THE INFLUENCE OF MOTIVATION ON TEACHER PERFORMANCE IN PUBLIC SENIOR HIGH/TECHNICAL SCHOOLS IN THE BAWKU MUNICIPALITY

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UNIVERSITY OF EDUCATION, WINNEBA

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AUGUST, 2016
DECLARATION

STUDENT’S DECLARATION
I, Ndebugri Ndezuri Edward, declare that this Dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledge is entirely my original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE………………………………………………
DATE ……………………………………………………

SUPERVISOR’S DECLARATION
I hereby declare that the preparation and presentation of the Dissertation were supervised in accordance with the guidelines on supervision of Dissertation laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. INUSAH SALIFU
SIGNATURE…………………………………………
DATE………………………………………………
DEDICATION

This research work is dedicated to my dear beloved wife Abugrago Alice whose love, prayer and relentless effort have enabled me to reach this enviable academic attainment and my beloved children Ndebugri Caleb and Ndebugri Carolyn.
ACKNOWLEDGEMENT

Without the knowledge and inspirations accorded to me by the Almighty God, this book could not have been written. I owe special gratitude to my supervisor Dr. Inusah Salifu who never lost patience on many occasions when I needed his help. His comments, corrections and warmth helped me produce this work.

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ABSTRACT

Teacher motivation has become an important issue because teachers impart knowledge and skills into learners. This study investigated the influence of motivation on teachers' performances in the Public senior high/technical schools in the Bawku Municipality. Specifically, the study sought to find out whether motivation of teachers had any influence on their morale to perform and; the influence of intrinsic and extrinsic motivation on the performance of teachers. The study adopted a cross sectional survey with a total sample of 215 respondents including Headmasters/mistress and teachers. Questionnaire was used to collect the data for the study. The data was analysed using frequency counts, simple percentage, mean ranking and standard deviation. The research revealed that the performance of teachers was good despite the fact that their motivation was inadequate as evidenced from reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. In order to improve teacher motivation and performance at work, the study recommended an increase in the salary of teachers to match with the increased cost of living, provision of accommodation to teachers, strengthening of supervision as well as instituting awards for good performance.
CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Motivation is the forces that cause people to behave as they do Owens (2004). He further points out that behaviourists think of motivation as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers. The term teacher motivation has been defined variously by different scholars. Velez (2007) has perceived teacher motivation as an inspiration or encouragement of teachers to do their best in the classroom. Snowman, Mcown, et al. (2008) have conceptualized teacher motivation as located in the forces that bring about the arousal, selection, direction, and continuation of behaviour in the teacher.

Teachers in Ghana play a crucial role in the development of the country's educational system yet available research (Osei, 2006; Sarpong, 2002) has indicated that many of them, especially at the public pre-tertiary level, are unmotivated in their professional practice. Various reasons have been assigned to the situation. For instance, it has been argued that although teachers in public pre-tertiary schools in Ghana are the most important potential agents of change in the Ghanaian system of schooling they are unfairly treated as compared to the situation during the colonial period when Ghana experienced unfair treatments from its colonial masters (Osei, 2006). This unfair
treatment relates to many teachers teaching large classes of Teacher-Pupil Ratio (TPR) of 1: 70 instead of the stipulated TPR of 1: 24 (Tanaka, 2010). Such classes usually have few pieces of furniture and textbooks for students (Tanaka, 2010). Teacher motivation plays an important role in influencing teaching and learning excellence (Osei, 2006; Sarpong, 2002). They added that, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. In Ghana, the absenteeism rate among teachers in public pre-tertiary schools is estimated to be as high as 27 percent (Mensah, 2011). While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham, et al. (1992) teachers who report low levels of motivation tend to perceive their students’ motivation levels as low.

Many factors have been found to influence teacher motivation. It is argued that satisfied teachers are generally more productive and can influence students’ achievement (Mertler, 1992). Motivation guide people’s actions and behaviours toward achievement of some goals (Analoui, 2000). In work and other contexts therefore, motivation is often described as being intrinsic or extrinsic in nature (Sansone & Harackiewicz, 2000). Intrinsic motivation, deriving from within the person or from the activity itself, positively
affects behaviour, performance, and well-being (Ryan & Deci, 2000). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. Since Thorndike (1911), thousands of studies, from laboratory experiments to field interventions such as the Emery Air Freight study (Hamner & Hamner, 1976), have been carried out on the behaviourist tradition of changing behaviours by manipulating extrinsic contingencies.

1.2 Statement of the Problem

According to Agbenyega, and Deku, (2011), quality teaching has become the focus of many education systems including that of Ghana, and yet little attention has been given to teacher motivation that could ensure quality teaching and improved learning outcomes. However, available literature indicates that many teachers are unhappy in the teaching job and those who are unable to cope up with frustrations are leaving the profession leading to high teacher attrition in Ghana (Osei, 2006; Sarpong, 2002). For instance, the Bawku Municipal Education Inspection Report, October, 2014 shows that teacher absenteeism is unacceptably high and rising; time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. In the face of this development, not much has been done in research to find out the influence of motivation on teachers performance in the Bawku Municipality which is one of the municipalities with high teacher attrition rates. This research therefore seeks to find out the influence of motivation on teacher's performance in the Bawku Municipality.
1.3 Purpose of the Study

The purpose of the study was to find the influence of motivation on teachers‘ performance in public senior high schools in the Bawku municipality. Specifically, the study was to examine the effects of intrinsic motivation on teachers‘ performance. It was also to assess the effects of extrinsic motivation on teachers‘ performance. Finally, it examines the relationships between teachers‘ motivation and their performances.

1.4 Research Questions

1. What are the effects of intrinsic motivation on teachers‘ performance in public senior high schools in the Bawku municipality?
2. What are the effects of extrinsic motivation on teachers‘ performance in public senior high schools in the municipality?
3. What are the influences of teachers‘ motivation on teacher performances in public senior high schools in the municipality?

1.5 Delimitation of the Study

The study was delimited to a study in the Bawku Municipality. The study was carried out only in two public senior high schools in the municipality. The study was further narrowed down to a study on effects of intrinsic and extrinsic motivation on teachers‘ performance.
1.6. Limitations of the Study

Every research is not devoid of limitations. Limitations are that which often imposed by time and budget. Lack of cooperation from teachers in volunteering relevant and accurate information, financial resources and data collection problems, such as visiting the schools, internet browsing, typing and printing, making telephone calls and administration of questionnaire were the main reasons why the study was limited to teachers at post in the selected senior high schools in the Bawku municipality during the questionnaire administration.

In this research some respondents were not willing to collect the questionnaire on the grounds that they might not have the time to answer. This is the reason why the study was centred on only teachers and management in senior high /technical schools of the Bawku Municipality. The findings, recommendations and conclusions of this study may not be applicable to other areas of the Ghanaian economy.

1.7 Significance of the Study

This study is of importance in this era of free progressive senior high school education, especially now that Ghana needs motivated staff if performance is to be enhanced at this level. The study, therefore, seeks to explore possible motivational tools for improving teachers’ performance in public senior high schools in the Bawku municipality for improving school management and administration. The study is of importance to the policy makers and senior high school administrators as it identifies motivational factors influencing the behaviour of teaching staff towards their job performance. The study will be made available to Bawku Municipal Education office and
the Municipal Assembly to adopt measures of enhancing teachers’ performance through motivation.

1.8 Organisation of the Study

The study consists of five chapters. Chapter one looks at the introduction. Chapter two deals with the review of related literature on the topic under discussion. Chapter three deals with the methodology. Chapter four presents the results and discussions of the findings whereas chapter five gives a summary, draw conclusions and make recommendations.

