of 127,334 people in 2012 (New Juaben Municipal 2012)

It serves as commercial centre for the eastern region and the New Juaben Municipality. It is a home for many businesses with the exception of heavy duty industries. The city remains the major hub of education in Ghana. It is home to over 70 basic schools with a number of predominant Senior High schools. The city has a polytechnic and a private university. The people also engage in agricultural activities due to the favorable climate and soil.

Somanya is a capital of the Yilo krobo municipal. It is 69km from Accra the national capital and 50km from Koforidua , the regional capital. The major activities in the Area are, Agriculture, service, trading and small scale industries. The town also has several basic schools and secondary schools. It has one teacher training college.

1.6 Limitations of the Study

The major obstacle to this study was time and finance. Looking at the topic under study, it would have been prudent to have organized the study across all the regions in the country or at least a representation of the number of government schools in the selected districts. However, due to scope of time within which this work was to be completed, it did not allow for the use of the large number. It is in light of this that the researcher restricted to two schools in each of the two selected districts as a study lab. It must however be noted that the use of sample size used did not invalidate the findings of the study since the challenges confronting the teachers in these districts may be similar to the ones confronting teachers in other regions.

The study was mainly a quantitative one, mainly using a survey method. This means it involved administering questionnaires to some of the teachers to solicit information from them. However, the number of teachers who were interviewed in each school were not so many, due to the time and budget constraint within which this research was being conducted.

Lastly, some of the teachers were unwilling to answer the questionnaire. This negatively affected the time frame postulated for the collection.

1.7 Organization of the Study

This study is divided into five parts. Chapter one is a general introduction to the concept of goal setting in an organization. It presents the statement of problem of the study and the objectives of the study. The chapter also captures the research questions to be answered by the study as well as the limitations of the study.

Chapter two deals with the review of existing literature to further elaborate on the concepts of goal setting and motivation. The various factors that influence goal setting in

an organization, the ways in which goal setting motivates employees and how goals set by individuals direct their attention have been explored in this section. The section again talks about the theoretical framework that has been used to explain the study.

Chapter three discusses the methodology used for the research. The first section of the chapter describes the methods used to collect data, the target and study population, sampling as well as how data collected was organized for analysis.

Chapter four provides the findings, data analysis and discussions on the data gathered. Some of the results are presented in graphical forms using tables and graphs.

The final Chapter contains a summary of key findings, recommendations and conclusion of the study. It presents in summary, the various findings under each objective and also makes recommendations.

CHAPTER TWO

2.0 Literature Review and Theoretical Framework

This section of the work covered a review of relevant literatures that have been done in the area of motivation and factors that affect motivation. It expatiates the concept of motivation by many theorists and the factors that influence motivation both intrinsically and extrinsically. This section again reveals the scope of teaching profession worldwide. It explains the conditions of work of teachers in some part of the world. It also explains how the conditions of service of teachers in some part of the world especially western countries affect teachers' satisfaction. The working conditions of teachers in some African countries have also been looked at in this section and literatures have also been reviewed on the condition of teaching in Ghana.

This section again reviewed literatures that have been done on the factors that affect goal setting. It looked at factors that have affected goal setting like, geographical location, religion, age, sex and family members (Significant others). This section again talked about literatures that have been done on how goal setting serve as a motivational mechanism.

It finally explained the theories that have been used in the study. Two theories were of benefit to the study. Edwin Locke's theory of Goal setting which explains the role goal setting plays in motivation and Abraham Maslow's theory of need which has been used to explain the needs of individuals and why individuals pursue a particular goal at a particular time.

2.1. The Scope of Motivation

Motivation is defined as "those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed" (Kreitner and Kinicki, 2001:205). On their part, Mathis and Jackson (2002:82) defined motivation as "the desire within a person causing that person to act," They contend that people act for one reason: to reach a goal. Motivation is therefore, a goal directed drive and seldom occurs in a void.

Similarly, Hellriegel, Slocum and Woodman (1998:142) define motivation as the term used to describe the forces that cause the person to behave in a specific, goal-directed manner. Torrington and Chapman (1983:98) define motivation as a process by which the individual is activated or energized to produce specific activity.

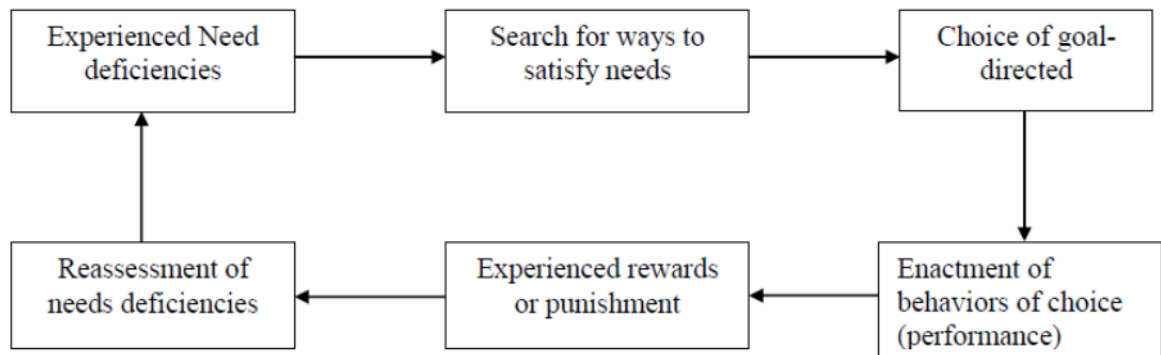
Parry and Porter (1975:31) have defined motivation as that which energizes, directs and sustains behaviour. They explain it further with emphasis on the degree and type of effort that an individual exhibits in a behavioral situation that should not be equated to sheer amount of effort. It is rather, the direction and quality of that effort.

Cole (1998:73) introduces the element of choice in the explanation of motivation. According to him, "motivation is a process in which people choose between alternative forms of behaviour in order to achieve personal goals". His definition presupposes the absence of operating instinctive or reflex behaviour but individual choice. The exercise of an individual's choice is not a mere rational process but is considerably affected by one's emotions and deeply held values. The motivation of a person depends on the strength of the person's motives. Motives are needs, wants, drives or impulses within an individual. According to Vroom and Deci (1977:9) they are the "whys" of behavior they arouse and maintain activity and determine the general direction of the behaviour of an individual. When drives are aroused, motivated individuals sustain their efforts over extended period of time, whereas unmotivated individuals lose interest and energy rapidly.

The manifestations of the apparent vagaries of human motivation are reflected on the one hand, by such circumstances as how production, strikes, personal conflicts between supervisors and subordinates, restriction of output, absenteeism, and high turnover, and on the other hand, by such circumstances as individuals creativity, outstanding organizational achievements, high esprit de corps, and the strong personal commitment of individuals to their organization that generates work effort above and beyond the call of duty" (McCormick and Tiffin, 1977:9). Motivation, though, a personal experience, engages managers' keen attention at finding reliable links between individual motivation and effective performance and thus works at creating the conditions necessary for such personal and organizational goals to be harmonized and accomplished (Cole, 1998:74).

2.2. Motivational Framework

Moorhead and Griffin, (1998:120) have provided a simplified framework within which current thinking on motivation is conducted. According to them, motivation can best be understood by considering need deficiencies and goal directed behavior of individuals.

Figure 1.1: Motivational Framework

Source: Moorhead and Griffin, Organizational Behavior, 1998, Houghton Muffin Company, USA, 119.

Need is identified as the starting point. Moorhead and Griffin, (1998) define need to be "something an individual requires or wants". As illustrated in the diagram above, motivated behaviour begins with a person who has one or more important needs -need deficiency. The individual is triggered by this need deficiency to search for ways to satisfy it. For instance, a person dissatisfied with the salary earned, considering how important the position occupied is to the organization, such a person may resort to any of a number of identified options including asking for a pay raise and promotion or to look for a new job with higher salary and prestigious title. The individual then faces the choice of goal-directed behaviour.

The individual chooses an option at a time and directs all effort towards it. The next phase involves the individual actually carrying out the chosen behavior to satisfy the need. It could be working hard for longer hours. The individual will next experience a reward or punishment for the chosen behavior. The final phase involves the individual making an assessment of the extent to which the outcome achieved (reward or punishment) fulfils the original need deficiency.

Supposing a teacher wanted a ten percent increment and promotion to Assistant Director of Education and got both, the individual should be satisfied. Alternatively, if the individual received a seven percent increment and no promotion, a decision to keep trying, accept or quit the job altogether would have to be taken. It is noteworthy that in spite of an individual's effort, a need may go unsatisfied.

2.3.Factors of motivation

The factors that motivate an individual can either be internal or external.

Mcshane &Glinow (2013) came out with four factors that motivate workers in every organization. The first one they talked about is the **Leadership style**. This is a key factor in determining how people feel about the company and how motivated they are. Very often, just changing the leader changes the psychological climate of the company and, in turn, the whole performance of people in the organization. To them, the appropriate leadership style depends on the goals and objectives of the organization, the people within the company, and the external environment.

The second factor is the Reward system. Every organization is characterized by a particular type of reward structure, often differing from person to person and from department to department.

The third factor is the organizational climate. Is your company a “great place to work”? The organizational climate is deliberately created and maintained by management. It largely consists of the way that people treat each other up and down the line.

The last factor they talked about is the structure of the work. Some type of work can be inherently motivational, requiring creativity, imagination, and high levels of energy. Work that involves communicating, negotiating, and interacting with other people in order to

gain their cooperation to get the job done quickly and well brings out the best energies of the individual.

Ryan & Deci, (2000) divided the factors of motivation into two (intrinsic and extrinsic factors). They defined intrinsic motivation as the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual.

Researchers have often operationalized these two constructs as mutually exclusive, such that an individual who is high in intrinsic motivation would necessarily be low in extrinsic motivation. However, recent studies suggest that these two types of motivation can, in fact, coexist and perhaps even work together to motivate task engagement (Harter 1981; Gillet et al. 2009; Lepper et al. 2005; Ryan et al. 1995).

Whereas Bandura's Social Cognitive Theory assumes that human beings are self-organizing, proactive, self-reflecting, and self-regulating agents, Li & Lee (2004) also see human beings functioning in every situation are a result of a dynamic interaction of personal, behavioral and environmental influences.

Another Research reveals that inadequate employee motivation brings about negative implications such as loss of enthusiasm towards the job longer and more frequent sick breaks, high employee turnover and procrastination of work (Hansen, 2002).

Ryan & Deci (2000) identified four subcategories of extrinsic motivation which are: (a) external regulation, (b) introjections, (c) identification, and (d) integration. The trajectory of these subcategories gradually transitions from high extrinsic motivators to more

intrinsic motivating components. In order to achieve intrinsic motivation an individual often advances through these levels of extrinsic motivation. In other words, according to Ryan & Deci (2000), an intrinsic motivation of an individual is highly influenced by extrinsic factors.

Studies provide evidence that intrinsic, as compared to extrinsic motivation, predicts higher life satisfaction, self-esteem, and self-actualization. It attenuates depression and anxiety, and also provides an increase in cooperative behavior (Kasser and Ryan, 1993, Sheldon and McGregor, 2000)

Walker et al (2006) showed that in educational settings intrinsic motivation predicts choice to seek for a meaningful cognitive engagement (a productive way of learning, when one tries to understand concepts rather than memorize information).

It is important to note that intrinsic and extrinsic are both important concepts to consider when discussing motivation of teachers in relation to their job satisfaction particularly in the Western World. However, studies from developing countries seem to point to the fact that extrinsic factors such as salary are important in determining teacher job satisfaction and their goal setting processes. For example, in a study, Tansim (2006) discovered that teachers were not motivated in Bangladesh, as a result of higher dissatisfaction with issues such as salary and the lack of teachers being involved by administrators in decision-making process. (Cited in Ali et al 2009)

2.4. Teaching service world wide

A teacher is one certified to engage in interactions with learners for the purpose of effecting a change in their behaviours. On the other hand, a teacher assumes different

capacities such as educator, instructor, tutor, lecturer and professor. Teachers at all levels of the educational systems are very important in the overall development of any nation.

Landahl (2013) compared the teacher to an actor, constantly performing on stage: Both the teacher and the actor appear before an audience and seek to influence its spiritual life. The kids pay attention to how he comes into the school, how he greets, how he stands, how he sits, how he looks things up in his book, how he speaks.

In talking about the teaching profession, it will be very prudent to look at the working conditions of teachers in the world. The conditions of service to a large extent determine workers satisfaction and performance and even their goal setting process. Locke (1970), defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Several theorists such as Maslow et al. (1943) have attempted to explain the reasons behind people's feelings about their jobs. In 1943, Maslow proposed that a person's satisfaction comes as a result of his/her perception of whether the job is fulfilling their five levels of needs. Herzberg (1966) who constructed a two-dimensional paradigm of factors affecting people's attitudes about work, explained job satisfaction through his motivational hygiene theory which assumes that two main variables determine a person's satisfaction: internal factors such as recognition and external factors such as salary and the quality of interpersonal relationships. Satisfied employees attribute their satisfaction to internal factors called motivators (recognition, achievement, and advancement) while hygiene factors are external (working conditions, salary, and supervision) and contribute to job dissatisfaction

This proves that, the conditions of work at a certain workplace can determine the worker's satisfaction.

Workers satisfaction is of essence to the study because it can determine the goal a person sets. For instance, Crossman and Harris (2006) research explains that teachers who are satisfied with their jobs are more likely to stay in their profession, have positive attitudes toward teaching, and have positive relationship with their colleagues.

Other researchers such as Kilgallon et al. (2008) described factors that encourage Australian early childhood teachers to stay in their profession. Through qualitative methodology, they found out various factors that contribute to their sustainment; and prominent among them were their students, colleagues, preschool setting, and pedagogical practices.

According to Aamodt (2004) employees such as teachers in the United States take an average of 6.2 sick days annually and the average is higher for United Kingdom employees with an average of 7.8 days annually. One of the main reasons given by him for teachers' absenteeism is the decreased levels of job satisfaction.

Darling-Hammond (2003) identified two main dimensions that contribute to the level of teacher satisfaction in the workplace: work related/workplace conditions and personal related/teacher demographic variables. He gave examples of work-related dimensions including salaries, interpersonal relations and cooperation, safe environment, parental involvement, administrative leadership, recognition, advancement, work-load, sufficient teaching and learning resources, student behaviour, autonomy, and advancement opportunities.

Personal-related dimensions are variables that are specific to the individual such as teachers' age, level of education, specialty, marital status, gender, and years of experience.

Taleb (2013) studied satisfaction of teachers in Jordan and he realised that, teachers' salaries are consistently lower than most other professions. A relatively expensive country

to live in with insufficient wages will ultimately contribute to lower levels of satisfaction with teaching. Also, the status afforded to teachers in Jordan is associated with the age of students they teach and preschool children being the youngest, they are therefore viewed as the least important. To him, the status of teachers in Jordan is low as compared to other profession.

