

## **Analytical Overview of Some Motivational Theories and Their Implications in Provision of Continuous Professional Development of Staff of Colleges of Education and Analogous Institutions**

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**ABSTRACT:** *Motivation is the fuel in the engine of all living things in energizing for work to be done. If ignored, sectors are bound to run into mediocrity and subsequent diminishing returns in productivity. The sector of education needs that vitamin called motivation more than any other sector. Colleges of Education in Ghana by Act 847, produce teachers to implement basic school curriculum of the country. The competence of teachers produced by these Colleges depends largely on the complex element of motivation as catalyst for good work in training student teachers. This paper dilates the topical issues of motivation in provision of continuous professional development for staff of the Colleges of Education as a way of improving work in that sector of education and related in the country. The paper presents motivational activities in organism using the author's construct, Atiku 2018 SGT-AFGTF Model. This is followed by presentation on analytical overview of some content and process motivational theories. Every analysis, its implications to the Colleges of Education system are presented. The conclusion to the discussions is that motivation is universally needed by all sectors of workers and that though some packages seem to be needed by all workers, individual differentiated needs need to be taking into consideration when considering motivation of various sectors to boost performance. It is recommended, among others, that monetary packages should cover all workers and all sectors should be provided with opportunity to upgrade.*

**KEYWORDS:** motivation, workers, colleges of education, work environment.

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### **INTRODUCTION**

Colleges of Education (CoE) leaders like all other education institutional leaders, provide curriculum leadership. In this leadership, the leader with the team define the vision, identify the

tasks, design plans, implement the plans and evaluate the results, (T-TEL, 2016). The plans that this leadership is so much concerned with mostly centre on the performance and learning experiences of students, the core mandate of the existence of educational institutions. One factor that is instrumental in producing maximum learning outcomes of both in-service training for tutors and pre-service training of students is motivation. Martin (2005) opined that a major element that managers of organisation could employ in constantly seeking ways of improving performance at every level of the business, in order to raise productivity and reduce cost, is contained in motivational properties. Mullins (2010) affirmed that people have needs and expectations at work. The twelve human needs that have been identified by Farren (2000) since the beginning of recorded history include family, health and well-being, work or career, economic, learning, home or shelter, social relationships, spirituality, community, leisure, mobility, and environment safety. Mullins said work and private life in the new millennium will continue to revolve around the 12 human needs.

*People have higher set of motivational needs such as attachment or affiliation which gives them concern for engagement and sharing of their personality among a community in deriving a sense of belongingness. People would want to explore and assert their potentials at the workplace in making fun. This gives them enjoyment and ultimate satisfaction as their assertiveness brings about voluntary choice of action. Freedom for association or belongingness or assertion leads to achievement of broader intrinsic motivation as personnel feel they have achieved work or life balance as a result of flexibilities in the work environment could be a basis for their advancement and personal growth in the organisation. Motivation to work in such a flexible working environment influenced by the concept of 'psychological contract' which is not a written document but implies a series of mutual expectations and satisfaction of needs arising from the people-organisational relationship where giving and receiving by the individual and by the organization covers a range of expectations of rights and privileges, duties and obligations, which do not form part of a formal agreement but still have an important influence on people's behaviours (Mullins, 2010)*