1.9 Definition of Key Terms

Motivation according to Okumbe (1998) motivation is defined as a physiological or Psychological deficiency or need that activates behaviour or a drive that is arrived at a goal or incentive.

1.9.1 Extrinsic motivation

In this study, extrinsic motivation of teachers included externally administered rewards like salary, free accommodation, free meals, and advance payments in case of financial problems, leave of absence and free medical care among others.

1.9.2 Intrinsic motivation

In this study, intrinsic motivation of teachers included job satisfaction, passion for teaching, enough time for family, interest in children, inspired by the role model,
carrier development, teaching being easier, goal of my life, last resort and rendering of services to society.

1.9.3 Altruism motivation

It is the self-initiated desire to work for the benefit of others, without expectation of external rewards sufficient to justify the desire (Jaros, Jermier, Koehler, & Sincich 1993)

1.9.4 Teacher performance

It is the role of teachers in students’ learning, students in classroom and outside the classroom (Osei, 2006; Sarpong, 2002).

1.10 Chapter Summary

The chapter captured nine sections namely background of the study, purpose of the study, research questions, delimitation of the study, limitation of the study, significance of the study, organization of the study and definition of key terms. The review of related literature will be done in the next chapter.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter is done in four sections according to the study objectives which include the effects of intrinsic motivation and performance, extrinsic motivation and performance, altruistic motivation and performances and the influence of teachers’ motivation and their performances.

2.2 Intrinsic Motivation and Performance

Intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction. These factors include responsibility (feeling that the work is important and having control over one’s own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement (Armstrong, 2012). Work motivation is the process of stimulating people to do their jobs in order to achieve desired goals. One way of motivating people is to use effective motivation, which results in satisfied with and committed to their jobs (Tella, Ayeni, & Ppoola, 2007, p. 2). Therefore, teacher work motivation is referred to inner and outer energies that initiate teacher activities, and to intensify direction, intensity, and duration in order to achieve teaching and learning objectives appropriately (Luthams & Pinder, 2005, p. 486). Motivation is the combination of the desire of a person and energy directed at achieving a goal. It can be internal/ intrinsic to include a sense of satisfaction and feelings of achievement or external that includes rewards, punishments. Internal motivation comes from the person,
from his personal activities which positively affects the behavior, performance and the benefits from it (Ryan & Deci, 2000). So intrinsic rewards like recognition creates role models and communicates the standards. These constitute the great performance (Cook, 2008). The emergence of a sizeable private education sector has further diversified the teaching force and improved their recognition. Private sector teachers are often seen in a more positive light by parents and the wider public because they are harder working and usually less well paid, but achieve better learning outcomes. Where private sector provision is growing rapidly with strong public approval like this is a strong intrinsic motivator to the otherwise downward pressures on teacher status (Amstrong, 2012). A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as old guards who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles. Torrington et al (2002) on the other hand indicated that poor human resource management seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaotic in many countries. In most parts of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, and overlap and duplication of effort. Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management
regimes feel like we are treated as children. The extent to which teacher grievances are addressed is also a key issue.

The high turnover of head teachers in many countries is particularly disruptive and frequently bad for teacher morale. Many managers are acting for very long periods. Effective management training programs for head teachers are necessary to lead to noticeable improvements in teacher behavior and performance. Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation (Bell, 2012). Bennell (2004) further noted that most teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban drive in most countries creates enormous disincentives to being posted to a rural school. He indicated that teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close knit family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. The much greater opportunities for earning secondary incomes in urban locations are also a major factor. Being posted to a rural primary school can, therefore, severely affect their ability to undertake further studies as well as earn additional income. Since Bawku Municipality is an urban area, it is expected that teachers enjoy the benefits of urban location and are therefore motivated to perform.
Stone (1998) also found that the job performance and intrinsic reward relationship follows the social challenge theory; employees performance is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motivation and performance is better explained by the expectancy theory espoused by Vroom found in Cole (1995). According to Vroom (1964), perception that effort will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end. According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries (Tanka, 2010). Farrel (1993) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers (Siruri & Muathe, 2014). However, lacks of understanding and unrealistic expectations have led to frustration and
negative stereotyping of teachers. Often views of local schools which parents have had first-hand knowledge of are far more positive than perceptions of schools and teachers as a whole.

2.2.1 Job Satisfaction and Teacher Motivation

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences. There are a variety of factors that influence a person’s level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker. According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical correlation between job satisfaction and performance was about. Thus, these authors concluded that the presumed relationship
between job satisfaction and performance was a management fad and illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviours not generally reflected in performance appraisals, such as organizational citizenship behaviours, its relationship with job satisfaction improves. Research tends to support Organ’s proposition in that job satisfaction correlates with organizational citizenship behaviours (Organ & Ryan, 1995). In addition, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs.

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies from one individual to another Peretomode (1991) and Whawo (1993), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as
individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfilment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (1998) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (1985) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver and Mooradian, 2003).

2.3 Extrinsic Motivation and Performance

Extrinsic motivation relates to what is done to or for people to motivate them. These include rewards such as increased pay, praise, or promotion, and punishments,
such as disciplinary action, withholding pay or criticism, (Armstrong, 2012). It is also influenced by external factors such as salary, providing better working and living conditions and opportunities for in-service training. Extrinsic/External motivation in turn results from a number of factors such as bonuses, salary, prestige, and positive evaluation by others. Dungu (2000), stated that teachers did not live near schools; thus spending a lot of time traveling to schools. He noted this problem of residential accommodation in some of the countries of sub-Saharan Africa. He noted that many senior high school teachers were given small house allowance to cater for their residential accommodation which forced them to reside in poor houses. Armstrong (2012), observed that teachers who failed to get institutional houses had to look for accommodation elsewhere; a situation which results into de-motivation of teachers to effectively perform at work.

Reward in a form of pay has a strong impact on the employee’s performance. That pay is one of the most powerful motivating tools (George & Mensah, 2011). Similarly, Armstrong (2012) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. In his study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn, (Cook, 2008). He observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance. A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory
pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Ghana, while not a strong satisfier for senior non-teaching and academic staff. Therefore, all teachers in schools desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers. Complaints about the big teaching load of teachers have been reported by Ward, Penny and Read (2006). In Ghana, the Ministry of Education raised the teaching load of Senior High school teachers to a minimum of 25 periods per week. However, there are usually major differences in teacher workloads according to school size, type and location as well as subject areas. The most common reasons for low teaching loads are small schools, overcrowded curricula with too many specialized teachers, insufficient classrooms, and a predominance of single subject teachers. Private primary schools often have strong incentives to expand classes in order to maximize fee income. If, however, the financial payoff to teachers for teaching extra classes is not increased sufficiently then this can result in lower motivation (Tanaka, 2010). Kavarlemo (2000) on the other hand re-affirms this in a study by the application of Maslow’s hierarchy of needs theory of motivation in a school situation and stated that teachers need a wage sufficient to feed, shelter and protection of their families if they are to dedicate their energies and time to school obligations other than for survival. Ouma (2007) also added that teachers need assurance of sustainability of above basics so as to continue pursuing organizational goals. Carron (1996) noted that the teaching profession has suffered greatly from the negative effects, from the economic crisis and adjustment
policies which have had severe impact in the standard of living of teachers. This phenomenon has had severe effect on their morale, their sense of commitment and motivation. In agreement, Coombs (1985) cited that when teachers’ salaries fail to keep pace with the cost of living they undergo a reduction in real income, their morale suffers and the able ones shift to better paying jobs thus pulling down the quality of instruction. It is affirmed that where teachers are disillusioned and frustrated about conditions of service, the quality of education is likely to deteriorate even with substantial input of equipment and material (Claeys, 2011). However they concluded that if a teaching force is reasonably paid, and well-motivated, they can achieve much for the quality of education even against great odds.