It is found in literature that there are differences in attitudes regarding job satisfaction between men and women. Maclellan (1991) indicated that, Bangladeshi female teachers are not satisfied with their jobs as their men. To him, Socio-cultural background plays a vital role for such differences in job satisfaction attitudes. Tasnim (2006) however, indicated that, female teachers in Ghana find the teaching profession very convenient. Most females are mostly satisfied with the profession and would not want to leave even though their salaries may be little. (Cited in Ali et al 2009)

Bellingrath et al. (2009) indicated that, the National and International studies of stress in the teaching profession in Germany have repeatedly indicated that afflicted teachers find the teaching profession to be particularly stressful.

Kyriacou (2001) also reported that, over a quarter of the teachers in Great Britain reported their profession to be very or extremely stressful. Consequently, the teaching profession has one of the highest stress levels ('high stress profession'). However since few assessments compare teaching to other profession, the work load is sometimes misinterpreted and positive aspects of the teaching profession are neglected.

According to the International Labour Organisation and United Nations Educational, Scientific and Cultural Organisation (2002), population growth and poor working conditions are creating a severe shortage of teachers across the globe that may lead to a slide in the educational standards. In 1990, the number of school children far outpaced the growth in the number of teachers. Their study in 1990, revealed that, the poor working

condition and the low salaries of teachers in the industrialized nations are discouraging new recruits into the profession. However, in their reports, the numbers of female teachers have increased throughout the decade.

According to the report, the developed worlds are facing a challenge in the sense that, the teaching force is aging and the government is finding it difficult to attract young people into the profession.

Hanushek & Rivkin (2007) examined how salary and working conditions affect the quality of instruction in the classroom in various district in United States. They indicated that, the wages of teachers relative to those of other college graduates have fallen steadily since 1940. In some metropolitan areas, urban districts pay more, while in others, suburban districts pay more.

In 1966, a special conference was held in Paris by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) commission on problems of the status of teachers and it was recognized that, teachers play a crucial role in the realization of one of the most important rights of human beings, the right to education. In the documents adopted by United Nations member States, the term “position,” as applied to School teachers, means their status in society, which is characterized by respect linked to the importance of their functions, as well as the provision of specific working conditions, remuneration, and other material benefits must be recognised. At the same time it was noted specifically that, the salaries paid to teachers ought to represent the resources necessary to provide them and their families with a satisfactory standard of living and give them the opportunity to raise their qualifications by continuing their education and enhancing their cultural level.

2.5. History of Education in Ghana

According to Hilliard (1957) Western schooling was introduced in the form of castle schools by the Portuguese, the first Europeans to visit Ghana in 1471. Similar castle schools were later established by the Dutch, Danes and the English in the castle. However it was the Missionaries of the Basel Mission, the Wesleyan Mission, the Bremen Mission, the Roman Catholic Mission and the African Methodist Episcopal Zion Mission who by their educational activities extended some schooling to the common folks in Ghana. The Government later joined hands with the Missions to carry out the development and expansion of education throughout the country. As a result of the growth of elementary education, there was therefore the need for training professional teachers. (Cited in Bame 1991)

2.6. Working condition of teachers in Ghana

According to Bame (1975 p.73), at 1893 the salary of teachers was nothing to write home about. He reported a speech by one of the Directors of Education Mr, George Macdonald commenting on the salary of teachers and he said “salaries, I regret to say are extremely low and in consequences, the ranked of those engaged in teaching are constantly and regularly being thinned by the desertion of many who have commenced work as teachers, into other branches of employment which offer more adequate payment for the labour performed”.

According to Bediako (1970), as a result of the low salaries given to teachers, they came together to form an association called Ghana National Association of Teachers (GNAT) in 1963 to fight for their interest. To him, the Association and its predecessors have some appreciable achievements to their credit. (Cited in University of Ghana Institute of African Studies Research Review 1973)

Akyeampong and Bennell (2007) documented that primary school teacher motivation has declined in recent years particularly, in the urban areas because of high living cost and workload in Ghana. In his study Bame (1991) made similar revelations as teachers in Ghana were highly dissatisfied and de-motivated to perform due to low salaries, poor teaching conditions and condition of service teacher morale and the quality of teacher work life.

Writing on teacher attrition in Ghana, Baa, Otoo and Osei-Boateng (2009) have argued that one of the causes of the high rate of teacher attrition is the level and type of human capital accumulated by teachers.

Again in Ghana, Some teachers deliberately enter teaching with a view to moving out of the profession as quickly as possible. In many African countries, teacher training provided an access route to higher education to students without the academic achievement or financial means to enter universities. In-career education schemes that allow teachers to go on study leave to study at the university, or to attend open learning opportunity for teachers to gain further qualifications and leave the teaching profession. In Ghana, for example, teachers become eligible for study leave after three years of teaching if they pass the university entrance exam in an education related subject. They can then attend university for four years on full pay. In general, study leave is not seen as an opportunity to develop one's skills as a primary teacher, but a way to leave the sector altogether or become a secondary school teacher (Mereku 2002)

Researchers (Grissmer & Kirby, 1987, 1992, 1997) have asserted that younger teachers have higher desire for achievement as compared to older teachers. They compare themselves to their colleagues in other professions whose conditions of service are better than theirs and therefore wished they are also treated better. The relationship between

teachers' age/experience and their turnover has been found to follow a U-shaped curve. This means the rate of teacher attrition is high among young teachers; it stabilizes through the mid-career period and rise again before retirement years (among those with longer years of experience in the teaching profession). Although there is some disagreement as to why this is the case, researchers have consistently found that younger teachers have very high rates of departure. Subsequently, as those remaining "settle in," turnover rates decline through the mid-career period and, finally, rise again in the retirement years (Grissmer & Kirby, 1987, 1992, 1997). Moreover, because the distribution of the age of teachers is skewed upward (i.e., older teachers significantly outnumber younger teachers) many analysts have concluded that retirement due to a rapidly "greying" teaching workforce is the most significant factor behind teacher turnover, teacher shortages, and school staffing problems (e.g., Grissmer & Kirby, 1997). Female teachers have been found to be more motivated than male teachers (Sargent & Hannun, 2005). This might explain why most women occupy the higher echelon of the education sector in Ghana.

Tasnim (2006) reported in her thesis that women find teaching more convenient than other professions. They get time to take care of their families. He again asserted that women traditionally perceive themselves as teachers and nurturers of pupils and that, owing to social expectations as well as informal gender stereotypes, they are more likely to desire job satisfaction in their teaching career. This view has repeatedly been confirmed by studies made by Grissmer & Kirby (1992, 1997) in which women teachers have been observed to experience greater job satisfaction than their male counterparts. She concluded in her thesis that women teachers are more pupils oriented than men teachers and consequently spend more time improving the class climate. They further asserted that this might explain why the top echelon of educational offices and institutions are occupied by female teachers.

2.7. Factors that Influence Goal Setting.

Goal setting is an important variable in motivation. Over the past two decades, psychologists (Austin & Vancouver, 1996; Karoly, 1999,) have learned how goals, as key integrative and analytic units in the study of human motivation contribute to long-term levels of well-being.

Karoly (1993), explained goals as strivings of an individual. To him, goals have some characteristics and they are,

1. Goals or strivings provide information not only on what a person is trying to do, but also on who a person is trying to be. The relatively high-level goals that are central aspects of a person's identity.
2. Goals are highly personal; they reflect subjective experience, values, and commitments as uniquely identified by the person.
3. They represent potentialities rather than actualities in that they are never fully satisfied.

People spend significant amounts of their daily lives reflecting on, deciding between, and pursuing personally important and meaningful goals, goals that lend order and structure to their lives (Emmons, 1986). Goals, according to Klinger(1998), serve as “the linchpin of psychological organization”

Goal setting as a process can be seen in two dimensions. It can be seen as an outcome of motivation especially extrinsic motivation and it can also be seen as an agent or factor of motivation. When viewed as an outcome of motivation, there are so many factors that can influence goal setting. Examples of the factors are geographical location, age and gender.

2.7.1. Geographical Location and Goal Setting

The process of adopting and pursuing goals has often been construed as a very purposeful, in which goals are carefully chosen on the basis of their perceived value and difficulty. They are deliberately pursued through the use of the best possible means. Certainly, many goals are pursued in such an intentional fashion, but a growing body of research suggests that goals may often be initiated and pursued automatically, and such automatic strivings may have significant implications for subjective experience (Bargh et al 2001).

According to Shay (2005), one primary source of goal setting is what people encounter in the environment and the people.

The planet Earth is rich in a variety of geographical zones, all of them differing from one another in climate and living conditions they allow for. Across generations, individuals populating a certain area learn to adopt and pass on to the next generations, the cultural traits that promote survival and flourishing within the environment of their locality. People have the freedom to set themselves goals they want and can reach, and that they can strive for at their own pace using their own means. As cultures and political systems vary widely regarding the freedom they allow for such goal setting and goal striving, socio-cultural contexts should influence whether and how goal setting and goal striving occur.

The role that culture plays in goal pursuit is something that should not be overlooked. Firstly, according to Benedict (1934), cultural norms and values might affect the determinants of goal setting and goal striving, desirability, and feasibility. It has long been assumed that the values and motives that are prevalent in a given culture inform the desirability and feasibility of goals.

He explained Perceived desirability as something that is commonly determined by the estimated attractiveness of likely short-term and long-term consequences of goal

attainment. Such consequences may pertain to anticipated self-evaluations, evaluations of significant others, progress toward some higher order goal, external rewards of having attained the goal, and the joy/pain associated with moving toward the goal. Perceived feasibility depends on people's judgments of their capabilities to perform relevant goal-directed behaviors.

Other theorists of motivation (Locke & Latham, 1990; Bandura 1997; Oettingen & Gollwitzer, 2001,) also assume that people prefer to commit to or adopt goals they perceive as desirable and feasible.

According to Oettingen et al (2008) Members of different cultures are attracted to different goals. For instance, people in individualist cultures prefer to pursue goals that are directed at achieving personal success, seeking social independence, and influencing and persuading others, whereas people in collectivist cultures prefer to pursue goals that are directed at achieving success of one's group, seeking social interdependence, fitting in, and finding social harmony

Nurmi (1991) also reports that adolescents in societies that emphasize modern values set goals relating to personal happiness, future family, and leisure activities, whereas adolescents from cultures that emphasize traditional values set goals relating to their parents, family, the health and marriage of others, and to societal topics .

Bond, 1986; Heine et al., 1999 did their research by comparing cultures and reported that, individuals in Asian cultures can be expected to express an achievement motive in terms of interpersonally oriented achievements (i.e., achievements that meet expectations of others), but less so in terms of personally oriented achievement (i.e achievement that meet one's own expectations), whereas the reverse is true for Western cultures.

The environment or the society also influences goal setting. A continuing situation of necessary interaction between an organization or an individual and its environment introduces an element of environmental control into the organization or the life of an individual. While the motives of the individual may be profits, prestige, votes, or the salvation of souls, these efforts must produce something useful or acceptable to at least a part of the environment to win continued support.

This buttress what Durkheim (1947) said about mechanical or simple and organic or complex societies. In the simpler society, social control over productive activities may be exercised rather informally and directly through such means as gossip and ridicule. As a society becomes more complex and its productive activities more deliberately organized, social controls are increasingly exercised through such formal devices as contracts, legal codes, and governmental regulations. The stability of expectations provided by these devices is arrived at through interaction, and often through the exercise of power in interaction.

Thompson & McEwen (1958), did a research on how the environment influences the organizational goal setting processes. They suggested that it is improbable that an organization can continue indefinitely if its goals are formulated arbitrarily, without cognizance of its relations to the environment. One of the requirements for survival appears to be ability to learn about the environment accurately enough and quickly enough to permit organizational adjustments in time to avoid extinction. In a more positive vein, it becomes important for an organization to judge the amount and sources of support that can be mobilized for a goal, and to arrive at a strategy for their mobilization. Competition, bargaining, cooptation, and coalition constitute procedures for gaining support from the organizational environment.

Competition is one process whereby the organization's choice of goals is partially controlled by the environment. It tends to prevent unilateral or arbitrary choice of organizational goals, or to correct such a choice if one is made. Competition for society's support is an important means of eliminating not only inefficient organizations but also those that seek to provide goods or services the environment is not willing to accept.

Campbell & Furrer (1995) also did their research in a hotel setting and studied how competitions in a work place influence the individual employees in setting up personal goals. To them, the waitresses compete for customers and this influences their dressing and even their style of working.

In a school environment, the working condition is also another factor that influences personal goals set by teachers. A research done by Boyd et al (2011) proves that many schools in New York City face high teacher turn over due to some unpleasant working conditions. Across the United States, approximately half a million teachers leave their schools each year. Only 16% of this teacher attrition at the school level can be attributed to retirement. The remaining 84% of the teachers' turnover is due to teachers transferring between schools and teachers leaving the profession entirely (Alliance for Excellent Education, 2008). In the New York City public school district alone, more than 5,000 teachers left their schools in single recent year with 8% of teachers transferring to another school and 10% leaving the school system. All these changes are influenced by their goals.

Virtanen et al (2007) also did a research on how the Socio-economic status of an area affects the health and working condition of teachers. The research proved that, Teachers working in schools from neighborhoods with the lowest socioeconomic status reported heavy alcohol consumption and higher probability of doctor-diagnosed mental disorders more often than teachers working in schools located in the wealthiest neighborhood

In Ghana, a research done by TEWU & GNAT (2010) proves that, the Ghana Education Service Face certain challenges. The challenges include poor and inadequate infrastructure, insufficient financing and shortage of teachers especially in the rural areas. These challenges in turn influence the decisions and goals set by the teachers. The high rate of teacher attrition has been attributed to several factors. Key among them is the poor working conditions for teachers. Teachers in Ghana are among the poorly paid in the public service. In addition, teachers in Ghana especially those working in rural and deprived communities work under very difficult social and economic conditions. These communities often lack all the basic necessities of life such as potable water, electricity and health facilities among others. Teachers in such deprived communities generally have very little opportunity for self-development and the development of their children. They are sometimes compelled to work long hours and engage in multiple tasks. Support and supervision services are lacking and facilities and resources for effective teaching are usually not available to them. TEWU &GNAT (2010)

According to Bergin (1995), situational factors of a workplace influence which type of achievement goals employees adopt. An underlying mechanism is that individuals act in accordance with situational demands. Employees interact frequently and share many workplace experiences. In Competitive environments, situational cues of the workplace make employees to also set competitive goals. For instance, in a school environment where most of the teachers are furthering their education, it will also compel others who may not even have the idea to further their education do so.