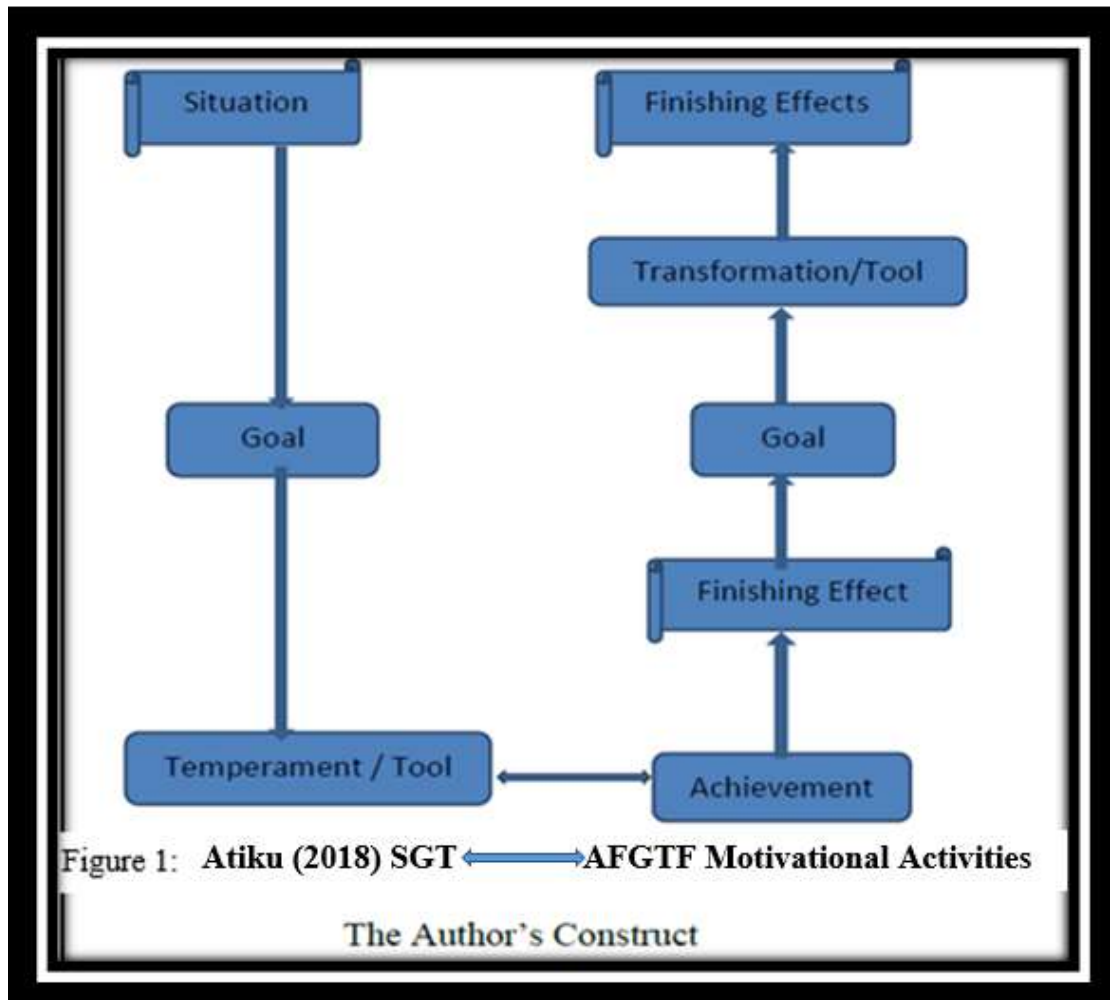
So many authors and theorists maintained that if frustration-induced behaviours occur in people, the motivation driven force is blocked and such a person's work performance goes down. Such affected people would resort to constructive behaviours or frustration leading to exhibition of aggressive characteristics such as physical or verbal attacks on the supervisor, destruction of physical instruments; and fixation such as persistence in a form of behaviour that has no adaptive value yet the worker would continue to repeat such actions, (Mullin, 2010). For example, the worker might resist change and show apathy to everything happening in the organisation. It might even lead to the worker resigning from the job through predictive negative behaviours such as arriving at work late and leaving early, absenteeism, refusal to accept responsibility, refusing to participate in decision making, passing work over to colleagues and vacating post.

These frustrations induced behaviours occur according to Mullins because such people's perception of their level and potency of need, degree of attachment to their desired goal, strength of motivation available, perceived nature of the barrier or blocking agent, and personality characteristic of the individual. Reducing the level of frustration in the job related activities, Mullins suggested that management should engage planning of training and development needs of the personnel to suit them, implement equitable HRM policies, institute recognition and rewards systems, communicate effectively all organisational decisions, practice participative styles of management, and always attempt to understand the individual's perception of situations.

To McShane and Von-Glinow (2005), motivation refers to the forces within a person that affects his or her direction, intensity and persistence of voluntary behaviour and actions. Thus, motivation is a behaviour that stimulates organism to act. Mullins (2010) puts it that motivation can be described as the direction and persistence of action and it is concerned with why people choose a particular course of action in preference to others, and why they continue with a chosen action, often over a long period even in face of difficulties.

#### ***Conceptualising Motivation - Atiku (2018) SGT-AFGTF Model and related literature***

Describing motivation from all angles, ends that can be felt with the various explanations of motivation by these various authors include the purpose of behaviour of organism and the appropriate energy of sustenance of the behaviour. Thus, motivation is seen as having **starting agents, transiting enablers and finishing effect** as a **process** and as a **product**. The process depicts motivation as stemming from a need resulting in formation of goals as a target to be achieved leading to initiation of various activities towards achievement of those goals in satisfying the need. Thus, real motivation is of more intrinsic value than extrinsic value. The process has been considered and depicted by me in Figure 1 below.