Kasaija (2008) studied about the effects of monetary and non-monetary rewards on motivation of teachers. He established that both monetary and non-monetary rewards are motivators to teachers. He stresses that professional allowances have great significance in motivating teachers to do their work effectively. According to Grusky (in print), rewards are among the most important factors which influence the strength of a person’s attachment to an organization. He says that if a person discovers that he cannot obtain the rewards he originally desired, he either leaves the organization or joins another, or if it is not feasible, he accepts those rewards which he can obtain and at the same time feels less committed to that organization.

Most Ghanaian scholars do not prefer the profession because it is generally perceived as a low-paying profession and conditions of service are not attractive (George & Mensah, 2011). Generally, a vast number of people in Ghana who go into teaching do so only when they fail to meet their cherished dreams of pursuing other professions and
eventually leave when they succeed those professions (Agezo, 2010). This development in Ghana is not a unique phenomenon. Research by Akiba, Shimizu, & Liang, 2012, has shown that financial constraints on teachers, especially in many parts of Africa, compel many of them to find additional sources of income and the situation creates divided attention and loyalty to teaching and impacts negatively on academic achievement of students. According to Mumanyire (2005), the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. Furthermore, many of the teachers are currently compelled to take on other jobs like selling of general goods at the market to support themselves and their families because, despite their efforts at contributing significantly to education development in the country what they earn cannot suffice them until another pay time (Mensah, 2011). Taking on other jobs creates absenteeism in the classrooms because the education system in Ghana does not give room for emergency teacher replacement as happens in Australia and other developed nations (Salifu, 2013). However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school objectives are all crucial to the level of motivation of teachers. Armstrong (2012) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (2005) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non- financial rewards on the performance of primary school teachers. According to
Luthans & Stajkovic, (2000), another tool to motivate employees is recognition. That it can be a powerful re-enforcer that affects peoples‘ performance. Employee not only wants to know how well he performed but also desires the feeling that his effort is appreciated According to Farrant (2009), in many countries the morale of teachers is low because they possess no great status, lack promotion opportunities, are poorly paid and have to teach under unsatisfactory conditions. In addition there is a problem of poor remuneration reflected in inadequate salaries or low or no allowances for those teachers who are not on civil service pay roll. Consequently, poor working environment and low remuneration have attracted few qualified (trained) teachers in the area and have contributed to low morale of teachers in general thereby leading to their low levels of their job performance (Cook, 2008). Apart from absenteeism, many of the teachers do not allot adequate time to co-curricular activities, teaching notes preparation and marking (Mensah, 2011; Tawia- Armah, 2010). Many others resign, vacate their post or do not resume post after leave of absence or sponsored study leave (Mensah, 2011). In a draft report to examine teacher attrition in Ghana, a joint research by the Ghana National Association of Teachers (GNAT) and the Teachers and Educational Workers Union (TEWU) has revealed that about 10,000 teachers in public pre-tertiary schools in Ghana leave the classroom every year (Mensah, 2011). Another source (Ghana Web, 2013) has documented that, as high as 33,185 teachers in public pre-tertiary schools in Ghana have vacated posts in recent years in search of greener pastures abroad or in other professions because of low pay, promotion issues and other unfavorable working conditions. Given the crucial role teachers play in Ghana’s education development, we think the above situation poses a significant threat to the country’s effort at meeting its Education for All
(EFA) goals by 2015. This is because, it is a common knowledge that whenever the education sector of a country records a high attrition rate of professional teachers for an extended period of time, the country experiences a sharp decline in educational standards in terms of students’ achievements and general discipline (Agezo, 2010; Dolton and Marcenaro-Gutierrez, 2011).

The study leave with pay concept in Ghana is an opportunity given to teachers to pursue further studies mainly in the Universities and still draw salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. The initiative is aimed at enhancing teacher professional development required for quality classroom delivery (Agezo, 2010). As a motivation policy, the Ghana Education Service grants the leave to all of its professional teachers. However, preference is given to those who sacrifice to serve in deprived areas (countryside without access to basic social amenities like electricity, potable water, decent accommodation and good roads) to urban areas (cities or towns). In this sense, it takes teachers who serve in deprived areas a minimum of two years to qualify for study leave with pay as compared to a minimum of five years in the case of teachers who serve in urban areas. Also, priority is given to those who apply for study leave with pay to study in key areas like Mathematics, Science, Information and Communication Technology (ICT) and English Language. Teachers who propose to study in other areas like; Ghanaian Language, Social Studies, Management and Accounting studies, Home Economics, Visual Arts directly related to classroom teaching and Educational Administration and Management are also considered on a priority basis.
2.3.1 Teacher Reward Systems and motivation

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the headteacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

If employees feel that their inputs outweigh the outputs then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees
seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behaviour to reduce the tension and that quite often a variety of behaviours are available for correcting a situation of perceived inequality.

Vroom’s theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective, rewards must be linked to performance, goals must be reasonable, and the outcomes must be negotiated. Skinner (1969) indicated that what an organization appears to reward is the behaviour that will be seen as the model for success. He advised managers to state which behaviour that will be rewarded and which ones will not, and to tie rewards to individual performance. Other researchers like Kreitner, (1989). Skinner overemphasized the importance of external outcomes such as pay and promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

Carraher, et al. (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those
policies and procedures which increase employee satisfaction and motivation. Bishop (1987) suggested that pay is directly related with productivity and reward system depends upon the size of an organization. Organizations in today’s competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees.

Reio and Callahon (2004) argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc. Filipkowski and Johnson (2008) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tosti and Herbst (2009) discussed about behaviour systems approach which can be used to achieve a customer centred organization through examples and reports from consultation cases. They established the effects of presenting
organizational information through implicit and explicit rules on sales-related target behaviours in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms.

Greenberg and Liebman (1990) mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain an executive through the more mundane tasks. For those with a strong need for personal growth, these activities include new challenges and opportunities. Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu et al. (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

Herzberg (1987, p. 118) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Herzberg (1968) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation for fear of punishment or failure to get an extrinsic reward, rather than true motivation. Motivation is an important issue in any organisation
because it is involved in energizing or initiating human behaviour, directing and channelling that behaviour and sustaining and maintaining it. Deci (1972) showed a decrease in intrinsic motivation when extrinsic rewards were used to promote behaviour. It is important to note that the reduction in intrinsic motivation occurred with monetary rewards, but not with verbal praise. When individual performance is viewed as the outcome the concern regarding extrinsic rewards decreasing intrinsic motivation is not so clear-cut. There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises.

Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey & Ichter 1997). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money. Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford, 1992). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the
employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them.

No consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teachers’ low esteem and their productivity. Youlonfoun (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) found that what the typical low income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

2.3.2 Professional Training and Development and Teacher Motivation

The 21st century employment relationship has redefined development and career opportunity. Dibble (1999) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees
and organization alike. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2002), if an organization does not recognize the individual’s need and desire to grow, then development becomes a primary reason for resignation.

In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm’s success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Organizations with extensive training opportunities should experience lower turnover rates. However, an interesting finding included a positive relationship between training and the discharge rate. They theorize that companies that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations. Conversely, companies that experience a high discharge rate initiate training programs because of lower workforce skill levels. In a recent study of young professionals respondents rated formal and professional job training lower on their challenging work scale, indicating that the type of learning that respondents sought occurs through actual work experience.
Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The general skills training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Glance, Hogg, and Huberman (1997) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations. The researchers affirmed that training encourages spontaneous cooperation in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies. This spontaneous cooperation which results from training is due to the training participant’s sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company goals and gain a competitive advantage. Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to spontaneously cooperate as a means of repaying the reward that they received.
Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favourably, and had less of intent to quit. One could argue that training was able to enhance the employee’s sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a benefit of training from the company and will attempt to repay it in the future. According to Scholl (1981), in essence, the employee will need to remain committed to the organization until the benefit is paid off. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills. Hedges & Greenwald (1996) found that easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment.