2.7.2. Significant Others and Goal Setting

Another potential source of goal, is “other individuals”, especially those of great personal importance to the person in question (i.e., significant others). Moreover, this source of

goal priming may be unique in depending on the strength and nature of an individual's relationships to significant others.

According to Shah (2005), the stronger a person's relationship with a significant other, the more likely that person would be to consider what the significant other wants him or her to pursue. A close relationship may also encourage individuals to consider, and adopt, the goals their significant others are pursuing themselves. Indeed, research has quite compellingly documented how significant others may automatically influence how people.

According to Andersen & Berk (1999), when individuals are sublimely presented with the names of significant others who would want them to do well in an experimental task, the salience of the task goal increased and the participant's persistent and performance also increase.

According to Shah (2005), significant others may implicitly affect not only the extent of goal pursuit, but also how such pursuit is consciously perceived and experienced. Significant others, for instance, may automatically affect the perceived difficulty, value, and functions of goals. These effects, in turn, have consequences for how individuals feel emotionally about their success and failure in goal related activities.

Also according to Kerckhuff & Huff (1973), young people establish their educational goals under influence of significant others, particularly parents. They view educational goals as one outcome of the socialization process and the family as a major agent of socialization. Their arguments posit a strong future orientation for parents as they view their maturing children, and assume that the intimate interaction between parent and child is the context within which parental views of the future are transmitted to the child.

Kandel and Lesser (1969) argues that, a child's goals are quite similar to those of his parents. One possible explanation of such an outcome is that both parent and child

develops goals independently, based on similar external influences. For instance, if socio-economic position in the society influences one's values or one's view of the opportunity structure, the fact that parent and child live within the same socioeconomic stratum may lead them to adopt the same goals.

2.7.3. Age and Goal Setting

Studies on goal pursuit and aging consistently show age differences regarding different characteristics of the goal process (Brandtstädter, & Rothermund 2002; Sheldon, 2009). According to Brandtstädter & Rothermund, (2002) over the life course of an individual, clear shifts emerge in the mode of goal pursuit that the individual adopt, either assimilative or accommodative. Accommodative goals are goals that take into consideration the benefit of other people while assimilative goals are goals that are geared towards personal benefits. Also according to Carstensen et al (2003), the goals that individuals select can be acquisition of information or emotionally meaningful. For example, with regard to goal selection, research shows that younger individuals tend to select goals that allow them to obtain novel information or experience, whilst older counterparts generally select goals that fulfill their relational and emotional needs. In addition, age has been found to predict individuals' orientation towards their goal, such that younger adults reported a primary goal orientation towards growth, whereas maintenance and loss prevention were more prevalent goal orientations in middle adulthood and older age (Ebner et al., 2006).

2.7.4. Sex and Goal Setting

Many researchers like Himmelweit (1947), Anderson and Brandt (1939), and Frank (1936) noted that males typically had higher levels of aspiration (or chose more difficult goals) than did females.

In recent times, gender roles have changed dramatically. However, MacCoby and Jacklin (1974) noted that even though males and females may set equal goals, males typically have higher performance expectations than females.

Levy & Baumgardner (1991), suggest that, there are gender differences in perception of success and it spills over into goal choice. Males who are more confident and perceive successes as due largely to ability are more likely to choose difficult and perhaps challenging goals. By contrast, less confident females who perceive successes as due largely to luck may choose easier goals, those that are safe and readily attainable.

Similarly, Mcwhirter (1998) examined the gender differences in carrier goals by students. He concluded that, female students anticipate more barriers in higher jobs and therefore set lower jobs as their carrier goals. Male students on the other hand anticipate lesser barriers and therefore set higher carrier goals.

Peronne et al (2001), examined students to find out whether there is a gender difference in their carrier goals. He realized that, men set career goals that are based on intrinsic interest and high anticipated earnings whiles females set career goals on intrinsic interest and prestige of the occupation.

According to Bhandari and Deaves (2006) there is ample empirical evidence for the prevalence of gender differences in overconfidence, usually stating higher levels of overconfidence for men. Women tend to underestimate their performance (e.g.in mathematics, problem solving, and science), whereas men are generally overly optimistic regarding their performance.

While women are more likely to explain good performance with luck and attribute bad outcomes to a lack of their own abilities, men usually ascribe success to their own abilities and blame failures to bad luck

According to Buddeberg et al (2006), Since the 1990s, more than half of the medical school graduates in Western countries have been women although female physicians tend to specialise almost to the same degree, they enter other specialties than their male colleagues.

2.7.5. How Self Efficacy Influence Goal Setting

Self-efficacy is the extent or strength of one's belief in one's own ability to complete tasks and reach goal .Goal setting is also influenced by how individuals appraise their efficacy.

According to Oettingen et al (2008) Individuals rely on mainly four information sources in forming their efficacy beliefs. Firstly, individuals' performance experiences are most influential. Successes in previous experience foster a strong sense of efficacy, whereas failures result in a weak sense of efficacy. Secondly, people use vicarious experiences, in which they model achievements of similar others, in forming their efficacy beliefs. Successes attained by similar others raise the observer's sense of efficacy, whereas failures diminish it. Thirdly, verbal persuasions by others also influence one's sense of efficacy. Others trusting one's capabilities can strengthen one's sense of efficacy, whereas doubt expressed by others can diminish it. A fourth information source results from the physiological reactions that one experiences when confronted with difficult performance situations. For example, feeling one's heart beating during an important test would indicate a weak sense of efficacy, whereas "staying cool" would indicate a strong sense of efficacy.

Locke and Latham (2002) stated that, self-efficacy is important in goal setting theory in several ways. People with high self-efficacy are more committed to assigned goals, find and use better strategies to attain the goals, and respond more positively to negative feedback than do people with low self-efficacy.

Dweck et al (1988) postulated that, a person's self-efficacy in terms of goals is greatly influenced by goal orientation. That is how the individual understands the goal. According to them, children have two different goal orientations toward setting up goals, namely, a performance and a learning goal orientation. On tasks that require primarily learning as opposed to motivation, children who have a performance goal orientation focus on the end result, have apprehensions of failure, and focus on the consequences of their poor performance especially the disapproval of others. Where possible, they choose tasks that enable them to demonstrate their competence at the expense of their learning something new. Those children who have a learning goal orientation seek challenging tasks that provide them the opportunity to develop their competence.

Bandura (1991), from a social cognitive perspective refer to people with self- efficacy as self- regulated learners. To him, these people are able to direct their learning processes and attainments by setting challenging goals for themselves

Self-regulated learners exhibit a high sense of efficacy in their capabilities, which influences their knowledge and skill goals they set for themselves and their commitment to fulfil these challenge.

2.7.6. Technology and Goal Setting

Technology flattens out the human landscape into an arena peopled essentially by producers and Consumers.

According to Grey (1997), technology is gradually creating a way of living (a culture, indeed) which is generated in instrumental reason; technical skills and conspicuous consumption occupy the highest places. To him technology has affected every area of our life and it has even affected our goal setting processes.

Technology is a powerful presence in our society, mediating how we work, play, and communicate.

According to Reinig (2002), an important aspect of goal setting theory is that many goals, including organizational goals that require meaningful collaboration, can only be accomplished through persistent, repeated efforts over long periods of times and the presence of technology.

According to Fried & Slowik (2004), technology has opened to people a wide range of goals. To him, every action can serve many purposes and so an action can lead to the attainment of many goals.

2.7.7. Religion and Goal Setting

Religion is a potent social force. History testifies to religion's ability to focus and coordinate human effort, to create awe and terror, to foster war and peace, to unify social groups, and to galvanize them against each other. In addition to religion's social power, however, religion is a psychological force that can influence the outcomes of individual. (McCullough et al 2009)

Koenig, and Thoresen (2000) discovered that people who were highly religious were, on average, 29% more likely to be alive at any given follow-up point than were less religious people human lives.

The idea that religion is effective at reining in socially non-normative behaviour and promoting socially normative behaviour has a long history in the scientific study of religion (Durkheim 1965; Malinowski, 1935).

Religion also plays a role in the setting up of goals in an individual. More than most other social institutions, religions have elaborated moral codes that are meant to guide human behavior (McQuillan 2004).

The various religious groups have different values that they impact into their members. These values influence every aspect of their lives. According to (Morgan et al. 2002), religious beliefs and values influence the present and future lives of an individual.

Brinkerhoff (1987), studied how religious values of the Mormons influence their goal setting. The study realized that, Members of the Mormon Church have a belief system with strong norms regarding sex roles and family size. Substantively, those Mormons who are highly involved or committed to the belief system and organizational structure, aspire to goals consistent with the belief that woman's major role is that of mother and homemaker. They also realized that, religious beliefs alone do not influence a person's goal or aspiration. Also grades, perceived ability, and socioeconomic status were all found to be positively related to goal orientations.

2.8. How Goals Direct Attention or Influence Performance

A lot of studies have been done on how goal setting of an individual influence attention and affect performance. (Armstrong 1948, Bayton 1955, Fryer 1964, Kausler 1967), all conducted research which related goal setting and performance among students. Each investigator reached the same conclusion; namely that Students who predict future performance scores and set goals attain a higher level of performance than that attained by those who do not set performance goals.

According to Rovee-Collier (1999), people set goals for themselves and initiate courses of action they think will help them achieve those goals. Such goal-directed behavior appears as early as 2 months of age. Goal setting as a form of motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals

Setting and achieving goals provides a way for students to be become more directed and independents. (Sands and Doll 2005).

According to Copeland & Hughes (2002) Research in a variety of fields (e.g., industry, athletics, education) help suggests that goal setting may have a powerful effect on human behaviour, including improving task performance and motivation. Goal setting affect motivation by increasing efforts and persistence.

Smith & Nelson (1997), also suggest that, setting up goals increase individuals' awareness of their performance in relation to an established standard or goal level.

Works done on students by many Researchers have shown that, in general, motivation increases learners' time on task, an important factor affecting their learning and achievement (Brophy, 1988; Davis & Thomas, 1989; Larson, 2000; Maehr, 1984; Wigfield, 1994).

Goals may provide a form of motivation in which persons compare current performance with internal standards and the anticipated satisfaction of attaining a goal leads to sustained involvement until performance meets or exceeds standards (Bandura, 1977). Goals seem to provide an incentive to perform and promote pride in accomplishment (Rakestraw & Weiss, 1981).

Other scholars have also talked about the interactive role of goal setting and feedback on performance. Researchers like Erez (1977), Kim (1984), and Latham & Locke (1990) have suggested that, there is an interactive relation between goal setting and feedback. Feedback is a necessary condition for effective goal setting.

According to Earley et al. (1990) the feedback may be the outcome or the challenges one will be facing in achieving the goal. But in all these, the feedback must be clear in order for it to interact with the goal to induce performance.

According to Erez (1977) goal setting significantly improve performance of people or individuals who had received feedback.

Additional support for the importance of feedback to goal-setting effects comes from Frost and Mahoney (1976) suggest that subjects who have difficult or moderately difficult goal performed much better if they received feedback than if they did not.

Vande Walle et al. (2000) argued that feedback seeking is important because it suggests ways to improve abilities. To them, people who have a performance goal orientation whose emphasis is not placed on the feedback, view their abilities as fixed and hence tend to avoid seeking feedback owing to fear of incurring criticism about what they believe they cannot improve. However, DeShon & Alexander (1996) for instance, found that

responses to feedback that was considered too negative can lead to less persistence and fewer searches for better task strategies.

Brown & Lantham (2000) did their research on unionized employees realized that, there is a positive relationship between goal level and performance. Also, specific, difficult goals lead to superior performance than do vague goals such as urging people to do their best.

Some researchers have also questioned the role goal setting solely plays in performance. Studies by Shalley, Oldham and Porac (1987) and White, Mitchell and Bell (1977) demonstrated that a form of competition (i.e. telling participants that their performance would be evaluated and compared to others who had worked on the task) increased an individual's performance independent of goal level.

Even though, there is a little disagreement existing concerning the general efficacy of goal setting alone for improving task performance, much less is known about the usefulness of combining a goal setting approach with other motivational approaches traditionally used to enhance output. For example, financial incentives, competition, supervision just to mention a few.

Campbell (1982) argued that competition might improve performance by spurring an individual to set a higher goal than otherwise; or it might decrease performance by discouraging an individual for trying for that implied goal. In both cases, the argument assumes that the effect of competition is mediated through the goal setting process (i.e. through choice of goal difficulty level or degree of goal acceptance or commitment).

Mitchell & Bell (1970) are of the view that, even though other factors like competition play a role in job performance, the major determinant of performance is goal setting. A research done by Campbell & Furrer (1995) also proves that, the major determinant of

performance is goal setting. Their research indicates that formal competition in the presence of already-established goals is dysfunctional. Participants given goals in a non-competitive environment significantly out-performed individuals with the same goals in a competitive environment.

Ronan et al (1973) found out that, performance of workers is based on supervision and goal setting. They released that; goals among workers can be achieved when the workers are supervised by their managers. This means, supervision plays a role in goal achievement. They did another research in trying to find more about how supervision and goal setting correlate to bring performance. They did their research on 892 producers. After grouping the workers into three main categories, that is producers who supervise and set goals, absentee producers who set production goals only and producers who supervise their men but do not set goals. The result indicated that, producers who supervise their employees and set goals have higher productivity than producers who supervise without goals or producers who set goals and do not supervise.

Rewards are also important in conjunction with goals because they make goal attainment more appealing (Latham & Baldes, 1975). Locke et al. (1981) concluded that rewards by themselves worked largely because individuals set goals in response to the expectation of rewards; at the same time, it would seem that rewards provide a stimulus for continued effort aimed at goal achievement. Organizational studies suggest that a variety of rewards can be utilized with goal setting, including money, nonmonetary bonuses, praise, and others.

Some of these could not be used in a school setting, but others are relatively easy to implement. Feedback itself can serve as a form of reward.

Riggs and Knight (1994) suggested that, Prior performance provides salient information for individuals and has long been thought to have an impact on team members' and individuals' perceptions and behaviors

Locke and Latham (2002) explained that for goals to be effective determinant of performance, people need information about their performance to understand how they are doing relative to those goals

2.9. Commitment and Goal Setting

Commitment is the more inclusive concept because it refers to one's attachment to or determination to reach a goal, regardless of the goal's origin. Thus it can apply to any goal, whether self-set, participative set, or assigned. Some confusion exists in the use of the terms goal acceptance and goal commitment. Locke (1968) indicated the differences between goal acceptance and goal commitment. He implied that goal acceptance referred to initial agreement with a goal, whereas commitment referred to resistance to changing the goal later

According to Hannan (1978) there is a discrepancy between the levels of commitment shown in personal goals than assigned goals.