The situation (S) a person finds himself alerts (compelling force) his instinct to be activated (reflect) and that leads to conception of a desired destination called goal formation (G) and with the appropriate temperament and tool (T: mechanism and procedures, environment) the person can achieve (A) the desired result. Within the achievement of results, finishing (F) effect of the existing situation would have been felt and a new urge (G: goal) may arise calling for new efforts, attitude and tools for achievement of further or a more enhanced and desired results in reproducing a transformative effect of the chain of command (F: finishing) within the person. Oettrngen (2000) in analyzing this self-directed and involuntary action, maintained that motivations are periodic and whenever a stimulus or a particular need increases again, the process of 'doing' repeat itself. Thus, the main parts of making a general pattern of motivation include 1. needs or expectations, 2. behaviours, 3. goals, and 4. type of feedback received (Oettrngen, 2000).

This can clearly be found in the Maslow's hierarchy of needs model and also inferred from the economic principle of man's existence which states that man has insatiable needs. This characteristic of motivation is applied to all organisms including all humans undertaking some kind of learning especially adult learners (middle aged) who are usually so enthusiastic about educational outcomes for future promotions and credentials.

According to Dweck (1999) and Mullins (2010), four common characteristics of motivation are that motivation being a typified individualistic phenomenon because everybody is unique, observed as usually an intentional urge because it is being assumed to be under the worker's control leading to creation of choices, seen as multifaceted in the sense that it has what gets people activated (arousal) and the force of an individual to engage in desired behaviour which provides the cues for direction of choice of behaviour, and has theories to direct behaviour. To buttress this view, Pakdel (2013) asserted that motivations and goals have interaction on each other and if the motivation is high in individual, long-term goals will be chosen and if the value of such a long term goal is too high, the level of motivation will also increase in the person.

People work for satisfying tangible goals or motives and their motivation towards such goals is affected by internal and external factors such as ability, resources and conditions under which they perform specific tasks. The tangible goal for which people are motivated to work may be physical (the group of motivations which are related to satisfy individual's biological requirements such as hunger and thirst), social (the set of motivations that satisfy people's need to cooperate or accept individual by other people), and / mental or psychological. To substantiate this, Pakdel (2013) maintained that acceptance of an employee by other colleagues and as a member of their society satisfies his or her social motivations likewise employees that have good, desirable, friendly, polite and kind managers, coupled with employee's own eligible occupational positions in the workplace, feel satisfied socially.

***Analysis of some Motivational Theories and their Implications to the Colleges of Education and analogous systems in Continuous Professional Development of Staff***

**Content Theories**

The Content theories such as Maslow's hierarchy of needs which presents a series of steps in forming a pyramid with the perceived lower needs (physiological, homeostasis-achievement / equilibrium of the body in respect of satisfaction of hunger, thirst, oxygen and temperature) forming the foundation of human existence at the base, (Cofer & Appley, 1964) and Alderfer's modified need hierarchy model (ERG Theory) with emphasis on sustaining human survival thus covering physiological and safety needs of a material nature, and the likes have many implications for organization of CPD in educational institutions.

**Implications:** The implications of these two models to the Colleges of Education (CoE) system are that, workers have entry qualification required of them at the time of application and as this with aptitude test conducted on them during selection interview reveal their capability for the work, they are likely to be taken. At entry, their basic survival (existence) need of securing a job for professional satisfaction and balance has been achieved. As recruited into a department, they would in no time achieve a sense of belongingness (relatedness) and begin to yearn for professional growth, hence opportunity must be made available even just after their recruitment, to help them in such a social grouping to acquire additional knowledge and competence in handling their professional work effectively.

This has been spelt out clearly in Harmonised Condition of Service for CoE in section 3.2 which states that a Senior Staff A who is appointed without any previous college or other relevant experiences shall be required to serve two-year probation to afford the appointing college and department the opportunity to observe the staff's performance and general suitability for the work (NCTE, 2015). Within this period, the worker is expected to acquire the necessary skills and experiences on the job.