There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fuelled a wide range of
policy prescriptions. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al. (2007), Hill, et al. (2005), Kane, et al. (2006), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or covariates to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation.

According to Clotfelter, et al. (2006), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. Varga (2007) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students’ progress.

Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. McKinsey & Company report stated that certain education systems achieve substantially better outcomes than others because they have produced a system that is more effective in doing three things: getting more talented people to become teachers,
developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system.

2.3.3 Work Situation Factors and Teacher Motivation

According to Judge et al (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, co-workers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work. According to Weiner (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself which includes job challenge, autonomy, variety, and scope best predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

2.3.3.1 Work Environment and Teacher Motivation

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favourable or unfavourable individual
performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees’ quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavour.

According to Macfie (2002), it is important for management’s effort to create a working environment where everyone is highly motivated and feels valued. He adds that
if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

2.3.3.2 Arrangement of the Workspace and Teacher Motivation

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one’s workspace is important primarily because it significantly influences social interaction. An employee’s work location therefore is likely to influence the information to which one is privy and one’s inclusion or exclusion from organization’s events. Whether you are on a certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization.

According to Zweigenhaft (1976), one topic that has received a considerable amount of attention is furniture arrangements in traditional offices. Unlike factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship. Privacy within the work place is in part a function of the amount of space per person and the arrangement of that space. But walls, partitions and other physical barriers also influence it. One of the most widespread work space design trends in recent years has been the phasing out of closed offices and replacing them with open office plans that have a few, if any walls or doors.
Lohr (1997) said that sometimes described as the cave versus cube debate, the former provides privacy whereas the latter facilitates open communication. Caves limit interaction and thus organizations have sought to increase flexibility and employee collaboration by removing physical barriers like high walls, closed offices and doors. Benciveng et al. (1999) asserted that, while the trends is clearly towards cubes, organizations are making exceptions for employees engaged in work that requires deep concentration. Companies like Microsoft, Apple computer, and Adobe systems, for example continue to rely primarily on private offices for software programs, as it requires tremendous concentration. According to Baron (1994), there is also growing evidence that the desire for privacy is a strong one on the part of many people, yet the trend is clearly toward less privacy at the work place. Further research is needed to determine whether organizational efforts to open workspaces and individual preferences for privacy, are incompatible and results in lower employee performance and satisfaction.

The work environment is also an important determining factor in teacher motivation. Facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely
good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers‘ workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

2.4 Altruism Motivation

Altruism motivation is defined as the self-initiated desire to work for the benefit of others, without expectation of external rewards sufficient to justify the desire (Jaros, Jermier, Koehler, and Sincich 1993). It is further divided into organizational and societal components.

2.4.1 Organizational and Societal Altruism

Organizational altruism motivation is defined as altruism motivation that results from the moral commitment of the individual to the organization. Moral commitment, as defined by Jaros, Jermier, Koehler, and Sincich (1993), as "the degree to which an individual is psychologically attached to an employing organization through itemization
of its goals, values, and missions." (p. 955). The intended beneficiary of organizational altruism is assumed to be both the organization directly and indirectly all else (assumed here to be "society") that the organization serves through the production of its goods and services.

Societal altruism is altruism motivation that results from all sources other than the organization. The intended beneficiary of societal altruism motivation is assumed to be society directly, though the organization may benefit indirectly as well. Note that the term "societal" is used somewhat for convenience, as societal altruism's beneficiaries may be only indirectly human or not human at all (e.g. the environment, knowledge, animals). This distinction between organizational and societal altruism motivation reflects the fact that an individual's employer can provide a context in which an individual is intrinsically motivated, and it can be an extrinsic motivator (or punisher). Two constructs from the organizational behavior literature are most related to altruism motivation as defined here: Prosaically Organizational Behavior (POB) (Brief and Motowidlo, 1986) and Organizational Citizenship Behavior (OCB) (Organ, 1988). Altruism motivation differs from these constructs fundamentally in that it is a motivational source, while Prosaically Organizational Behavior and organizational citizenship behavior are behaviors. There are related differences as well. Prosaically organizational behavior is more general than altruism motivation, in that it does not propose any restrictions concerning the voluntariness of the act, or a relationship to external reward.

Organizational Citizenship Behavior differs from altruism motivation in two other ways. First, organizational citizenship behavior has frequently been defined as extra-role behavior, while altruism motivation may occur in-role or extra-role. Second,
organizational citizenship behavior is defined as behavior that benefits the organization. Behaviors resulting from altruism motivation may be intended to benefit the organization, its clients, or society and as with prosaically organizational behavior, may or may not be consistent it with organizational interests.

2.4.2 Effects of Extrinsic Rewards on Altruism Motivation

Several studies have investigated directly whether the presence of extrinsic rewards, including pay, affects altruism motivation. The impetus for much of this research was the conclusion of many studies that the introduction of extrinsic rewards decreases the intrinsic motivation of an individual to do a task. Since altruism motivation is closely related to, if not a type of, intrinsic motivation (Kunda and Schwartz, 1983), theoretical principles pertaining to intrinsic motivation have been extended to altruism motivation.

An individual performing a task that helps others, where social external reward contingencies are not sufficient to motivate behavior, it may attribute behavior to altruism motivation (Uranowitz, 1975). If extrinsic rewards become more salient as a reinforcement contingency, the individual may use that attribute behavior to the pay contingency and not altruism (Kunda & Schwartz, 1983).

2.5 Motivation and Teachers Performance

The concept motivation is concerned with the factors that influence people to behave in certain ways. Motivating other people is about getting them to move in the direction one wants them to go in order to achieve a result. Motivation can be described
as goal-directed behavior. Teacher motivation has to do with teachers' attitude to work. Teacher motivation could therefore be referred to as those factors that operate within the school system which if not made available to the teacher could hamper performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. This implies that teacher motivation includes factors that cause, channel, sustain and influence teachers' behavior towards high management and academic achievement standards in schools (Ofoegbu, 2004). According to Dörnyei (2001) the following factors affect teacher motivation: the school's general climate and the existing school norms, the class sizes, the school resources and facilities, general expectations regarding student potential, the school's leadership and decision-making structure. Restricted autonomy is believed to be one of the negative influences on teacher motivation. People are motivated when they expect that a course of action is likely to lead to the attainment of a goal and a valued reward - one that satisfies their needs (Armstrong, 2007; Hoy and Miskel, 1991; Tracy (2000) as cited in Ofoegbu (2004). Motivation is thought to be responsible for "why people decide to do something, how long they are willing to sustain the activity and how hard they are going to pursue it" (Dörnyei, 2001). There are two types of motivation as originally identified by Herzberg, Mausner and Snyderman (1957). There are several theories of motivation which can be applied to studies on teacher motivation. Content theory assumes that all individuals possess the same set of needs and therefore prescribe the characteristics that ought to be present in jobs. In other words, it states that motivation is essentially about taking action to satisfy needs, and identifies the main needs that influence behavior (Armstrong, 2007). Need theory was originated by Maslow (1954), and in their two-factor model, Herzberg,
Mausner and Snyderman (1957) listed needs which they termed “satisfiers”. Process theory focuses on psychological processes which affect motivation, by reference to expectations (Vroom, 1964 cited in Bennell and Akyeampong, 2007), goals (Latham and Locke, 1979 in Huczynski and Buchanan, 2001) and perception of equity. Johnson Three-Model theory combined expectancy theory, equity theory and Job enrichment theory. Process theories stress the difference in people’s needs and focus on the cognitive processes that create these differences.