Salancik (1977) argued that behaviour or action is the ultimate proof of commitment and thus, by implication, the most accurate measure of it. Commitment, he argued, quoting from others, is "the binding of the individual to behavioural acts." He claimed that "action is a necessary ingredient of commitment". Thus, "a person who is committed to a goal will try harder to achieve it than if he is not". Erez and Zidon's (1984) results indicate that when commitment dropped markedly in response to increasingly difficult goals, performance dropped accordingly.

Locke et al (1988) came out with some external and internal determinants of goal commitment. To them, the external factors include Authority, Peer Group Influence and external rewards and incentives. People usually choose to obey an authority figure because they judge the requests/assignments to be legitimate. According to them, when goals are assigned to a subject by an authority, the subject becomes more committed as a result of respect for the authority. Ronan, Latham, and Kinne (1973) found that supervisors of logging crews who stayed on the job after assigning goals obtained higher productivity from their crews than those who assigned goals to their crews but did not remain on the job with them. One explanation for this finding is that the supervisor's physical presence enhanced goal commitment, although other explanations cannot be ruled out. Trust in authority is another dimension that has long been stressed as important to employee motivation by organizational development practitioners.

The exertion of pressure on subordinates by those in authority may also affect goal commitment. Both Andrews and Farris (1972) and Hall and Lawler (1971) found that pressure from superiors (and others) was related positively to performance of scientists and engineers.

Peers and others also may affect performance by acting as role models (Bandura, 1986). Rake-straw and Weiss (1981) found that modeling affected goal level. A specific, positive effect of peer modeling on goal commitment was found by Earley and Kanfer (1985)

Values, incentives, and rewards influence commitment to actions. For example, expectancy theorists like Vroom (1964) predict that the value (valence) of the perceived outcomes and the estimated probability that effort and performance would lead to such outcomes would affect commitment/choice and, thereby, performance.

Locke and Shaw (1984) found a significant relationship between the overall valence of winning and commitment to winning a monetary prize in a competitive setting. These findings show that monetary re-wards can increase the level of goal commitment and, presumably, performance for some individuals. Many studies found that goal commitment is lower for more objectively difficult goals (presumably associated with lower expectancies) than less objectively difficult goals (Earley, 1985; Erez et al. 1985; Hannan, 1975). However, Huber (1985), Oldham (1975), and Shalley and Oldham (1985) found no such effect, and Locke (1982) and Garland (1983) found that even impossible goals could motivate high performance in the short term. Huber and Neale (1986) and Mento et al. (1980) found that rated subjective expectancy of success significantly affected commitment.

2.10. Not Achieved Goals and Unethical Behaviour

A number of theoretical models such as control theory (Campion & Lord, 1982), feedback intervention theory (Kluger & DeNisi, 1996), goal-setting theory (Locke & Latham, 1990), and social cognitive theory (Bandura, 1986) offer insights that might be particularly useful in understanding how individuals manage performance failures. Each suggests that goals serve as a frame of reference in which to interpret task performance and that the discrepancy between goals and performance has some effect on subsequent goals, subsequent task performance, or both.

Locke and Latham (2002) claim that, So long as a person is committed to the goal, has the requisite ability to attain it and does not have conflicting goals, there is a positive, linear relationship between goal difficulty and task performance.

However, according to Dishneau (1992) Specific, challenging goals rather bring about unapproved behaviour like overcharging for work done by subordinate in order to meet target.

There are a lot of literatures that suggest that, goals can also lead to unethical behaviour. Austin & Vancouver (1996) indicated that among their many purposes, goals serve as a frame of reference in which to interpret task performance. Individuals compare their performance to a standard (i.e. goal). Because individuals are sensitive to, and bothered by, discrepancies between their performance and goals, performance that falls short of goals leads to dissatisfaction. In fact, Campion & Lord (1982) suggested that the more severe the failure, the more subsequent goals will be reduced and the subsequent performance also be reduced. This arguments support the prediction of Ilies & Judge (2005) that the magnitude of downward goal revision was proportional to the magnitude of the negative feedback. All of this suggests that, in general, when individuals fail, a likely response is some reduction of goals and some performance improvements, but as the magnitude of the discrepancy increases, the more goals will be reduced, which in turn may be associated with increasingly smaller performance improvements.

According to Ackman (2002) goal setting can degrade employee performance rather than improving employees 'performance.

A lot of researches have shown that, goals focus attention. Unfortunately, goals can focus attention so narrowly that people overlook other important features of a task (Bazerman & Chugh, 2006). With goals, people narrow their focus. This intense focus can blind people to important issues that appear unrelated to their goal.

Schweitzer et al (2004) found that people with unmet goals were more likely to engage in unethical behavior than people attempting to do their best.

2.11. Theoretical Framework.

Two theories will help explain this work better. The first theory is Maslow's theory of need. The second theory is the goal setting theory developed by Edwin Locke (1960). Abraham Maslow's theory of need is of essence to this work because it explains the reason why human beings set a particular goal at a particular time.

2.11.1. Maslow's theory of need

Maslow's Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that people are wanting beings, they always want more, and what they want depends on what they already have (Mullin, 2002). He postulated that human needs are arranged in a hierarchy of importance in five steps.

The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan (2005), Martin (2001), Mullin (2002)). In work places such as in Ghanaian schools, teachers need a decent salary to help them to fulfil this category of needs as the theory suggests. When these needs of teachers are not provided, teachers set different goals for themselves in order to attain the goals. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame 1992). Therefore, it is more likely that teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.

Another research by GNAT & TEWU (2010) shows that, as a result of the fact that most teachers in Ghana are not satisfied with the conditions of work; most of them especially in the rural areas have engaged themselves in extra income generated activities.

The second on the list is safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation and the need for predictability. Relating this to the Ghanaian education system, these needs could be fringe benefits, retirement or pension schemes, insurance benefits, medical or health services, job security and safe working conditions, among others. There is no doubt that this stage of the theory has ramifications for the present study where the study sought to find whether teachers were satisfied with other benefits such as medical bill refunds, transportation allowances and others.

The third on the ladder of needs is variously known as love, belonging or social needs. This include affection, sense of belonging social activities friendship and both the giving and given of love. In the school situation, these needs manifest themselves in teachers' involvement in formal and informal groups and working in teams. For example, is the Ghanaian primary school teachers satisfied with their interpersonal relationships with their heads, colleagues, pupils" parents and circuit supervisors? (McShame & Glinow 2005)

The fourth is called esteemed needs. These include both self-respect and the esteem of others. Self-respect includes the desire for confidence, strength, independence and freedom and achievement. Esteem of others involves reputation or prestige, status, recognition attention and appreciation from others. In the school situation, these needs manifest themselves in head teachers recognising the contribution their teachers make towards the running of the school. Teachers whose students do well in examination should be recognised and given award (Ingersoll, 2001). Thus, this theory is able to guide us in assessing whether primary school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country.

The fifth and the last is self-actualization needs. This is the development and the realization of one's full potentials. It is about becoming everything that one is capable of becoming. Self-actualization is the highest need and is arguably hardly satisfied because of the quality work life in most schools (Kadzamira, 2006)

2.11.2. Implication of the theory to the study.

The theory helps us to understand why teachers set a particular goal at a particular time. This is because, when the needs of teachers especially the physiological needs are not satisfied, they turn to look elsewhere for its satisfaction. When teachers are not motivated externally, it affects their psychological makeup and the kind of goal they set. It is important to note that intrinsic motivation of an individual is highly influenced by extrinsic factors Ryan & Deci (2000) indicated. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities.

2.11.3. Edwin Locke's theory of goal setting

His work was influenced much by Aristotle's theory of causality. Locke defined goal setting as the ability of an individual or an organization to set a target for itself. According to him, there is a direct relationship between goal setting and performance.

Setting goals affects outcomes in four ways:

1. Choice: goals narrow attention and direct efforts to goal-relevant activities, and away from perceived undesirable and goal-irrelevant actions.

2. Effort: goals can lead to more effort; for example, if one typically produces 4 widgets an hour, and has the goal of producing 6, one may work more intensely towards the goal than one would otherwise.
3. Persistence: someone becomes more likely to work through setbacks if pursuing a goal.
4. Cognition: goals can lead individuals to develop and change their behavior.

He came out with Five Principles of Goal Setting. To motivate, goals must have: Clarity, Challenge, and Commitment, Feedback, Task complexity.

Clarity: Clear goals are measurable and unambiguous. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviors will be rewarded. You know what's expected, and you can use the specific result as a source of motivation. When a goal is vague – or when it's expressed as a general instruction, like "Take initiative" – it has limited motivational value.

Challenge: One of the most important characteristics of goals is the level of challenge. People are often motivated by achievement, and they will judge a goal based on the significance of the anticipated accomplishment. When you know that what you do will be well received, there's a natural motivation to do a good job.

Commitment: Goals must be understood and agreed upon if they are to be effective. Employees are more likely to "buy into" a goal if they feel they were part of creating that goal. The notion of participative management rests on this idea of involving employees in setting goals and making decisions.

Feedback; In addition to selecting the right type of goal, an effective goal program must also include feedback. Feedback provides opportunities to clarify expectations, adjust goal

difficulty, and gain recognition. It's important to provide benchmark opportunities or targets, so individuals can determine for themselves how they're doing.

Task Complexity; The last factor in goal setting theory introduces two more requirements for success. For goals or assignments that are highly complex, take special care to ensure that the work doesn't become too overwhelming. People who work in complicated and demanding roles probably have a high level of motivation already. However, they can often push themselves too hard if measures aren't built into the goal expectations to account for the complexity of the task.

According to Locke (1960) these five principles guide an individual in setting goals and achieving the goals.

Latham and Yukl (1975) also studied more on Locke's theory of goal setting and realized that, goal setting does not only serve a motivational function but it also serve a role making function. They defined role making as the process of defining, clarifying, and enacting organizational roles. Latham and Yukl (1975) suggested that Locke's theory may be extended by examining how goal-setting activities can clarify the role of an organization member. In goal setting in an organization, there must be superior – subordinate consensus. Expected roles are defined in terms of the behavioral expectations communicated to a position in the organization by various members. Carroll and Tosi (1973) suggest the importance of the superior-subordinate relationship in goal-setting activities. Within this vertical dyad, the employee's relationship with the supervisor is particularly important because the supervisor is the primary source of role expectations for the employee. While co-workers, subordinates, and other superiors also communicate expectations to the employee and, along with the supervisor, constitute the employee's role set, it is the supervisor who is the key link between the employee and the organization.

Consensus is important to the role-making function of goal setting because it enables the employee to experience less stress and to achieve greater role congruence between expected and enacted roles. A second concept relevant to the role-making function is role congruence. This refers to the degree to which the employee's expected and enacted roles converge. When this occurs, the employee's actual role behaviors are the same as the behaviors expected by various role senders. This will result in less experienced stress for the employee.

2.11.4. Implication of the theory

Locke's theory helps us to understand how goals set by teachers serve as motivation mechanism to them. Locke (1960) indicated that, setting goals affects outcomes in four ways. The first is that goals affect the Choice. Goals narrow attention and direct efforts to goal-relevant activities, and away from perceived undesirable and goal-irrelevant actions. Secondly, goals influence effort. Goals can lead to more effort; for example, if one typically produces 4 widgets an hour, and has the goal of producing 6, one may work more intensely towards the goal than one would otherwise. Thirdly, goals ensure persistence. Someone becomes more likely to work through setbacks if pursuing a goal. And lastly, goals influence cognition: goals can lead individuals to develop and change their behavior. All these roles of goal setting will help us understand the behavior of teachers in Ghana. Research by GNAT & TEWU (2010) shows that, most teachers in Ghana show apathy towards work. Some have bad attitude like absenteeism, and lateness . This theory of goal setting explains why some teachers use working hours for their personal business while others use it to pursue their education.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter on methodology includes the study design, the method of study adopted, the sampling technique and sample size. It also covers the ways the data was collected and the statistical methods used to analyze the data.

3.1 The Study Design

Within the scope of this study, the research adopted the quantitative research design in the collection of field data. The quantitative design was used in order to generate large data in order to generalize. A quantitative design explains a phenomenon where numerical data are collected and analysed using mathematical based methods. This covers a lot of people and the results can be generalized to the target population.

Quantitatively, the study used a survey method. This method was used to help obtain comprehensive information on teachers' goals and the factors that influence them to set goals. It helped the investigator to obtain in-depth information on how personal goals set by teachers motivate them and some unethical behavior teachers cultivate when their goals are not met. According to Kumekpor (2002) the survey method of data collection helps to study opinions and attitudes towards major social, economic and political problems and issues. The use of this method was appropriate as many of the studies that have been conducted to examine goal setting used the same method

3.2 Data Sources

The study used basically primary data for analysis. Primary data were gathered from the survey and interview. Thus, through the administration of questionnaire to the teachers of the four schools.

3.3. Target and Study Population

The target population or the universe refers to the people the study was designed for. The study was designed for teachers in the Second Cycle Schools in the Eastern Region of Ghana.

The study population was teachers in Second Cycle Schools in New-Juaben (Koforidua) and Yilo Krobo (Somanya) Districts of the region. These two places were chosen because of their difference in the social structures. Koforidua is a regional capital whereas Somanya is a District capital. This was used to determine whether the geographical location has any effect on the goals teachers set. Four Schools were chosen in these areas.

3.4 Sampling Technique and Sample Size

It was practically impossible for the researcher to interview all teachers in Yilo Krobo and New Juaben districts Secondary schools. It must be stated that the population considered for the study were headmasters and teachers of the secondary schools in the two selected districts. Due to time and financial constraint, the researcher first listed all the names of the Senior High schools in both New Juaben and Yilo Krobo districts.

There are a total of 12 secondary schools in New Juaben District out of which 7 are public and 5 are private. Yilo Krobo on the other hand has a total of 8 secondary schools out of which 5 are public and 3 are private. The study focused on public schools and as such the number of public schools in each district constituted the sampling frame.

In each district, the names of all the public schools were written on a piece of paper and then put in a basket. Through simple random sampling technique by replacement, two schools were selected in each district. The use of the simple random sampling by replacement was to give each school an equal chance of being selected. The schools that were selected from New Juaben were New Juaben Secondary School and Pope John Senior High. On the other hand, the two schools that were selected from Yilo Krobo district were Yilo Krobo Senior High and Klo Agogo Senior High.

The statistics that were pre-obtained from the schools indicated that NJUASCO had a total of 78 teachers, POJOSS had 92, YIKROSEC had 80 and HIGH KLASS had 63. Thus, the total number teachers in the schools were 313. The researcher decided to interview 40 teachers from each school. However, this became impossible as some of the teachers were absent and others were unwilling to participate in the study. Based on the willingness to participate after understanding the objectives of the study, 25 teachers were interviewed in NJUASCO, 27 teachers were interviewed in POJOSS, 28 out of the 80 teachers were interviewed in YIKROSEC, and 22 out of the 63 teachers were interviewed in HIGH KLASS.