Herzberg's two-factor theory where Herzberg conducted a study among accountants and engineers in the Pittsburgh area of America to find out their level of satisfaction between previous jobs and their current jobs for the purposes of identifying elements of satisfaction (factors of motivation) between those jobs as gained by the respondents, is worthwhile considering. Analysis of responses to the research instruments in that theory revealed consistency among the views of the employees alluding to two factors leading to the proposition of the two-factor theory of motivation and job satisfaction (Mullins, 2010). The two factors are termed hygiene and motivation factors.

The hygiene factors are those if absent at the workplace cause dissatisfaction and include harmonious (physical and social) job environment. They are environmental and locative to the job residence. They are vital elements to preventing dissatisfaction. The motivating factor involves those factors that are related to the content of the job itself and usually serve as springboards into sailing through difficulties. This promotes the attitude of putting in superior effort towards achieving higher performance. For instance, in educational institutions, how good a person feels intrinsically about the subject he or she teaches would make him devote his time to working around furthering his studies or preparing to teach it well and managing to overcome difficulties in challenging topics.

**Implications:** Implications of Herzberg's two-factor theory to the CoE managers who would like to sustain employees' interest in CPD programmes is that the physical and social environment of the workplace should be maintained beautifully through consistent effort in landscaping, floral arrangement and decoration and management of sanitation in the physical environment with beauty maintained in CPD conference halls, whilst sour relationships are worked on to rejuvenate motivational interpersonal relationship among workers. Especially, departmental members should

have strong bonding through the pursuance of equity and equality in all endeavours to make everyone cherish the other.

McClelland's achievement motivational theory brought by McClelland's work of investigations into the relationship between needs and the extent to which imagery of food dominated thought processes and from subsequent research where he identified four main arousal-based, and socially developed, motives, the achievement motives; the power motive; the affiliative motive; and the avoidance motive, are important to consider in CPD of the academic staff of CoE (Mullins, 2010). The achievement motive is derived from need for achievement (nAch) and it is the drive to excel, to achieve in relation to a set of standards and to strive to succeed which arises in man, whilst the power motive is also derived from the need for power (nPow) which deals with man's nature of making others behave in a way in which they would not have behaved otherwise, and the affiliate motive is also derived from the need for affiliation (nAff) which serves the desire for friendly and close interpersonal relationships (Robbins, & Judge, 2011).

In this theory, it is noted that high achievers perform best when they perceive their probability of success as 50-50 chance of success. According to Robbins and Judge (2011), people with achievement motive do not like gambling with high odds because they get no achievement satisfaction from success that comes by pure chance. Implications of this theory to CoE system include conscious effort of management to train and retrain skills of the workers because: people with achievement motives would always like to perform to their maximum and achieve results that come by true efforts and if people in leadership do not receive continuous systemic retraining, they could ignorantly and blindly lead the populace away from the achievement of the vision and the mission of the institution and rather towards their selfish wills. This is because the power motive is in such leaders and whether retrained or not, would like to lead and under any favourable condition they would assume such leadership positions.

**Implications:** The implication of this to provision of CPD for the academic staff of the CoE and the likes is that the heads of department that become the focal point organisers should be worked on to understand the rudiments of the programme so they could also drive their teams to realizing the importance of such programmes and be committed to it. Thus, departmental heads must build positive interpersonal relationship in their departments so that the affiliate motive would not have to be operated in negative stances that would lead to the failure of the CPDPs in the departments. Similarly, institutional heads must also be conscious and curious in building harmonious relationship in their institutions based on fair treatment and mutual respect horizontally and vertically. Once this happens, avoidance motive would be relegated to the background automatically where undesirable behaviours would not occur easily in any department. Sorge and Warner (2001) identified that managers have particular interest in achievement and power motives. This was also spotted by Mullins (2010) who also asserted that managers appear to be higher in achievement motivation than in affiliation motivation. To combat this implicit tendency,

Sorge and Warner advised that if opportunities are made available to satisfy workers needs in the workplace, the workers would be motivated to perform more effectively thus, institutional managers could achieve affiliative motive easily by executive decision of providing workers needs to them in time.

### ***Process Theories***

Process theories of motivation which social psychologists have devoted to explaining the relationships among the variables that make up motivation and the actions required to influence behaviour and actions, could be implored in the discourse of CPD programme organization. Major approaches to be considered under this review include: Expectancy models of Vroom, Porter and Lawler; Equity theory of Adams; Goal theory of Locke; and Attribution theory of Heider and Kelley.