Frey and Osterloch (2002) in their book about successful management by motivation stressed an important fact that can explain relation between performance and motivation. They suggested that different people have different goals in their life. Therefore, particular motivators influence performance of individuals differently. There are employees who are motivated extrinsically. Authors divided them into two types: Income maximizes and Status seekers. Income maximizes are only interested in earning money for consumption goods and they find work an unpleasant duty. Status seekers search for social comparisons. Work for them is a tool to gain “positional goods” that shows their high status. Employees can be also motivated intrinsically.

There are three groups of them characterized by specific features which include loyalist, formalist and autonomist. The Loyalists identify personally with the goals of company they work for. The Formalists are focused on procedures and rules existing in a company, while Autonomists pursuit for their own ideology. Defining those types of employees helps to predict which kind of motivators are effective in increasing individuals’ performance. As an example, performance-related pay increases
performance of Income maximizes, especially when it is paid out as money rather than fringe benefits.

The condition that has to be met is that employees see clear relationship between compensation and performance. Status seekers can also be motivated by wages as long as they let them distinguish themselves from other people. In their case compensation does not have to be in a form of money. They would rather prefer other benefits that directly show their status. Performance-related pay can also reduce performance. Loyalist may understand this kind of rewarding as a signal that their work is considered by company as inadequate. Formalists also may feel that company tries to change the way they work. Finally, Autonomists would lose their intrinsic motivation because their self-fulfilling work concept is put on doubt. Not-financial rewards also need to be matched with employees’ types. For example praise would be desired by Status seekers but would be not motivating at all for Income maximizes who cannot buy anything for it. Autonomist may feel that management try to absorb them into the organization and Formalists may not appreciate praise as they “just do their job”. Another way to increase performance is implementing commands and sanctions. This way would be effective for Formalists who understand them as a guide. On the other hand, it can dramatically reduce performance of other types of employees. Income maximizes, Status seekers, Loyalist and Autonomist see commands as restrictions, what result in crowding-out their intrinsic motivation to work. Participation can be helpful tool that positively affect performance of Autonomist but it would be treated as waste of time by Income maximizes and Status Seekers as they are not interested in the work itself. Finally, autonomy understood as possibility to make own decision is crucial for Loyalist and would definitely increase their performance. For
other types of employees autonomy would not be an effective way of increasing their efforts. The characteristics of employees’ types presented here suggest that people have different expectations and desires at work. Some rewards can be really rewarding for them but others are rather seen as factors that negatively influence their performance.

Teacher Job-performance is considered as teacher observable behaviors related to outcomes which are relevant to educational goals (Cook, 2008). One of the main factors affecting job-performance is work motivation, and it was found that there is a positive and significant relationship between teacher work motivation and job-performance (Inayatullah & Jehangir, 2002). Motivation and performance are very important in determining organization success and outcomes. If external environment changed due to new technology developments, it is necessary to adopt the change, so it could motivate employees (Inayatullah and Jehangir, 2002). Therefore, in order to meet organizational changes, it is necessary to upgrade employee skills and competencies according to new technology developments, so they would be able to adapt into the new working environment (Latt, 2008). It was also found that motivated teachers are more satisfied than those less motivated, and it results in higher performance. (Iwu, Gwija, Benedict, &Tengeh, 2013, p.838). In relation to job-performance, it was also reported that organizational culture positively affects job-performance (Hanjun, Roberts, & Chang-Hoan, 2006, p. 100). Therefore, it is presumed that job-performance is determined by organizational culture, Job-satisfaction, and work motivation. There is a wide range of views about teacher motivation in West Africa and, most of which are country specific. However, there appears to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly
motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions (Adejumobi & Ojkutu, 2013). For example, Bennell (2007) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. Performance is a multidisciplinary concept. It is a way of thinking and communicating for building and problem solving. The concept of performance itself involves both task performance and contextual performance. Task performance refers to the ability of an individual to performs an activity which contribute to the institution where the individual works and the other aspect is contextual performance which is not related to its technical contribution to the organization but that support organizational environment, social and psychological (Tanaka, 2012). Based on this understanding that teacher performance is directly dependent on motivational factors as though a teacher is proficient in his work, if he / she does not feel motivated then the level of employment will fall as a result of lack of stimulus that he / she is at school by managers and students (Tanaka, 2012). Teacher performance means the role of teachers in students' learning, students in classroom and outside the classroom (Osei, 2006; Sarpong, 2002). This process involves the use of teaching materials, teaching methods, student rules, making a plan for classes, discussions with students, participation in various activities, care, counseling and so on. It should be understood that the performance of teachers at work in jobs should be given more special attention. This can be achieved through assessments, tests different from administrators to discover how quality is the work of teachers with students during the academic year. In the past 35 years observer to see the performance of the teachers have studied the characteristics of the teacher and
student attributes affecting their academic achievements in the country to study the characteristics of the teacher resulting ineffective teaching. Nowadays researchers to see the performance of teachers focus on the fact that as teachers perform in the classroom and how this performance is followed in two respects as to the achievements of students and their assessments of pupils, colleagues, administrators and experts (Osei, 2006; Sarpong, 2002). A good performance is associated with meeting the basic needs of students that makes them feel motivated by giving energy and their desire to work in the specific case of teachers work with students that brings academic development as the best of the new generation (Adejumobi & Ojkutu, 2013).

In Ghana, information about the teachers’ job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counseling, conducting fieldwork among other activities (Osei, 2006). Mensah (2013), asserts that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher centered practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking (Adejumobi and Ojkutu, 2013).

A research conducted in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers
interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell et al, 2004). In the same vein, this study investigated the influence of motivation on the performance of Senior High school teachers in Bawku Municipality. A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behavior (absenteeism, lateness, poor teaching, and abusive behavior towards students) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual
performance. This situation was also revealed by Carron (1996) that where teacher pay is very low, there is normally de facto recognition that the labor process in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these survival activities. More generally, there is a widespread acceptance that you get what you pay for, which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs (Mensah, 2011).

2.6 Theoretical Framework

Herzberg (1968), propounded his own theory of motivation called the motivation-hygiene theory. He had the notion that those factors which cause job satisfaction are the opposite to those that causes job dissatisfaction. Herzberg survey was carried from a group of accountants and engineers. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors. In this, he describes two dimensions of conditions: motivators and hygiene factors. Motivators are what lead to job satisfaction and are associated with the nature of the work itself: achievement, recognition, responsibility and growth. Motivators are intrinsic factors which lead to job satisfaction. On the other hand, hygiene factors, do not lead necessarily to motivation or satisfaction, but rather are extrinsic and simply reduce job dissatisfaction. Examples of hygiene factors include: company policy and administration, supervision, relationships with supervisors, and work conditions.
So for instance, a worker can have a high salary (extrinsic hygiene factor) and
great work conditions, leaving her not dissatisfied. However, if her work is not rewarding
and she does not feel challenged in the tasks she does, then she may not be very satisfied
and thus not motivation in her work.

Drawing from Frederick Herzberg's "two-factor" theory of human needs (1959),
is certainly possible that these two competing theories are not mutually exclusive of one
another. Herzberg argued that there exists a set of "motivators" that include achievement,
recognition, the work self, responsibility, advancement, and growth.

Along with the motivators, Herzberg argued that there was a set "hygiene" factors
that include company policy, supervision, relationship with boss, work conditions, salary,
relationship with peers, and security. Herzberg argued that these two sets of factors were
both important but that the motivators are what primarily drive employee motivation. The
hygiene factors were necessary and important to establish a level of satisfaction with an
employees' work and if any of these were absent or under -served they could act to de-
motivate employees and undermine morale. However, Herzberg argued that, while these
hygiene factors were important, they could not serve to drive employees to higher
performance. Herzberg argued that those factors in the motivators' category were actually
what could serve to inspire employees to higher performance.