The total sample of teachers was 102 teachers.

3.5. Method of Data Collection

In this quantitative study, the methods of data collection used were the self-administered questionnaires and the face to face interview. The self-administered questionnaire helped the respondents to relax and answer the questions at their convenient. In situations where respondent felt reluctant to fill the questionnaires; the face to face interview was used where the researcher asked the questions in the questionnaire for respondents to answer

verbally. A relaxed and healthy atmosphere was created to make respondents cooperate and clear misapprehensions about any aspect of the questionnaire.

Most of the questions in the questionnaires were open ended with some few closed ended. The motive of the study is to seek more information about teachers' goal setting. The open ended questions, gave the respondents the opportunity to express themselves. This helped to generate different variables from the respondents in their own words. The open ended questions gave respondents freedom to choose their response. The open ended questions gave the investigator the room to ask follow-ups questions. Respondents were given follow-up questions for them to justify their answers given. Even though the open-ended questions have the disadvantage of providing too many answers, which may sometimes become difficult to categorize or to analyze, however, when it is properly coded, processed and analyzed, the different categories of answers generated furnish alternative opinions on the issue under study.

3.6. Method of Data Handling

The study adopted a descriptive method in the analysis of the data that were generated from the survey. Descriptive statistics involving the use of frequencies and cross-tabulations were to report the characteristics of the respondents as well as to establish relationships between the variables under study. Other graphical presentations such as graphs and charts were also used to depict some pictorial view on some of the responses to enable an easy understanding of the concept under study.

Relationship between some variables was tested through the use of bivariate crosstabs using chi-square values with a confidence value of 95%. According to Creswell et al (2012), Chi-square is appropriate to use when the data has been measured on a nominal

(categorical) scale. It can also be used to see if there is a “difference” between two or more groups of participants.

3.7. Ethical Consideration

To begin with, introductory letters from the Department of Sociology in the University of Ghana were given to the headmasters of each of the four schools asking for their permission to use their schools as a study site and also to interview them as well as some of their teachers.

After the permission was granted, informed consent was ensured, as all the participants were informed about the purpose of the research. It was made known to them that the research was solely for academic purpose and there were no known risks involved in one’s participation. Participants were given consent form to fill and sign to show their understanding and willingness to participate in the study.

Voluntary Participation was another ethical issue that was adhered to the researcher. Participants were not forced to participate in the research; they were made aware of their voluntary Participation to the research by allowing the respondents to decide as to whether to answer the questionnaires or not. Again, they were informed about their freedom to withdraw from the study at any point in time.

Another important ethical issue that was considered was Confidentiality. Participants were assured that their information would not be disclosed to anyone and for that matter their names and identity will not feature in the research.

Disposal of information was also considered. The researcher assured the participant that, all information relating to them would be destroyed after the work had been accepted by the Graduate School.

Finally, all references and information sources have been dully acknowledged in the work.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDING

4.0 Introduction

This chapter of the work presents the findings of the survey conducted in four secondary schools in New Juaben and Yilo Krobo districts. The study used both primary and secondary data gathered from the survey for analysis. For the sake of clarity, descriptive statistical tools such as tables, frequencies and charts were used in the presentation of the findings. Relevant literatures were also used to support the findings of the study. The chapter covers findings on the characteristics of the teachers in the schools, the goals set by teachers in the districts, strategies that are applied to accomplish the goals, challenges that are militating against the accomplishment of their goals and ways by which teachers overcome their challenges. How goals set by teachers serves as a motivation factor is also discussed in this chapter

4.1. Socio-Demographic Characteristics of respondents

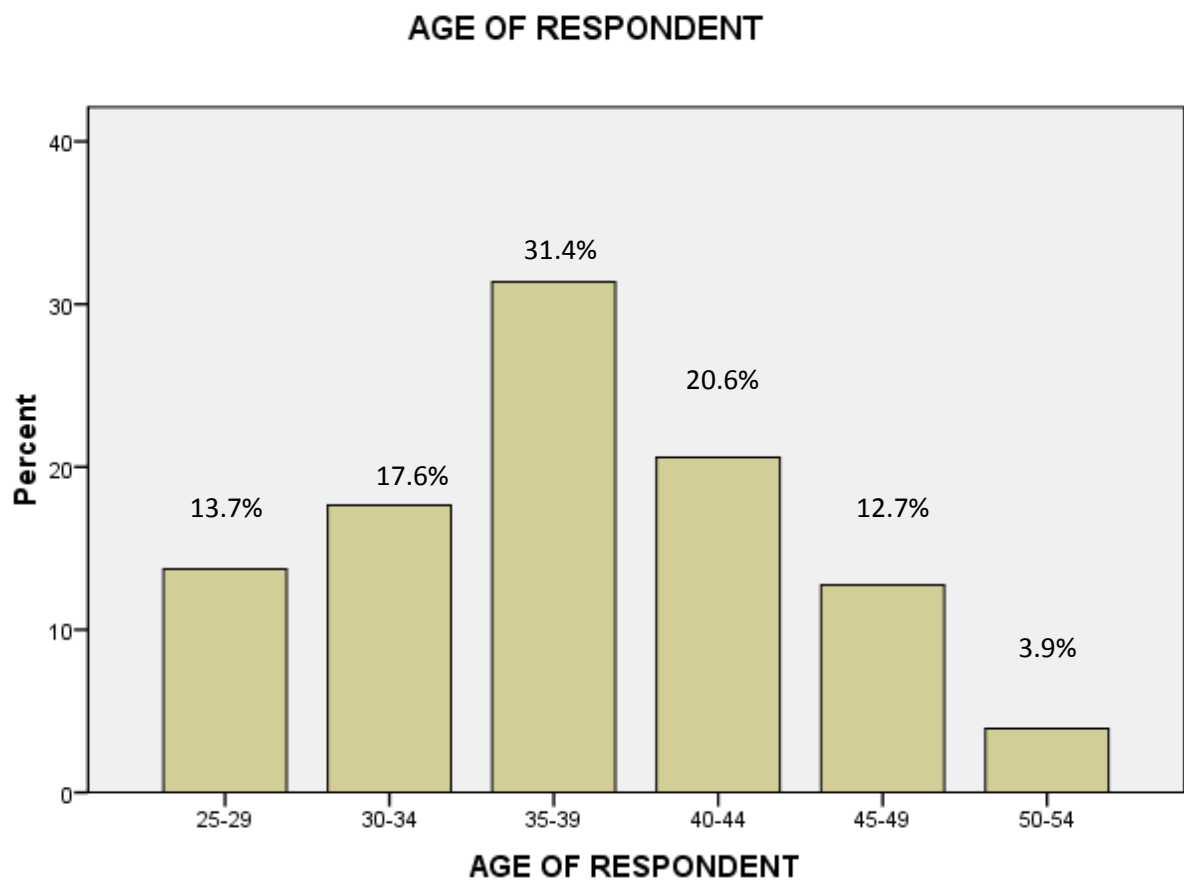
This section explains the physical characteristics of respondents. It includes the Age, Sex, Highest Education Attained and Place of respondents.

4.1.1. Age of respondents.

Figure 1 represent the age of respondent in the four secondary schools under this study. The statistics in this figure shows that, 13.7 % of teachers are between 25-29 years, 17.6 % are within 30-34 years, 31.4% are between 35-39 years and 20.6 % are between 40- 44 years, whiles 12.7 % of respondents are between 45-49 years where as 3.9 % are between 50-54 years.

It was observed that majority of the respondents are between 25 years and 49 years. This shows that majority of teachers in the study are within what can be categorized as the youth or working age.

Figure 1: Ages of Respondents.



Source: Field data 2015

This again indicated that, there has been an improvement in terms of age in the teaching profession. This data disagrees with a research done by Grissmer & Kirby, (1990) in India which indicated that the distribution of the age of teachers is skewed upward (i.e., older teachers significantly outnumber younger teachers).

However, this study indicates that, majority of teachers are within the youthful age. The increase in youth in the teaching profession may be attributed to the fact that, the teaching

profession has been made attractive to the youth in Ghana due to the introduction of the single spine salary structure.

4.1.2. Sex of Respondents

Table 1: Sex of Respondents

Sex	Frequency	Percent (%)
Male	63	61.8
Female	39	38.2
Total	102	100

Source: Field data, 2015

Table 2 shows the sex of respondents in the study. The statistics provided in the table shows that, the majority of the respondents are males which are 61.8% while 38.2 % are females. This implies that, even though teaching is seen as a “women occupation”, there are more males than females in Yilo Krobo and New Juaben Districts in the Eastern Region.

4.1.3. Place of work of Respondents

Table 2 Place of work of Respondents

Place of work	Frequency	Percent (%)
Koforidua	50	49
Somanya	52	51

Table 2 represents the place of work of the respondents. The statistics provided in the table shows that (49 %) of the respondents work in Koforidua which is a regional and at the same time a district capital while 51% work in Somanya which is a district capital.

4.2. Factors Influencing Goal Setting

One of the primary purposes of this study was to find out the factors that influence teachers to set goals. Since the respondents were teachers in the teaching profession, the questionnaires were designed to find out teachers goals and the factors that influence them to set these goals. Further, the study sought to find out the relationship between age, sex, and place of work of respondents and their goals. The goals of teachers thus, were paired with age, sex and place of work and tested with chi-square.

4.2.1. Goals of Respondents

Table 3: Goals of Respondents

Goals	Frequency	Percent (%)
Further studies	32	31.4
Establishing a business	29	28.4
Owing an apartment	12	11.8
Climbing higher in my profession	8	7.8
To enter in politics	3	2.9
To help my student pass their exam	7	6.9
Others	11	10.8
Total	102	100

Source: Field data 2015

The data in the table shows that teachers as individuals have different goals.

In all, 31.4 % of teachers have the goal of furthering their education. This confirms the earlier study by GNAT & TEWU (2010) that majority of teachers wanted to further their education. This is an indication that most teachers want to acquire higher knowledge which may have positive effects on the quality of education. On the other hand, it may also be an indication of the rate at which teachers want to leave the classroom even if for a short period. This implies that teachers who pursue further education on full time basis are likely to stay out of the classroom.

Similarly, 28.4 % of the respondents want to set up their own businesses aside the teaching profession. Also among the respondents for the study, 11.8% want to own an apartment. Again, 7.8 % of the respondents want to climb higher in their profession whiles 2.9 % want to enter into politics.

4.2.3. Reasons for Setting Goals

Table 4: Reasons for Setting Goals

REASONS	FREQUENCY	PERCENT (%)
Personal Aspiration	29	28.4
To help my family and society	19	18.6
To move higher in my career	21	20.5
Love for my students	8	7.8
Competition within the environment	25	24.5
Total	102	100

Source: Field data 2015

However, 6.9% of the respondents' goal is to help their student pass exam and 10.8% of the respondents have other goals like marital, religious and emotional.

Table 3 shows the reasons teachers gave for setting up their goals. The statistics of the data shows that, 28.4% of the respondents are influenced by their personal aspiration to set goals.

Similarly, 18.6 % of the respondents also indicated that, their goals are being influenced by the need to help family members and other people in the society. This shows that, respondents in the study set goals in order to please other persons in their life. These other persons are what Shah (2005) refers to as significant others. According to Shah (2005), the stronger a person's relationship with a significant other, the more likely that person would consider what the significant other wants him or her to pursue. A close relationship may also encourage individuals to consider, and adopt, the goals their significant others are pursuing themselves. Significant others may implicitly affect not only the extent of goal pursuit, but also how such pursuit is consciously perceived and experienced. Significant others, for instance, may automatically affect the perceived difficulty, value, and functions of goals; these effects, in turn, have consequences for how individuals feel emotionally about their success and failure in goal related activities.

In the same way, 20.8 % of the respondents in the study indicated that, what influenced them to set goals is the desire to move higher in their profession. This supports the findings of Mereku (2002), that, most teachers in Ghana especially those in the elementary school aim at entering the second cycle school since they see teaching in the second cycle school as prestigious. This may be an indication of why most teachers have enrolled in schools and are taking distance and sandwich courses.

Another 7.8% of the respondents in the study indicated that, they set goals as a result of the love they have for their students. This may be an indication of the love teachers develop for their students as they become attached to them.

Furthermore, 24.5% of the respondents indicated that, the competition in the environment within which they find themselves influence them to set goals. This supports the findings of Shalley, Oldham and Porac (1987) which shows that, a form of competition increases an individual's goal and also influences performance. Again, Campbell (1982) argued that competition might improve performance by spurring an individual to set a higher goal than otherwise. This shows that, competition plays an important role in goal setting.

4.3. Ages and Goal Setting

Table 5: Ages and Goal Setting

	Age of Respondents	20-39	40-59	Total
Goals of Respondents	Further studies	26	4	30
	To establish a business	18	9	27
	To own an apartment	4	2	6
	To climb higher in my profession	3	2	5
	To enter into politics	1	4	5
	To help my students pass their exams	2	10	12
	Others	10	7	17
	Total		64	38

Chi-Square Tests				
		Value	df	Asymp. Sig. (2-sided)
Pearson	Chi-Square	53.249 ^a	30	.006
Likelihood Ratio		55.539	30	.003
N of Valid Cases		102		

a. 36 cells (85.7%) have expected count less than 5.
The minimum expected count is .20.

The study sought to find out whether there was any relationship between ages of respondents and the goals they set.

The results showed that, there was a relationship between age of respondents and the goals they set. This means that, the data is statistically significant at a confidence level of 95% which is also equal to 0.05. This means that, Age has effect on the goals that a person sets. This supported the arguments by Brandtstädter & Rothermund, (2002), that, over the life course of an individual, clear shifts emerge in the mode of goal pursuit that the individual adopt, either assimilative or accommodative. Also according to Carstensen, Fung, & Charles (2003), the goals that individuals select can be acquisition of information or emotionally meaningful. For example, with regard to goal selection, research shows that younger individuals tend to select goals that allow them to obtain novel information or experience, whilst older counterparts generally select goals that fulfill their relational and emotional needs. In addition, age has been found to predict individuals' orientation towards their goal, such that younger adults reported a primary goal orientation towards growth, whereas maintenance and loss prevention were more prevalent goal orientations in middle adulthood and older age (Ebner et al., 2006). The study proves that younger teachers set goals that will help them develop their career and the adult teachers set goals that will be of benefit to their relations.

4.3.2. Sex and Goals Setting.

The study sought to find out whether there is a relationship between sex of respondents and goals.

Table 6: Sex of Respondents and goals

		Sex of respondents		Total
		male	female	
Goal	further studies	19	11	30
	to establish a business	13	14	27
	to own an apartment	6	0	6
	to climb higher in my profession	2	3	5
	to enter into politics	4	1	5
	to help my students pass their exams	9	3	12
	others	8	9	17
Total		61	41	102

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.680 ^a	6	.139
Likelihood Ratio	11.894	6	.064
N of Valid Cases	102		

Results in table shows that, the data is not statistically significant. The P value which is 0.139 is greater than the alpha level at a level of confidence of 95%.