The expectancy theory of motivation by Victor Vroom is worth discovering how best it fits into the sustainability of CPD programmes. Victor being the first person to propose an expectancy theory aimed specifically at work motivation, came out with a model based on three key variables: valence, instrumentality and expectancy (VIE) founded on the idea that people prefer certain outcomes from their behaviours over others, hence they anticipate feelings of satisfaction should the preferred outcome be achieved (Mullins, 2010). Valence is feeling about specific outcomes and it includes the attractiveness of, or preference for a particular outcome to the other by an individual.

Vroom in differentiating valence from value, attested that a person may desire an object but then gain little satisfaction from obtaining it whilst he may strive to avoid an object but finds later that it provides satisfaction. In this case, the value for an object of reward for performance may be outstanding but the worker may prefer it for a specific need he has attached to that reward.

Valence results from how instrumental a reward is to satisfying the need of the worker. In this sense, Vroom distinguishes outcome from performance as first-level outcomes and second-level outcomes. To him, first-level outcomes are performance-related because they directly relate to the quantity of output or have comparative level of performance where a person puts in much effort to perform highly because he feels it is his duty to perform to his maximum at the workplace and not because he is conscious of any reward therein.

Vroom explained second-level outcomes as resulting from first-level outcome since some kind of rewards would at all cost result from high performance. In this case, performance outcomes acquire valence because of the expectation of workers most at times that satisfaction would be derived from an anticipated level of performance. Many needed-related outcomes are dependent upon actual performance rather than for effort alone or through trying hard. So, in every organisation, workers have expectancy (relationship between a chosen course of action and its predicted outcome) and valence driving them as the motivational force for performance.



The expectancy theory explains that the strength of a tendency to act in a certain way by an organism depends on the strength of the expectation of a given outcome and its attractiveness (Robbins & Judge, 2011). In this case, the relationship of effort-performance, performance-reward and reward-personal goals is developed implicitly with whatsoever a personnel does in the organisation because the employee has some kind of expectation of reward scheme in every engagement he / she has with the organisation.

*If, however, the person believes promotion to be based solely on age and length of service, there is no motivation to achieve high performance. A person's behaviour reflects a conscious choice between the comparative evaluations of alternative behaviours. The choice of behaviour is based on the expectancy of the most favorable consequences (Mullins, 2010, p. 269).*

Porter and Lawler expectancy model in furthering the development of Vroom's expectancy theory, surfaces in the discussion. Porter and Lawler came up that effort expended (motivational force) does not lead directly to performance but mediated by organism's abilities, traits, and perceptions. To these proponents, rewards are an intervening variable. Thus, they saw motivation, satisfaction and performance as separate variables and attempt to explain the complex relationships among them. Their model contested that job satisfaction is more dependent upon performance than performance was upon satisfaction because satisfaction is an effect rather than a cause of performance, whilst performance leads to job satisfaction.

**Implications:** Implications of this Vroom's expectancy model and that of Porter and Lawler to the CoE system in organizing CPD programmes include: there must be appraisal for every section of the programme because workers are expectant of their efforts being measured and they being assisted to perform better; appraisal must lead to feedbacks to the workers on their performance; performance outcomes must have relationship with rewards hence there must be a reward scheme attached to the programme; reward schemes must take into consideration the relevant needs of the 'working groups'. That is what is perceived as the relative needs in the self-esteem or self-actualization stage of the academic staff in this case should be mostly considered due to the valence needed to be derived from the rewards.

In the CoE Harmonised Condition of Service, promotion is considered a satisfaction need of the Staff and the scheme has proposed that in the active work of the Senior Staff A-Teaching, promotion should be worked out if he or she satisfies the number of years of successful service and hence active involvement and promotion of professional development programme could be employed in the issue of promotion. In assigning roles to tutors in the professional development programme, ability, traits, and interest of the personnel must be taken into consideration and leadership by example must be used in order not to drag the programme into jeopardy.

Equity theory talks about employees perceiving what they get, for instance salary levels, recognition, promotions, from an engagement in the job situation in relation to what they put into it, for instance effort, experience, education, competence offered in engaging in the particular work related activity and compare their outcome-input ratio with that of relevant others. If in the comparison workers perceive their ratio is equal to that of the relevant others with whom they compare themselves, a state of equity is said to have existed and the conclusion of fairness and justice is made. However, if the ratio indicates variation or unequal rewards for similar class of people with similar outcome-input ratio, equity tension would exist.