2.7 Chapter Summary

The chapter captured the effects of intrinsic and extrinsic motivation on teachers’
moral to perform. It indicated that teacher motivation referred to all the factors that
operate within the school system which if not made available to the teacher could hamper
performance, cause stress, discontentment and frustration all of which would subsequently reduce classroom effectiveness and student quality output. For instance, it was revealed that pay as an extrinsic motivators had a greater impact on teachers performance. From the literature, it is clear that just as much has not been done to establish the influence of motivation on teachers’ performance in Africa and Ghana in particular, it is also evident that very little has been done about a study of this nature in senior high schools in the Bawku municipality. This is therefore the space in which the research seeks to fill.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter consists of seven sections. The first section is the description of the research approach and design, the second section is the study population. The third section is the sample and sampling techniques. The fourth section is the data collection instruments, the fifth section is data procedure, the sixth section is data analysis procedure and the final section on is the ethical issues.

3.2 Research Approach and Design

The study adopted a quantitative approach based on a across sectional survey to investigate the influence of motivation on teachers‘ performance in public senior high schools in the Bawku Municipality. The cross sectional design focuses on ‘how‘ and ‘who‘ questions such as what happens? Who is involved? According to Best and Kalm, (2006), descriptive study is concerned with condition or relationship that exist, opinions that are held, processes that are going on, effects that are evident or trend that are developed.

3.3 Population, Sample and Sampling Techniques

This study comprised a total of 215 respondents made up of Heads and teaching staff in Bawku senior high school and Bawku senior high/technical School. They were part of the sample because they were the only two (2) Senior High/Technical schools in the municipality. Purposive sampling technique was used to select the only two senior
high /technical schools (Bawku Senior high school and Bawku senior high /technical school) within the municipality. Purposive sampling technique was used to collect data from the sample. According to Orodho, (2009), purposive sampling technique is very useful in situations when you need to reach a targeted sampling for proportionality is not the main concern. It provide as much insight as possible into the event or phenomenon under examination. The two schools have two Heads and 213 teaching staff giving a total of 215. All of them were all part of the sample.

3.4 Data Collection Instrument

The research employed self-constructed questionnaire to collect the data. The questionnaire was designed based on the literature review and the research questions. It consisted of closed ended questions to restrict fixed alternatives and open ended which allowed respondents to answer freely. The questionnaire was chosen because it enabled the study to investigate on a large sample size (Alhassan, 2006). Section ‘A’ was on the demographic variables of respondents. Section ‘B’ had five items on intrinsic motivation, section ‘C’ had five items on extrinsic motivation while section ‘D’ also had five items on teachers performances. They were all arranged in a five- point liker scale in the following manner: strongly agree-5; agree-4; undediced-3; disagree-2; and strongly disagree-1. All the questions were designed based on the view as expressed by Salifu (2013), Tanaka,(2010), Bell,(2012), Armstrong (2012) and Cook,(2014). According to them, intrinsic rewards like recognition create role models and communicate standards. Also that increasing hours of work, large class sizes, and more subjects and constantly changing curricular are cited as major de-motivators. Museveni, (2010), Armstrong,
(2012), George and Mensah, (2011), Maicibi, (2003) and Ouma, (2007), rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. With performance, Osei (2006) & Sarpong, (2002), Armstrong, (2012), indicated that concept of performance itself involves both task performance and contextual performance. Teacher Job-performance is considered as teacher observable behaviors related to outcomes which are relevant to educational goals.

3.5 Validity and Reliability

An initial test was conducted in Tempane Senior High School to give them the chance to criticize its validity and reliability. The questionnaire was conducted by the researcher. Both validity and reliability test was conducted in order to ascertain whether the questions in the questionnaire were valid and reliable. A face validity test conducted indicated that the questionnaire items were in line with the study objectives after they were pre-tested on the teachers in the sample Due to this it was adopted fully. To ascertain its reliability, 200 teachers of the study schools were used as the sample area. Data were analyzed using SPSS cronbach Alpha which arrived at 0.753 coefficients. This therefore made the instrument reliable for assessing the effect of motivation on teacher performance in senior High schools in Bawku municipality.

3.6 Data Collection Procedure

I collected a letter of introduction from the Department of Educational Leadership, University of Education, Winneba-Kumasi campus to commence the data
collection process. I personally collected the data using two months. Two hundred and fifteen (215) questionnaires were distributed and 203 retrieved. However, 3 of the questionnaires were returned blank. This gives as a response rate of 93%.

3.7 Data Analysis Procedure

Package for Social Scientists (SPSS) program was used to analyze the data. The percentage number of respondents according to variables such as; sex, age, intrinsic and extrinsic motivation and performance were computed and presented using tables and figures. The data analysis procedure was done in two stages: (i) data input and (ii) statistical analysis. The first raw data was inputted into Microsoft Excel. The raw data was then processed into data sets and then entered and coded into SPSS for statistical analysis. Further, all the variables were simplified using descriptive statistics (i.e. frequencies, percentages, Mean, and standard deviations). After coding the data sets in SPSS, limited statistics analysis was conducted for significance value of 0.6.

3.8 Ethical Issues

The study assured respondents of confidentiality of information, anonymity and non-traceability. Respondents completed the questionnaire at their own space within the time frame and were at liberty to withdraw during the questionnaire completion process. Additionally, respondents’ consents were sorted out and guaranteed of the enormous benefits the research will bring to improve their situation.
3.9 Chapter Summary

The chapter captured seven sections namely research design, population of the study, sample and sampling techniques, data collection instruments, data collection procedure, data analysis procedure and ethical issues. The next chapter discusses the findings of the study. The presentation and analysis of data will therefore be based on the effective sample of 200 respondents.
CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the data obtained from the field. The discussion is hinged on the objectives of the research to find out the influences of motivation on teachers’ performances in the public senior high/technical schools in the Bawku municipality.

4.2 The Influences of Intrinsic Motivation on Teachers’ Performance Research

Question 1

What are the influences of intrinsic motivation on teachers’ performance in public senior High/Technical schools in the Bawku municipality?

Table 4.1 provides the responses for research question 1. It captures the quantitative responses on the questionnaires for teachers regarding their level of agreement with indicators of intrinsic motivation.

Table 4.1: Extent of intrinsic motivation among teachers

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>It gives me job satisfaction</td>
<td>(70; 33%)</td>
<td>(104; 52%)</td>
<td>(4; 2%)</td>
<td>(14; 7%)</td>
<td>(7; 4%)</td>
</tr>
<tr>
<td>Teaching is my passion</td>
<td>(43; 22%)</td>
<td>(84; 42%)</td>
<td>(10; 5%)</td>
<td>(37; 19%)</td>
<td>(25; 13%)</td>
</tr>
<tr>
<td>It gives me time for my family</td>
<td>(36; 18%)</td>
<td>(88; 44%)</td>
<td>(11; 6%)</td>
<td>(33; 17%)</td>
<td>(31; 16%)</td>
</tr>
<tr>
<td>I like working with children</td>
<td>(84; 42%)</td>
<td>(102; 51%)</td>
<td>(3; 2%)</td>
<td>(7; 4%)</td>
<td>(4; 2%)</td>
</tr>
<tr>
<td>I am inspired by a role model prospects for career development</td>
<td>(65; 36%)</td>
<td>(92; 46%)</td>
<td>(8; 4%)</td>
<td>(20; 10%)</td>
<td>(15; 8%)</td>
</tr>
<tr>
<td>It is easier to teach</td>
<td>(52; 26%)</td>
<td>(100; 50%)</td>
<td>(12; 6%)</td>
<td>(18; 9%)</td>
<td>(17; 9%)</td>
</tr>
<tr>
<td>It is one of my goals in life</td>
<td>(83; 42%)</td>
<td>(100; 50%)</td>
<td>(3; 2%)</td>
<td>(8; 4%)</td>
<td>(6; 3%)</td>
</tr>
<tr>
<td>It was my last resort</td>
<td>(55; 28%)</td>
<td>(63; 32%)</td>
<td>(19; 10%)</td>
<td>(48; 24%)</td>
<td>(15; 8%)</td>
</tr>
<tr>
<td>provides services to society</td>
<td>(38; 19%)</td>
<td>(106; 53%)</td>
<td>(18; 9%)</td>
<td>(26; 13%)</td>
<td>(12; 6%)</td>
</tr>
</tbody>
</table>