However, even though, both males and females do set goals, there are differences in the kind of goals they set for themselves. Whereas majority of males want to further their education, majority of the females want set up businesses in addition to their teaching

career. Most male teachers were willing to take risk that could even lead to the loss of their jobs. In a response to an open –ended question number (10), a male respondent indicated that he was planning to go to School of Aviation next year. If he doesn't get study leave, he would resign and go to the school, because that was where he has always dreamt of going since childhood. In contrast, a female respondent indicated in a response to the similar open-ended question that she wanted to further her education in order for her to teach in the Tertiary school and she would not go to school again after the course. She again added that, if she was not granted study leave, she would wait until she was given.

These statements from the above respondents buttress the findings by Levy & Baumgardner (1991), that, there are gender differences in perception of success and it spills over into goal choice. Males who are more confident and perceive successes as due largely to ability are more likely to choose difficult and perhaps challenging goals. By contrast, less confident females who perceive successes as due largely to luck may choose easier goals, those that are safe and readily attainable

4.3.3. Place of Work and Goal Setting

The study again sought to explore the relationship between a person's geographical location and the goal the person sets.

Results from table 7 shows that, the P value obtained which is 0.214 are higher than the P critical 0.05 at a confidence interval of 95%. Therefore the data is not statistically significant. Past Literatures have shown that, a person's culture which is determined by the person's geographical location has effect on the goals of him or her. an example is Nurmi (1991) also reports that adolescents in societies that emphasize modern values set goals relating to personal happiness, future family, and leisure activities, whereas adolescents from cultures that emphasize traditional values set goals relating to their

parents' family, the health and marriage of others, and to societal topics. Bond, (1986) and Heine et al (1999) also did their research by comparing cultures and reported that, individuals in Asian cultures can be expected to express an achievement motive in terms of interpersonally oriented achievements (i.e., achievements that meet expectations of others), but less so in terms of personally oriented achievement (i.e., achievement that meet one's own expectations), whereas the reverse is true for Western cultures.

Table 7: Cross tabulation of Place of work and goal setting

		Place of work		Total
		Koforidu	somanya	
a				
Goals	of further studies	18	12	30
Respondents	to establish a business	13	14	27
	to owe an apartment	4	2	6
	to climb higher in my profession	4	1	5
	to enter into politics	2	3	5
	to help my students pass their exams	3	9	12
	others	6	11	17
Total		50	52	102

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.338 ^a	6	.214
Likelihood Ratio	8.646	6	.194
N of Valid Cases	102		

The findings of this study however indicate otherwise. This study shows that, a person's geographical location has no influence on the goal the person sets. This can be attributed to the fact that, there has been an improvement in technology. As the world has become a global village, there is the movement of cultures from the place of origin to other places which anthropologists call "culture diffusionism". Due to improvement in technology, there has been the presence of electronic gadgets like, the computer, ipad and other instrument that will help one gets access to information irrespective of the person's geographical location. Again, improvement in technology has resulted in improvement in our transport system where people can move from the hinterlands to the cities and towns to achieve their goals.

The study rather supports the argument of Fried & Slowik (2004) which states that, technology, has opened to people a wide range of goals. As a result individuals are able to set goals that were not previously open to them.

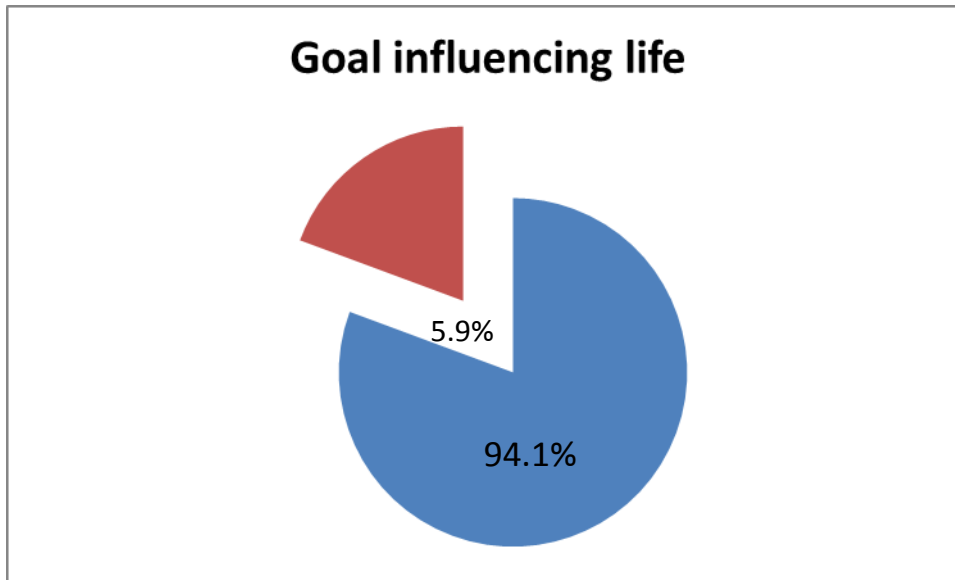
4.4 Goals Direct Attention

Another important objective of the study was to find out the role goals play as a motivating factor. According to goal setting researchers like Locke & Latham (1990), goals serve as motivating factor in four ways. Goals influence the choice of the activity. Goals narrow attention and direct efforts to goal-relevant activities, and away from perceived undesirable and goal-irrelevant actions.

As a result, the study sought to find how goals affect the behavior of an individual. In order to achieve this, the following questions were asked: Does your goal affect your life? In what ways does it affect your life? What factors make you committed to your goal?

When respondents were asked to indicate whether their goals affect their lives, 94.1% of the respondents indicated “yes” while 5.9% indicated “no”.

Figure 2. Goals influencing life

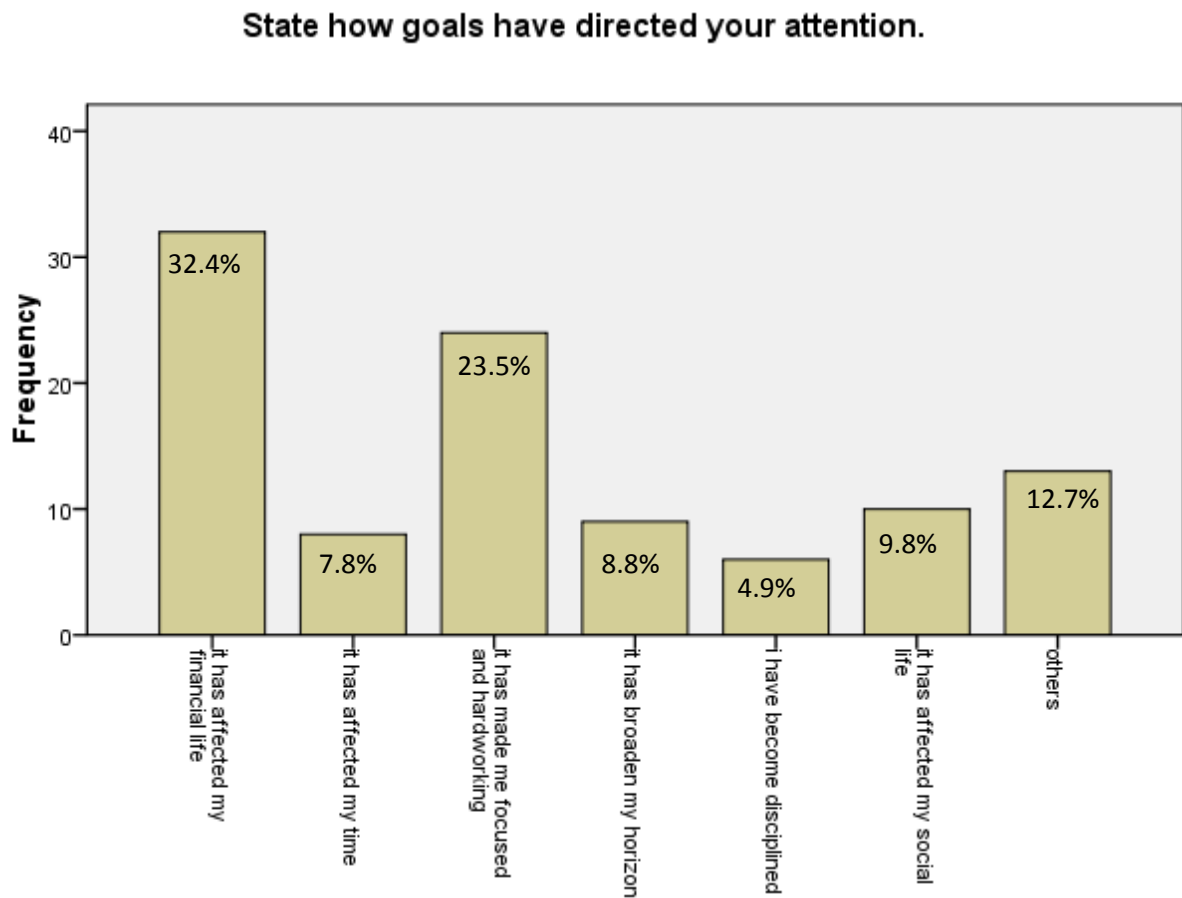


Source; Field data 2015

According to goal setting theorists Locke and Lantham (2002), a goal is classified to be good when that goal has the ability to influence the life of the individual. The statistics from the data shows that, majority of the respondents’ lives have been influenced by their goals.

4.4.1. Ways by which goals influence Life

Respondents were given the opportunity to indicate how their goals direct their attention and other aspects of their lives. The study reveals that, goals of an individual have the ability to influence his or her life as indicated by Locke & Latham (2002).

Figure 3: State how goals have influenced life.

Out of the 97 respondents who said their goals have influence on their lives, 32.4 % said their goal have influenced their financial life. Most of the respondents said that, their goals have made them develop a saving culture and it has made them to be financially disciplined. This is an indication that, goal setting is an important agent of motivation.

Again, 7.8 % of the respondents indicated that, their goals have affected their time management and 23.5 % of the respondents said their goals have made them focused and very hardworking. This supports the findings of Rovee-Collier, (1999) which states that, Goal setting as a form of motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals.

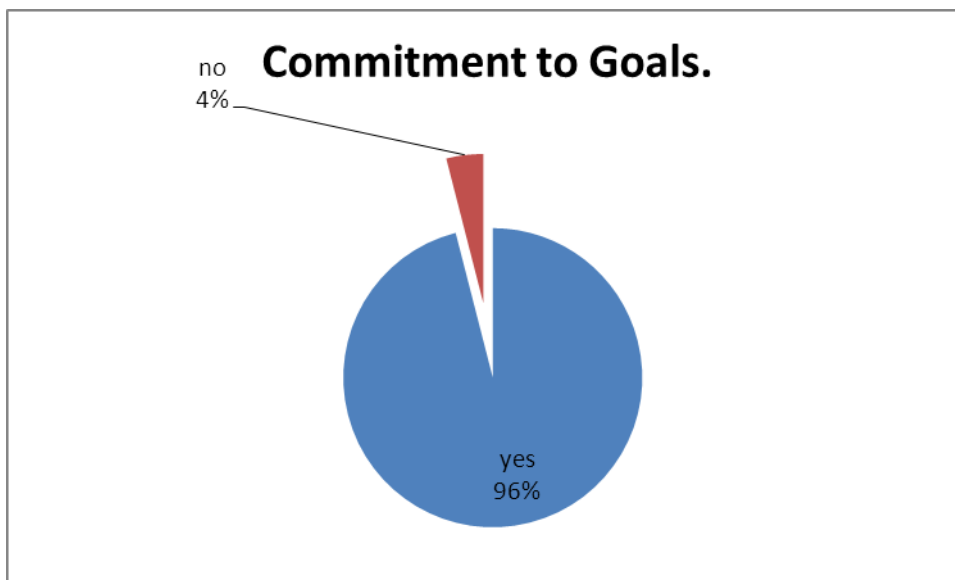
Also, among the respondents for the study, 8.8% agreed that, their goals have broadened their horizon.

However, 4.9 % of the respondents said their goals have them disciplined whereas 9.8 % said their goals **have** made them socially friendly.

4.4.2. Commitment to goals

Commitment to goals is one variable that the researcher used to measure the extent to which goal direct the attention of a person. Commitment is the more inclusive concept because it refers to one's determination to reach a goal, regardless of the goal's origin.

Figure 4: Commitment to Goals.



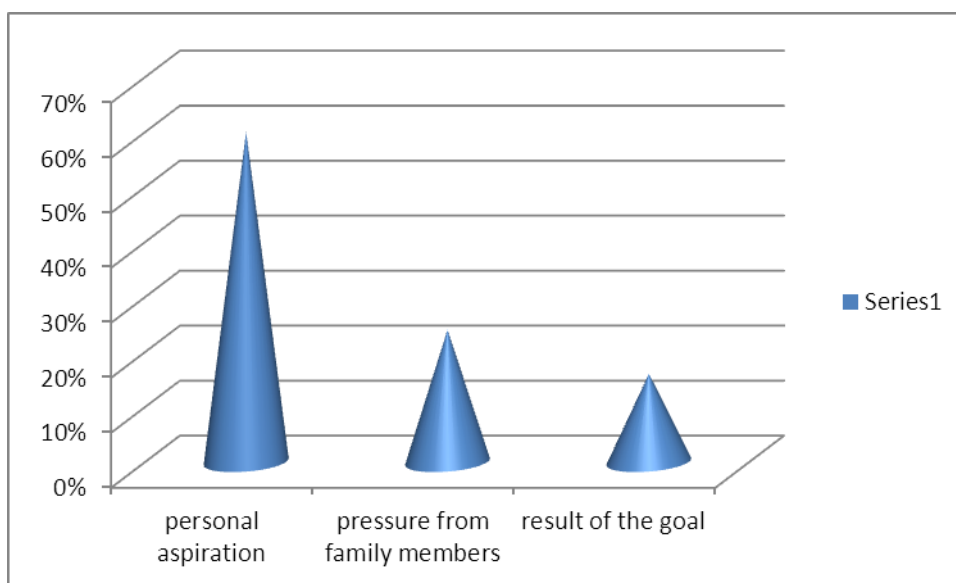
Source: Field Data 2015

The study reveals that, almost all the respondents were committed to their goals. (96%) of the respondents indicated that they are very much committed as opposed to 4% of them who indicated no commitment. This is an indication of the fact that, there is a difference between goal acceptance and goal commitment. Locke (1968) indicated the differences between goal acceptance and goal commitment. He implied that goal acceptance referred

to initial agreement with a goal, whereas commitment referred to resistance to changing the goal later

When respondents were asked to reveal the factors that make them committed, 60 % of the respondents said they are committed to the goals because they are personally set goals. This is an indication that, when a goal is set by an individual, he or she becomes committed to it but when it are imposed on an individual, the person feels reluctant to accomplish it. According to Hannan (1978), there is a discrepancy between the levels of commitment shown in personal goals than assigned goals.