When the comparison leads to workers' conclusion that they have been underrated, the tension would lead to anger but when it leads to over-rewarded, it creates guilt. Adams Stacy has proposed that the negative states created in the reward system of workers' outcome-input ratio, provides the motivation for workers to do something to correct it (Robbins & Judge, 2011). According to Robbins and Judge, employees have four referent comparison which includes self-inside, meaning the employee's experiences in a different position inside the organisation; self-outside which considers an employee's experiences in a situation or position outside the employee's current organisation; other-inside involving a comparison with another individual or group of individual inside the employee's organisation and other-outside concept that deals with a comparison by an employee with consideration of the rewards of another individual or group of individuals outside the employee's organisation. The result of comparison of employees adds to the complexity of the organisation.

**Implications:** Implications of this theory to CoE in their quest for organizing CPD programmes include management ensuring similar treatment or motivation package for all employees of similar grade and performance level even paying attention to commitment of such employees; the conditions attached to similar workshops organized in other colleges must be a referent point since staff is likely to compare conditions they enjoy with that of their colleagues in other colleges of education that also undergo similar programmes; consultative approach must be adopted where the colleges consult the mentoring university for their inputs into the proposal for motivation of workers since workers have been attending some workshops organized by the said university and enjoy some kind of motivational packages coupled with the issue that the colleges are only a step down the line of tertiary status with the university hence, workers might have the tendency of comparing their enjoyment with that of the university workers in a similar situation.

Generally, the colleges should ensure distributive (outcomes and allocations emerging from processes), procedural (procedures set in place to produce the perception of fairness) and interactional justice (interpersonal treatment of people using procedures) in all their treatment of the issue of motivation for workers in organizing CPD programmes. Equity should be attached to issues of ethnicity, gender, colour, race and class (Bratton, Callinan, Forshaw & Sawchuk, 2007). In pursuing these justices in a CPD programmes, there must be laid down procedures and

agreement on what organisation wants and what workers need and that concept leads to the dictates of the Goal Theory of motivation.

Goal theory revolves around goal setting in an organisational engagement. According to Bratton et al (2007), it is the process of motivating employees and clarifying their role perceptions by establishing performance objectives. To them, it involves the adoption of Management-By-Objectives (MBO) describing a participative goal-setting process in which organizational objectives are cascaded down to work units and individual employees. Bratton and his colleagues maintained that participatory goal setting and communicating accurate information on work performance can be positive motivators for employees. The authors also held the view that four major assumptions are contained in the theory and they include:

- 1. Challenging goals will produce higher performance than less challenging goals.*
- 2. Specific challenging goals will produce higher performance than no goals or vague or general goals, such as 'do your best'.*
- 3. Goal setting with feedback on goal attainment will produce higher performance than goal setting alone.*
- 4. Employee participation in goal-setting will produce higher performance than no participation (p. 260).*

**Implications:** Implications to CoE in organizing CPD programme include the following: every programme should have a very well-planned and thought-provoking objectives and goals that would lure the staff to commitment towards achievement and programme beneficiaries should be involved in setting objectives for the programme and there must be a focal person that would provide technical assistance and direction as a lead. Higgins and Loynes (1997) prescribed that people who construe their self as an ideal which they intrinsically desire to attain, set themselves promotion goals focusing on establishing and keeping positive out-comes, whilst people who construe their self as an ought which they feel compelled them to reach, set themselves preventive goals focusing mainly on avoiding and getting rid of negative outcomes therefore performance should be appraised for effective strategizing towards derivative goals. Thus, could be said that how tutors feel towards their achievement of goals in their departmental CPD programmes is largely controlled by the attribution they assign to their own internal and external factors which are located in the attribution theory of motivation. For instance, Bandura (1997) mentioned that self-efficacious individuals hold a firm belief that they possess the potential to execute any given task in their department of the organisation.

General conditioning issues in motivation for CPD activities as advocated by Browning (2003) and many other authors are that leaders themselves should be self-motivated to drive their teams with the enthusiasm that the job deserves and it is only then that they can likely rub off on employees, individual differences exist in what motivates people, hence each person is different and will be motivated by different things and so with good knowledge about workers, leaders can manipulate the motivating factor to work out for the organisation. Mullins (2010) also supported

this inclination by buttressing that motivation is a typified phenomenon thus leaders should set high but achievable targets which would require some level of effort for achievement and that when people achieve through this effort, they get motivated and likewise if achievement is not realized, they get de-motivated. Mullins added that workers must be treated with respect to preserve their dignity to demonstrate to workers how the leader values them and how indefatigable they are in the achievement of the institution, workers must be listened to, understood and assisted to learn in their operational areas of the institution, recognition must be given workers even in the face of challenges especially when they are able to endure at the time the bar is raised to eliminate frequency of repetition of the same things. This practice creates interest and keeps workers in correlational intimacy and emotion even in the absence of the leader (Martin, 2005).