Source: Field Survey 2016.
From Table 4.1, it is apparent that a good number of the respondents (104; 52%) endorsed the opinion that teaching gave them satisfaction. In succession, 70 of the respondents making up 33% also endorsed the opinion. However, a negligible number (14; 7%, 7; 4%) of the respondents disagreed and strongly disagreed with the variable. Also a minute number (4; 2%) of the respondents were undecided. This is supported by Armstrong, (2007), who indicated teachers satisfaction enabled them to concentrate on their jobs and be able to perform well. He added that intrinsic motivation is self-generated factors that influence people to behave in a particular way or to move in a particular direction.

More to the point, teaching as a passion was the next variable on table 4.1. 84 of the respondents representing 42% agreed with the variable while (37; 19%) of them agreed strongly that passion attracted them into the profession. On the contrary, 43 of the respondents representing 22% disagreed while 10 of them equaling 5% strongly agreed to it. Furthermore, only one-eighth (25) of the respondents denoting 13% did not indicate whether passion had attracted them into the profession or not. Mier (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan.

In addition to the above, when teachers were asked whether teaching was giving them sufficient time for their families, 88 making 44% of the respondents consented that teaching really gave them enough time for their families while (36; 18%) of them went also along with it. Furthermore, (33; 17%, 13; 16%) of the respondents did not buy into
it. However, (11; 6%) remained undecided. This implies teachers in the study schools had sufficient time for their families.

Having the passion of working with children was another variable on table 4.1. It is interesting to note that more than half (102; 51%) of the respondents consented with the variable while (84; 42%) of them also strongly agreed with it. Likewise, (4; 2%, 3; 2%) of them agreed as well as strongly agreed respectively with the variable. Meanwhile, (7; 4%) of them did not take a stand. This is confirmed by Ryan & Deci (2000), who indicated that intrinsic motivation is derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being. The findings also support Kasser and Ryan (1996) view that intrinsically motivated behavior is alleged to derive from and satisfy innate psychological needs, including needs for competence and autonomy.

Furthermore, the fifth variable on table 4.1 was to find out whether inspired by a role model was also a source of motivation for teaching. A commendable number (92; 46%) of the respondents were in support of the variable while 65 respondents representing 36% also strongly supported it. However, scanty number (20; 10%, 15; 8%) of the respondents disagreed and strongly disagree with the variable respectively. However, an insignificant number (8) of the respondents depicting 4% were undecided.

In addition to the above, prospect for carrier development was one of the questions I sought from the respondents to find out whether it was an intrinsic motivator or not. The results obtained indicated that a commendable number 100 (50%) consented with the variable. In succession, 52(26%) also strongly agreed with it. This notwithstanding, 18 of the respondents representing 9% disagreed while 17 of the
respondents also representing 9% strongly disagreed with the variable. On the other hand, only 12(6%) of the respondents were undecided with the variable. Herzberg (1966) endorsed it when he described tasks as intrinsically motivating when they are characterized by key motivators such as responsibility, challenge, achievement, variety, and advancement opportunity. Agezo (2010) also supported that study leave with pay concept in Ghana when he said it is an opportunity given to teachers to pursue further studies mainly in the Universities and still draw salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. He added that the initiative is aimed at enhancing teacher professional development required for quality classroom delivery.

More to the point, I wanted the respondents view about whether teaching is easier was an intrinsic motivator or not. It appeared that a considerable number of the respondents 100 (50%) agreed that teaching was easier whereas 83(42%) of the respondents also strongly agreed with it. A further (8; 4%) of the respondents disagreed while (6; 3%) of them strongly disagreed with it. However, 3 of the respondents representing 2% were undecided with the variable.

Added to the above, whether teaching was one of their goals in life was another variable on table 4.1. A satisfactory number (63; 32%) of the respondents see eye to eye with the variable. In array, 55(28%) of the respondents strongly comes to terms with the variable. However, approximately a quarter 48(24%) of them disagreed while 19(10%) of the respondents also strongly disagreed. This notwithstanding, 15 (8%) of them strongly disagreed with it while 19 of the respondents representing 10% remained neutral.
Moreover, as to whether they considered teaching as a last resort was the ninth variable. Surprisingly, more than half (106) of the respondents delineating 53% agreed with the variable. Similarly, 38 of them consisting 19% strongly complied with it. Likewise, 26 of the respondents denoting 13% declined with the variable whereas (12; 6%) of them also strongly declined with it. Better still, less than one-tenth 18(9%) of them remained neutral with it. This finding go in line with Agezo (2010), who indicated a vast number of people in Ghana who go into teaching do so only when they fail to meet their cherished dreams of pursuing other professions and eventually leave when they succeed those professions.

In addition on table 4.1, it appeared that a vast number of the respondents (120; 60%) affirmed the opinion that they are into teaching in order to provide services to the society. In continuity, 46 of the respondents exhibiting 23% also strongly endorsed the opinion. However, a negligible number (2; 1%) were undecided just as (16; 8%, 15; 8%) disagreed and strongly disagreed respectively.

4.3 The Influences of Extrinsic Motivation on Teachers’ Performance Research

question two

What is the influence of extrinsic motivation on teachers’ performance in public senior high/technical schools in the Bawku municipality?

Table 4.2 captured the responses of teachers regarding their level of agreement with the key extrinsic motivators.
Table 4.2: Extent of extrinsic motivation among teachers

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree or Agree</th>
<th>Disagree or Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good wages/salaries</td>
<td>24 (12%)</td>
<td>176 (88%)</td>
<td>2.1</td>
</tr>
<tr>
<td>Free accommodation</td>
<td>5 (3%)</td>
<td>195 (97%)</td>
<td>1.90</td>
</tr>
<tr>
<td>Free meals at school</td>
<td>176 (83%)</td>
<td>34 (17%)</td>
<td>4.00</td>
</tr>
<tr>
<td>An award scheme</td>
<td>31 (16%)</td>
<td>168 (84%)</td>
<td>4.10</td>
</tr>
<tr>
<td>Appreciation for a job well done</td>
<td>30 (15%)</td>
<td>170 (85%)</td>
<td>1.61</td>
</tr>
<tr>
<td>End of year party for teachers</td>
<td>162 (81%)</td>
<td>38 (19%)</td>
<td>4.00</td>
</tr>
<tr>
<td>Leave of absence is given if i have a reason</td>
<td>174 (87%)</td>
<td>15 (13%)</td>
<td>4.20</td>
</tr>
<tr>
<td>Financial assistance care in case of ill health</td>
<td>7 (4%)</td>
<td>193 (96%)</td>
<td>1.19</td>
</tr>
</tbody>
</table>

Source: Field Survey 2016.