Figure 5: Reasons for Commitment



Source : Field Data 2015

Another 24% of the respondents also said that, pressure from their family members have made them committed to their goals. This is an indication of how the family plays a role in the life of an individual especially in Africa. According to Shah (2003), significant others like family members may implicitly affect not only the extent of goal pursuit, but also how

such pursuit is consciously perceived and experienced. Significant others, for instance, may automatically affect the perceived difficulty, value, and functions of goals; these in effects have consequences on how individuals feel emotionally about their success and failure in goal related activities.

Moreover, 16% of the respondents also said they were committed to their goals because of the end result and the satisfaction they would get after achieving the goals. Satisfaction has a role to play in goal commitment. Individuals perceive the end result of the goal and the satisfaction he or she gains from fulfilling and this makes them committed to the goal. This agrees with the expectancy theory of Vroom (1964) which predict that the value (valence) of the perceived outcomes and the estimated probability of that effort and performance would lead to such outcomes would affect commitment/choice and, thereby, performance

4.5. Strategies and Action Plans of Respondents

Another purpose of the study was to find out the strategies teachers use to accomplish their goal. In achieving this goal, the study sought to find out the action plans respondents have used to accomplish their goals, the number of times they have tried to accomplish the goal using the strategy and the reasons for being unsuccessful if they have tried for the second or third times.

The study reveals that, 17.6 % of the respondents whose goal is to help their students pass well in the exams said that, they often engage their students in extra classes. This could be a reason for the increase in the organization of extra classes by teachers in recent times.

Another 28.5% of respondents indicated that, they have developed a saving culture and also they seek for loans from the financial institutions.

In the same way, 32.3% of the respondents indicated that, in other for them to accomplish their goals, they have engaged other businesses like farming and operating in taxi

business. This confirms the findings by GNAT & TEWU (2010) that, as a result of the low salary earned by teachers, most of them engage in different businesses to help them gain extra income. However, this may also be an indication of how goal setting is able to influence an individual's life.

The study reveals that, even though the respondents may not have all the means to accomplish the goal, the individual looks for other ways of developing alternative means to accomplish the goals. The alternative means may either be legal or illegal as confirmed by Robert Merton (1897) in his Structural strain theory.

This therefore indicates that, the goal a person sets makes him or her develop strategies and policies to accomplish them. The strategies and policies may even affect the life of the individual or other people but so far as it is towards the achievement of goals, the individual adopts the strategy.

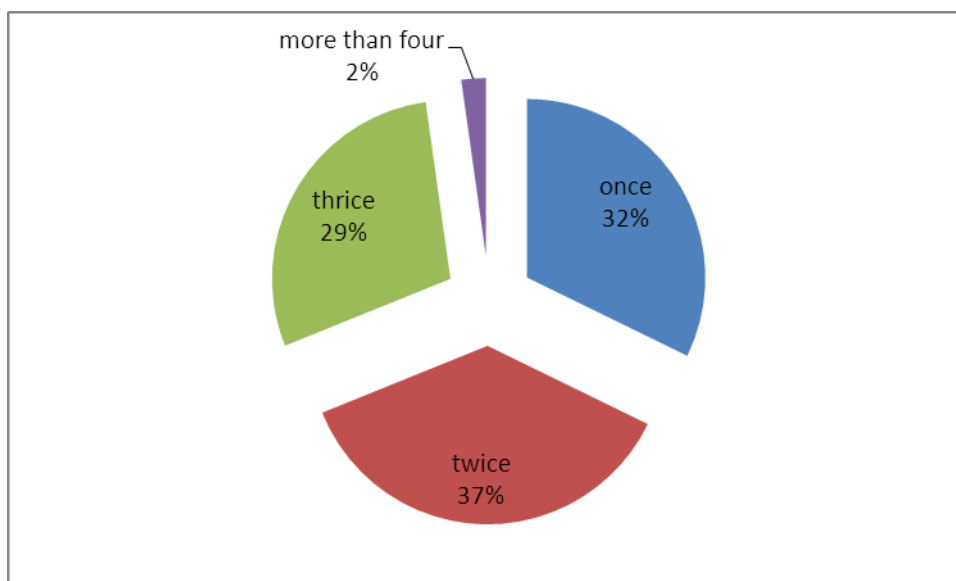
Table 8: strategies teachers use to accomplish goals.

Strategies	Frequency	Percentage (%)
Engaging in extra classes with my students	18	17.6
Cultivating a saving culture	29	28.5
Engaging in extra activities to gain more income	33	32.3
Involving in politics and contesting for positions in party	7	6.9
Developing good customer service	10	9.8
Others	5	4.9
Total	102	100

Respondents were asked to indicate the number of attempts they have made to accomplish goal. When Respondents were asked to identify the number of times they have tried to accomplish their goals.39.2% said that, they have tried it once and it has been successful whereas 33.3% also said they have tried it twice.

Similarly, 25.5 % of the respondents said they have tried it three times and 2 % said they have tried it more than four times. Analysis of the data shows that, only few teachers were able to achieve their goal using the first attempt. However, even though the first attempt was not successful; they tried to go for the second and third time. This is an indication of respondents' commitment to goals. Commitment is the more inclusive concept because it refers to one's attachment to or determination to reach a goal, regardless of the goal's origin. Thus it can apply to any goal, whether self-set, participative set, or assigned. According to Hannan (1978), there is a discrepancy between the levels of commitment shown in personal goals than assigned goals.

Figure 6: Number of times respondents have tried to accomplish goals.



Respondents were asked to explain why they did not quit when the first attempt was not successful. Approximately 60% of the respondents indicated that, they could not quit pursuing their goal when the first attempt was not successful because that was what they wanted to achieve in life. This was realized from figure 5 where 33% of the respondents have tried to accomplish their goals for the second time and 26% of the respondents have made the third attempt. In addition, 2% of the respondents have even tried for the fourth time and beyond. This confirms the findings of Copeland & Hughes (2002) in a variety of fields (e.g., industry, athletics, education) which suggests that goal setting may have a powerful effect on human behaviour, including improving task performance, increasing efforts and ensuring persistence.

This study reveals that, when an individual sets a goal, he or she persist to attain the goal irrespective of the number of years it will take.

4.6. Challenges Militating against the Accomplishment of Goal and Measures of overcoming them.

Furthermore, one objective of the study is to examine the challenges teachers face in an attempt to accomplish their goals and the solutions they develop to these challenges. According to Locke and Latham (1990), a goal is able to motivate when it is difficult and challenging. The study therefore seeks to find out the challenges teachers face with their personal goals and the measures they have adopted to accomplish the goals.

Teachers were asked to come out with challenges that they are facing in an attempt to accomplish their goals. The statistics from the study reveals that 24.5 % of the respondents said their major challenge is time constraint where as 23.5% of the respondents also stressed on financial difficulty as their main challenge as shown in table 8

Interestingly, 6.9 % of the respondents indicated that, their major challenge is getting the right course to do even though their goal is to further their education.

Another 3.9 % of the respondents also said that, their main challenge is peer pressure whereas 13.7 % of them said their major challenge militating against the accomplishment of their goal is their Geographical location.

Table 9: challenges of Respondents

Challenges	Frequency	Percent (%)
Time constraint	25	24.5
Financial difficulty	24	23.5
Problem of getting the right course	7	6.9
Peer pressure	4	3.9
Geographical location	14	13.7
Difficulty in getting study leave	4	3.9
Family pressure	7	6.9
Others	17	16.7
Total	102	100.0

Source: Field Data 2015

However, 3.9 % of the respondents said, their major challenge is the difficulty in getting study leave in the Ghana Education service whiles 6.9 % also identified financial pressure coming from their extended families as the main challenge against their goal. This is indication that, the extended family still has influence in the life of an individual in Ghana.

Another 16.7 % of the respondents gave other reasons like , inability to access huge loans, lack of infrastructure at the work place, poor family background of their students, just to mention a few.

This is an indication that, in goal setting and goal achievement, the individual faces several challenges as confirmed in the findings of Locke and Lantham (1990) that, difficult and challenging goals increases performance than less difficult goals.

4.6.1. Measures Taken by Respondents to Accomplish Goals.

Table 9 explains measures that respondents have adopted to accomplish their goals. The statistics from the data show that, 30.4 % of the respondents engage themselves in an additional job to gain more income whereas 26.4 % said they have cut down their expenses to enable them save.

Another 14.7 % of the respondents said they read more to gain more knowledge in order to impact into their students and also to know the right course to do when furthering their education whiles 4.9 % of respondents expressed that, they reject bad friends who serve as a stumbling block to the accomplishment of their goals.

Table 10: Measures taken by Respondents to accomplish goals.

Measures	Frequency	Percent
Engaging in an additional job to gain income	31	30.4
Cutting down expenses	27	26.4
Reading more to gain knowledge	15	14.7
Rejecting bad friends	5	4.9
Undertaking distance and sandwich courses	7	6.9
Planning for the time	17	16.7

Source: Field Data 2015

Similarly, 16.7 % of the respondents said that, they plan for their time to enable them get enough time for their goals where as 12.7 % of the respondents also indicated that, the only measure that they have adopted to solve their challenge is to do their courses at the blind side of the administration of their organization.

However, 6.9 % of the respondents indicated that, they will rather refer to distance and sandwich courses in order for them to upgrade themselves.

The study however indicated that, even though teachers face numerous challenges in an attempt to accomplish their goals, they are able to come out with authentic measures that can help them achieve the goals.

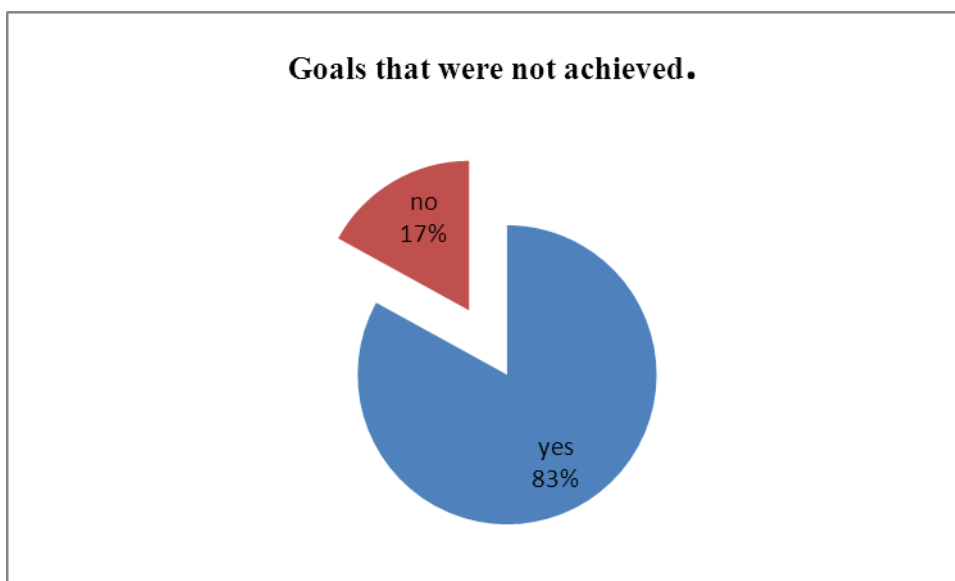
The study therefore indicated that, the goals of an individual are able to motivate the individual to come out with solutions when there are challenges militating against their accomplishment.

4.7. Behaviour of Teachers When Goals Are Not Successful

The last objective of the study was to find out the behavior of teachers when they are not able to achieve their set goals. Dishneau (1992) postulated that, when goals are not achieved, the individual develops an unethical behaviour. The study therefore sought to find out how teachers behave when their goals are not achieved.

Respondents were asked to indicate whether they have ever set a goal and were not able to achieve it. In this section, the researcher sought for the views of the respondents on the goals they had set that were not achieved, the reason why the goal were not achieved and the effect of their failure on their behaviour

When respondents were asked whether they have ever set a goal and they were not able to it, 83.3 % of them said yes while 16.7 % said no. This means that, majority of the respondents have ever set a goal and were not able to achieve the goals

Figure 7: Goals that were not achieved

Source: Field data 2015

4.7.1. Goals that were not achieved

Table 11: Goals that were not achieved

Goals	Frequency	Percent
To enter into different profession	29	28.4
To marry	23	22.5
To set up a business	15	14.7
Upgrade in education	7	6.9
To get promotion	8	7.8
Others	3	2.9
Not applicable	17	16.7

Source: Field data 2015

It is indicated in table 10 that, 28.4% of the respondents had the goal of entering into a different profession while 22.5% had the goal of marrying. Another 14.5% wanted to enter into business and 6.8% wanted to upgrade themselves in their profession. Also 7.8 % wanted promotion in their profession and 2.9% of respondents had other goals like, to give birth, to travel just to mention a few.

4.7.2 Reasons why goals were not achieved

Table 12: Reasons why goals were not achieved

Reasons	Frequency	Percent
Financial difficulty	32	31.4
Bad economic policy by government	20	19.6
Spiritual factors	11	10.8
Goal being vague	8	7.8
Low preparation towards accomplishing the goal	14	13.7
Not applicable	17	16.7
Total	102	100

Source: Field Data 2015

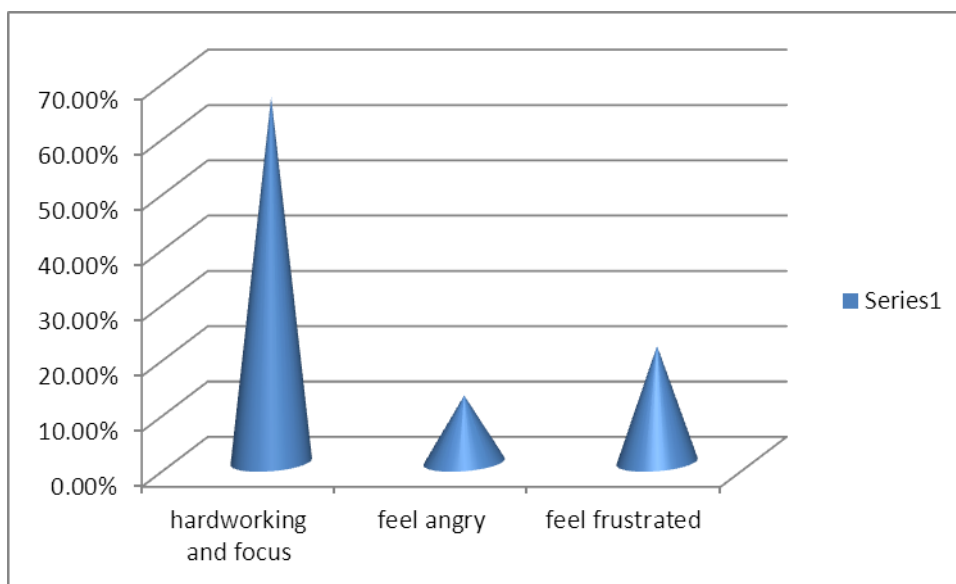
Statistics from table 11 indicates that 31.4 % of the respondents indicated that, they were not able to achieve their goals due to financial difficulty and 19.6 % attribute their reasons to bad economic policy by government. Another 10.9 % of the respondents attributed their

reasons to spiritual factors whereas 7.8 % accepted that, their goals were not specific but rather vague. This supports the idea of Locke (1960) that, a goal must be clear and specific. When a goal is vague or when it's expressed as a general instruction, it has limited motivational value.