A research conducted in 2006 by Ashebir (2011) into investigating the practices and challenges of school based teachers' continuous professional development in the secondary schools of Kemashi Zone, Banishangul-Gumuz State, came up with recommendations that to enhance CPD practices, it is essential to develop an incentive mechanism for principals, teachers, CPD facilitators and mentors and in that teachers' performance or any practices of school based CPD need to be allied with their career development so that teachers would not be hesitant in partaking in CPD programmes. In this vein, the MoE in the research area implemented school based CPD as part of the performance of teachers' career structure development criteria with immediate actions in order to solve the lukewarm attitude of teachers towards CPD programme.

Moreover, as part of motivation to the programme, Principals had to prepare the school CPD plan with the participation of teachers in the selection of the school CPD priorities to help teachers to include their needs and demands as well as the existing challenges of the schools. To the research, these increase mutual responsibility of the school-based CPD stakeholders to implement the plan and the activities of CPD effectively.

Letsa (2013) in a research into factors that motivate lecturers at the Kumasi Polytechnic in Ghana, came out with the findings that material rewards provided for lecturers were woefully inadequate and the lecturers were not happy with the level of fringe benefits they were getting as well as poor medical services and affected employees' output. In line with what promoted lecturers motivation, it came out that opportunity for advancement in career which was reflected in the granting of scholarship and study leave to lecturers; promotion on rank to deserving lecturers; free flow of information about important decisions at the polytechnic; and satisfaction from the level of internet connectivity available for the lecturers to access information and carry out their researches and ensure quality teaching, were most significant factors.

Similarly, Twum (2013) in a study into the effect of motivation on teacher performance in the senior high schools in Atwima Nwabiagya District of Ghana, recommended that government must design policies and programmes aimed specifically at improving the academic and pedagogical

preparation of teachers and provide incentives to enhance their output and professional commitment because a key determinant of student's achievement is the quality of teaching.

Ciu-Wugi (2012) also investigated into the impact of motivation as a tool for improving performance of teachers in Ejisu-Juabeng District of Ghana. The factors of motivation to teachers as revealed by the findings included good wage, job security, promotion, and good working condition. The recommendation of the research was that different workers are motivated differently - some by recognition for good effort in achieving organisational goals, others when they work with cherished colleagues and others by monetary reward and fringe benefits thus, motivation and reward system at the schools should try to satisfy a variety of needs from more than one category.

## **CONCLUSION**

The various motivational theories including Atiku SGT-AFGTF 2018 Model, have all pointed out the need for catalyzing performance urge in workers irrespective of the field of profession, hence the need for motivation in all spheres of work if improvement is to be witnessed at all sectors of economies of a country. It is also concluded that though monetary gains generally motivates the workforce into better commitment to work, not all workers have the same motivational needs, thus, the need for both centralized motivational package as well as differentiated approaches to satisfying the individual workforce / sectors by managers of which Colleges of Education are no exception, should be considered.

## **RECOMMENDATIONS**

The following recommendations are advanced for consideration especially by Colleges of Education in motivating the workforce for improved commitment and performance on CPD programmes and their attendant effect for improved learning outcomes of their students:

1. Fairness in implementation of administrative policies should be ensured across the sectors of the colleges. Thus, staff professional development packages should be benefitted from by all sectors of the college in consideration of sectorial needs (refer to Atiku B. A (2022) *Models of CPD International Journal of Educational Research and Development*). If monetary rewards are to be given for motivation of workers, all in the category must be attended to similarly since money is a central determinant of physical wealth across the groups of workers.
2. Systemic motivational packages should be schemed to cover work sectors based on their differentiated needs and approaches. Not all packages will be suitable for all sectors as needs across the sectors vary based on social status of personnel at those various sectors.
3. The work environment as part of institutional culture should be maintained in neat and harmonious manner both physically and socio-culturally. Thus, the Head and his / her management team should endeavour to capitalize on both formal and informal relationship among staff and students to improve the outlook of the institution.

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