Again, 13.7% said their preparation towards the achievement of the goals was inadequate and 16.7 % of the respondents had never set goals that were not achieved and so they had no reason to give.

4.7.3. Behaviour of Respondents when goals are unmet

Figure 8: Behaviour of Respondents when goals are unmet



When respondents were asked to indicate how the unachieved goals have affected their behavior, 12 % of the respondents said they feel angry whenever they get to their present work place. This is because their organization did not give them the necessary opportunity they need for the achievement of their goals and 21 % of the respondents also said they feel frustrated and lose focus when they remember it.

On the other hand, 66 % of the respondents said their inability to accomplish their formal goals have made them very hard working and focus so that they can get to where ever they wanted to get to.

This study indicates that, when an individual is not able to achieve a particular goal, it motivates him or her to set more goals that may be at par with the formal goal. The study again shows that, it is not only current goals of a person that are able to motivate, rather non-achieved goals also have the ability to motivate an individual.

4.8. Goals and Motivation

This section talks about respondents view on whether goals set by an individual do motivate the individual or not. It also explains respondents' views on goal setting and motivation.

Table 13: Goals as motivational factor

Views of respondents	Frequency	Percent
Yes	70	68.6
Not entirely	32	31.4
Total	102	100

Source: Field data 2015

Table 13 explains teachers view on goals and motivation. The statistics from the data indicates that, 68.6 % of the respondents see goals motivating mechanism.

However, 31.4 % of the respondents think that, even though goal setting motivates, it does not motivate in isolation. Other factors must be at play. This supports the views of Erez (1977), which states that, goal setting significantly improve performance of people or individuals who had received feedback. It also supports the idea of Campbell (1982) who

said that, goal setting does not solely determines performance but other factors like competition, feedback and monetary incentives are needed to influence performance.

This study therefore suggests that, goal setting is a motivation factor in the life of an individual.

Table 14: How Goals Motivates.

Goals' Motivation	Frequency	Percent
It makes one focus	29	28.4
It makes one determined	25	24.5
It makes me hardworking	16	15.7
It makes me persistent.	31	30.4
Total	102	100

Source: field data 2015

Statistics from table 14 shows that, 28.4 % of teachers indicated that, their personal goals make them focus where as 24.5 % also think that, their goals make them determined. In the same way 15.7 % of the respondents indicated that, their goals make them very hard working whiles 30.4 % of the respondents indicated that, goal setting has made them persistent.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

The study sought to examine goal setting and how it influences teachers' motivation in four Second Cycle Schools in New Juaben and Yilo Krobo Districts. The study sought to explain out the following objectives: to explore the factors that influence teachers to set personal goals, to find out how these set goals direct attention and regulates their efforts, to explore the range of strategies and action plans utilized by teachers to accomplish the set goals, to examine the challenges teachers face in accomplishing their personal goals and how they overcome them and finally examine the behavior of teachers when their goals are unachieved.

Goals, according to goal setting researchers perform dual purposes in motivation. Firstly, goals serve as an outcome of motivation. This means that, when an individual is motivated, it encourages him or her set goal. Secondly, goals serve as an agent of motivation. This study focused basically on how goals motivate an individual.

The study was undertaken in four secondary schools in two district of the eastern region which are the New Juaben and Yilo Krobo Districts. The schools included, Ghana Senior High (GHANASS), Pope John Senior High (POJOSS), Yilo Krobo Senior High (YIKROSEC) and Klo Agogo Senior High (KLASS).

Quantitative methodology using a survey method was used to gather primary data from teachers. The research instrument used was the questionnaire. The face to face interview and the self administered data collection methods were used in collecting information from respondents. The simple random sampling method was used to select 102 respondents from the study population. The study also made use of secondary data from the administrative records of the Districts on the social and economic characteristics of the

study areas. Frequencies, tables, graphs and charts were used to present the data. The chi-square test was used to test the relationship between the variables.

5.1 Summary of Findings

The study tested for five main objectives. The first objective is to find out the factors that influence teachers to set goals.

5.1.1. Factors that influence goal setting

Teachers were given the opportunity to state their personal goals and the factors that influenced them to set up these goals. Examples of goals set by respondents included: the goal to further studies, the desire to establish a business, the edge to own apartment, the desire to climb higher in the teaching profession, the desire to enter into politics and the goal to help students pass their exams.

The reasons that influenced teachers to set goals included, personal aspiration, the desire to help family members and society, the desire to climb higher in the profession and competition.

The study therefore revealed that, goals can be influenced by either intrinsic factors such as personal aspiration and self efficacy and extrinsic factors such as competition, the desire to please other significant people in our lives. Personal aspiration refers what an individual would want to achieve and is inspired by his personal convictions.

The study again revealed that, the age of an individual influences the goal one sets. This was obtained through the use of bivariate crosstabs using chi-square values.

It was observed that, the young teachers between the ages of 25 -45 set goals that will help them develop themselves and become economically independent whereas the ageing

teachers who are between the ages of 45-55 set goals that will help them gain social recognition and also benefit their family.

The study again revealed that, there is no significant relationship between sex and the type of goals set. Both male and female teachers set goals that will help them gain economic independence and personal development.

Again the study used the bivariate crosstabs using the chi-square values to find the relationship between places of work or where a person is located and the goals that are set. The results indicated that, there is no relationship between the present geographical location of a person and the goals set. The goals set by people in the cities are the same as the goals set by teachers in towns and villages. This can be attributed to the improvement in technology and improvement in the transport systems in Ghana. Another reason is due to introduction of sandwich programmes by universities that is helping teachers to achieve their goals. Improvement in technology has made it possible for people to transact business anytime and anywhere.

5.1.2. How goals direct attention and regulate their efforts

The second objective was to find out how goals direct attention and regulate effort as postulated by goal setting researchers. The study reveals that, goal has the ability to regulate a person's effort and direct attention.

Almost all teachers said that, goals have the ability to influence their lives. Teachers indicated that, the pursuit of their goals has affected their financial life; it has made them focused and hardworking.

The study therefore indicated that, goal setting as a motivational tool directs the life and the attention of the person it is motivating. This means that, when goals are set, they don't

just play a passive role in the life of a person, rather they play an active role in the life of the person.

Another important fact the study reveals is commitment to goals. The study indicated some factors that make an individual committed to a goal. These include the need to please family members, the end result of the goal and personal aspiration. This means that, commitment to a goal can be influenced by extrinsic factors such as competition from peers and also the need to accomplish the goal to please others. Intrinsic factors such as self-efficacy and personal aspiration can also influence goal commitment.

However, the study reveals that, there is a difference between goal acceptance and goal commitment. The fact that a person accepts the goal does not mean he or she is committed to it. The study indicated that, even though the goals were set by the respondents, few of the respondents accepted the fact that they are not committed to the goals. This therefore indicates that, setting goals alone does not ensure commitment. Rather, other extrinsic or intrinsic qualities of the goal must be present in order to ensure goal commitment.

5.1.3. Challenges teachers face in accomplishing their personal goals.

Another objective was to find out the challenges that teachers face when accomplishing their goals. The study showed that, teachers in Ghana face numerous challenges in their attempt to accomplish goals. The challenges include time constraint, financial difficulty, the challenge of getting the right course to do, peer pressure, difficulty in accessing study leave and pressure from family members. The study indicated that, goals that are able to motivate an individual are not achieved easily. This again showed that, difficult goals are able to ensure performance than easy goals. Difficult goals are goals that have so many challenges.

Despite these challenges, teachers tried to find solutions to the challenges. Whereas some engage in additional jobs, some also have cut down their expenses in order to save money to accomplish their goals. In trying to solve the problem of time constraint, teachers have cultivated a habit of planning for time in order to get enough time for their own businesses. Again it was observed that some teachers use unacceptable means to achieve their goals. This shows that, when an individual is committed to a goal, he or she uses all available means to accomplish the goal irrespective of the challenges he may encounter..

5.1.4. Behavior of teachers when their goals are unmet

After finding out the challenges teachers face and ways by which they solve the challenges, the study again sought to find out the behavior of teachers when the goals they have set for themselves are not achieved. The study revealed that, respondents had goals that were not achieved. Examples of the goals include, entering into a different profession, setting up a business and upgrading in education. The reasons respondents gave for their inability to accomplish goals include, financial difficulty, spiritual factors, vague goals and low preparation towards goal achievement.

This study showed that, unmet goals have made respondents develop certain positive behaviour. Majority of the respondents indicated that, their inability to accomplish their initial goals have made them hardworking and focus.

However, some of the respondents also indicated that, their inability to achieve their goals have made them developed unethical behavior such as alcoholism and frustration.

5.2. Conclusion

Goal setting plays an important role in the lives of teachers. The study focused on how goal setting motivates an individual with emphasis on teachers. The study thoroughly looked at goal setting as a motivating mechanism. A Sample of teachers in four Second Cycle Schools was used to show how goal setting motivates individuals.

In conclusion, the study reveals that, goal setting can be influenced by intrinsic factors and extrinsic factors. The intrinsic factors are the factors that developed from the individual's self desire. These factors include self efficacy and personal aspiration. Extrinsic factors are the factors that are influenced by external factors. They include family, competition, and social acceptability. The study again revealed that, age of an individual affects his or her goal. Nevertheless, the geographical location and sex of a person has no effect on the type of goal the person will set.

Similarly, the study revealed that, goal setting as a motivational tool has the capacity to direct the life and the attention of the person it is motivating.

Again goal setting has the capacity to ensure persistence and it makes an individual develop measures to overcome any pending challenges. The study however revealed that, goal setting as a motivation tool performs better in the midst of other factors such as monetary incentives, the enabling social and economic environment.

The study therefore showed that, no individual or organization can attain something meaningful when a goal has not been set. And so teachers who impart knowledge and serve as role models set goals so that they will be able to make impact in their lives, families and the larger society.

5.3. Recommendation

The study concentrated on teachers who serve as role models in their societies. It really explained how teachers set goals and how these goals motivate them. However, based on the findings, the following recommendations are made.

The study revealed that, most teachers set goals that will help them develop economically. This was due to the fact that, teachers in the public sector are poorly remunerated. It is therefore prudent for policy makers to reconsider how teachers are remunerated.

The study focused on teachers in the public sector which have different conditions of work. It is therefore prudent if other researchers focus on another group of individuals probably in the private sector whose conditions of work differs from the public sector to also determine the factors that motive them to set goals.

Secondly, as a result of limited time and money, the research did not cover an extensive area. It only focused on four secondary schools in two Districts of the Eastern region. It is therefore recommended that, other researchers should focus on teachers in other regions to know the variations if there are any.

Again, the study focused on different goals of teachers and so different reasons were given to explain the goals. Whereas some teachers talked about marital goals, some also talked about educational goals and others. This made the study very broad. It is therefore recommended that, other researchers should focus one particular goal of teachers and explore the reasons for setting up that goal.

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APPENDICES**Appendix; Questionnaire to Teachers****UNIVERSITY OF GHANA
SOCIOLOGY DEPARTMENT
QUESTIONNAIRES**

This questionnaire is meant for academic purpose, and aims at interviewing respondents on how goals set by individuals motivate and influence their lives. You are assured of the strict confidentiality of all information given in relation to this study. Thank you.

DEMOGRAPHY

1. Sex
 - a. Male b) female
2. Age.....
3. Highest educational level attained
 - HND b)Diploma c)First degree d)master degree e)Doctorate degree e) other (please specify).....
4. How long have you worked as a teacher?

.....

SECTION TWO. FACTORS THAT INFLUENCE GOAL SETTING

5. Have you ever set a goal in your life?
 - Yes b) no
6. Do you currently have a personal goal that you are aiming to achieve?
 - A. Yes b) No
7. Please state the goal you have set.

.....
8. What factors influence you to set up the goals?

.....

SECTION C. HOW GOALS DIRECT ATTENTION

9. Has the goal you have set influenced your career or life?
 - Yes b) no
10. If yes, state how it has influenced your career or life.

.....

11. Are you committed to your goals?
 - A. Yes b) No
12. What factors make you committed to your goals or what made you committed in accomplishing your goals.

.....

SECTION D; STRATEGIES AND ACTION PLANS

13. What are you doing to accomplish the goal or what did you do to accomplish the goals.

.....
.....
.....

14. Is this your first action or strategy? (If you are now working to accomplish your goals)
A. Yes b) No
15. If no, how many times have you made an effort to accomplish it?

.....

16. Why was the first action not successful?

.....

Please answer question 17 and 18 if you have already accomplished your goal

17. How many times did you make efforts to accomplish your goal?

.....

18. How were you able to achieve it finally?

.....

19. Has the success encouraged you set more goals?

.....

20. What other goals have you set?

.....

Have the strategies adopted had any effect on other areas of your life?

A. Yes b) no

21. In what ways did the strategies influence your life?

.....

SECTION E; CHALLENGES AND HOW THEY ARE OVERCOME

22. What are the factors militating against the accomplishment of your goals or what factor militated against the accomplishment of your goal?

.....

Does your family pose a challenge in accomplishing your goal or did your family pose a challenge to accomplishing your goal?

A) Yes b) no

23. How does it pose a challenge or how did it pose a challenge if yes?

.....

24. How are you overcoming the challenge or how did you overcome it?

.....

25. Do your organizational policies threaten the accomplishment of your goal or did your organizational policy create a challenge in accomplishing your goal?

A. Yes b) no.

- 26. If yes, how does it threaten it?
.....
- 27. How are you overcoming it or how did you overcome it.
.....
- 28. Does the goal you have set motivate you?
a. Yes b. No
- 29. In what way/ways do you feel motivated?
.....
- 30. Following the motivation, what are you doing now that you would not do in the past?.....
- 31. Have you ever set a goal that you were not able to achieve
a. Yes b.No
- 32. Can you please state that goal?
.....
- 33. Why was the goal not achieved?
.....
- 34. Has it in any way affected your behavior
a. Yes b. No
- 35. If yes, how has it affected your goal?
.....