From Table 4.2, the extent to which good wages or salaries motivated and improved teachers’ performances was investigated among the teachers. It is apparent that majority of the respondents (176; 88%) answered in the affirmative that their salaries was not satisfactory. This notwithstanding, a little above a quarter (24; 16%) of them endorsed the opinion that they were satisfied with their salaries. The mean ranking of 2.1 supported the idea that teachers’ salaries were inadequate to meet their basic needs. This is confirmed by George and Mensah, (2011) who stated that reward in a form of pay has a strong impact on the employee’s performance. They added pay is one of the most powerful motivating tools.

They further indicated that teachers are currently compelled to take on other jobs like selling of general goods at the market to support themselves and their families. Similarly, Armstrong (2012) also emphasized the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic.
Furthermore, to ascertain whether staff had the opportunity to enjoy free accommodation, a good number (195; 97%) of the respondents strongly disagreed with it. On the contrary, just a minute number (5; 3%) of the respondents agreed that they had access to accommodation provided by the school. This gave a mean rate of 1.90 signifying the absence of accommodation provided by the school for teachers'. This goes to confirm Farel (1993) who observed that teachers who failed to get institutional houses had to look for accommodation elsewhere; a situation which resulted into de-motivation of teachers to effectively performs at work. The findings also partly agree with Mertler (1992) that, the work and living environment for many teachers is poor, which tends to lower self-esteem and is generally de-motivating. He added that many schools lack basic amenities such as pipe borne water and electricity, staff rooms and toilets.

Thirdly, pertaining to the issue whether staffs were served with free meals on campus, more than two-thirds (176; 83%) of the respondents endorsed the availability of free meals for teachers'. On the other hand, a little above one third (34; 17%) of the participants indicated the absence of free meals for them. Their agreement was supported by a 4.00 mean ranting.

Moreover, when teachers were asked whether their schools had an award scheme for hardworking and deserving staffs, over two-thirds (168; 84%) of the respondents strongly opposed the variable. Similarly, less than a quarter of them (31; 16%) agreed that their school had instituted an award scheme for teachers. This resulted in a 4.10 mean rating indicating the absence of the variable. According to Mumanyire (2005), the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards.
As to whether there was an appreciation for teachers who excelled well on their duties and responsibilities was another variable on table 4.2. It is therefore interesting to note that more than two-third (170) of the respondents representing 85% disagreed with the variable. Likewise, 30 of the teachers constituting 15% agreed with the variable. Their disagreement was supported by the 1.61 mean rating. According to Luthans & Stajkovic, (2000), another tool to motivate employees is recognition. That it can be a powerful re-enforcer that affects peoples' performance. Employee not only wants to know how well he performed but also desires the feeling that his effort is appreciated.

Furthermore, the seventh variable on table 4.1 was to find out whether their schools do organized end of year party for teachers. A considerable number (162; 81%) of the respondents supported that they had access to end of year party. However, little number of the respondents (38; 19%) of the respondents strongly disagreed with it. This resulted in a 4.00 mean rating.

In addition to the above, the next variable on the table was to find out whether staffs were given leave of absence from school in case they had a reason to justify. Over two-thirds (174; 87%) of the respondents strongly opposed the variable. Similarly, a minute number of them (15; 13%) agreed that their school had instituted an award scheme for teachers. This resulted in a 4.20 mean rating in support of the presence of award scheme. Agezo (2010) supported that study leave with pay concept in Ghana when he said it is an opportunity given to teachers to pursue further studies mainly in the Universities and still draw salaries during their periods of absence. The duration of the leave is normally up to a maximum of four years. The initiative is aimed at enhancing teacher professional development required for quality classroom delivery.
Moreover, as to whether staffs were given financial assistance in case of ill-health was another variable considered. The results gathered indicated that a chunk number (107) of the respondents representing 96% agreed with the variable. On the contrary, 7 of them consisting 4% strongly disagreed with the variable. The confirmation was indicated by the 1.19 mean rating of the respondents.

4.4. To what extent does motivation relate to teachers’ performance in public senior schools in the Bawku municipality?

**Research question 3**

**Table 4.3: Performance of teachers in school.**

<table>
<thead>
<tr>
<th>Performance of teacher</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>The turn up of teachers in staff meetings is high</td>
<td>4.96</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>There is a regular attendance to class by teachers</td>
<td>4.95</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>There is regular testing and examination of students</td>
<td>4.93</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teachers come to school very early at school</td>
<td>4.88</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Regular marking of test and feedback</td>
<td>4.04</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teachers participate in co-curricular activities</td>
<td>4.04</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teachers supervise all school activities</td>
<td>4.02</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Maintenance of students discipline</td>
<td>4.02</td>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Regular attendance to extra lessons</td>
<td>4.01</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Teachers come with lesson notes in class</td>
<td>4.00</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Source: Field Survey 2016.

On Table 4.3, the responding teachers were asked to rank their performance in their respective schools. This was to identify their level of performances as teachers in their respective schools. Table 4.3 present the mean rankings of their performances as teachers. The entire performance constructs were ranked between strongly agreed and agreed. The respondents’ responses suggested that all the factors were important in increasing their performances.
Among the performance constructs, the four most topmost mean ranking variables were meeting attendance (4.96), attendance to class (4.5), regular testing and examination (4.93), teachers coming to school early (4.88), regular marking of test and feedback (4.04), participation in co-curricular activities (4.04), supervision of all school activities (4.02), maintenance of students discipline (4.02), attendance to extra lessons (4.01) and teachers come with lesson notes to class (4.00).

The study findings therefore, are similar to Armstrong, (2012) who indicated that the performance of teachers at work should be given more attention by special. He added that it can be achieved through assessments, tests different from administrators to discover how quality is the work of teachers with students during the academic year. The findings are also supported by Cook (2008) who stated that teachers Job-performance is considered as teacher observable behaviors related to outcomes which are relevant to educational goals.

Furthermore, Inayatullah and Jehangir, (2002), also indicated that one of the main factors affecting job-performance is work motivation. They added that there is a positive and significant relationship between teacher work motivation and job-performance. If external environment changed due to new technology developments, it is necessary to adopt the change, so it could motivate employees.

4.5 Chapter Summary

Basing on the study findings presented in this chapter, it can be concluded that intrinsic motivation had to a great extent increased teachers‘ moral to perform as many of them indicated agreed with most of the variables. However, it is apparent that not all the
extrinsic motivators were available to teachers in the public senior high/technical schools studied in Bawku Municipality. This was discovered when majority of them disagreed with most of the variables such as the inadequacy of their salaries to meet their basic needs. This means extrinsic motivators had to a small extent increased teachers’ morale to perform. However, staff performed their duties and responsibilities to expectation as evidenced by the frequencies of agreement by the respondents. The next chapter will look at the summary of main findings, conclusion and make recommendations for further research.
CHAPTER FIVE
SUMMARY OF MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter presented and discussed the results and data analyses of the study. This final chapter will contain the summary of the main findings, drawing conclusion, based on the findings, making recommendations for policy makers and bringing out suggestion for further research.

The purpose of the study was to determine the influence of motivation on teachers’ performance in public senior high/technical schools in the Bawku municipality. The study was guided by the following research questions: how does intrinsic motivation influence teachers’ performance in public senior high/technical schools in the Bawku municipality, what is the influence of extrinsic motivation on teachers’ performance in public senior high/technical schools in the Bawku municipality and how does motivation as a whole influence teachers’ performance in public senior high/technical schools in the Bawku municipality.

5.2 Over View of the Study

The purpose of the study was to determine the influences of motivation on teachers’ performance in public Senior high schools in the Bawku municipality. The study was conducted as a purely quantitative research study relying on a cross sectional survey design. Questionnaire was the main instrument used for the data collection with 215 participants. Data was collected in person and analysed using SPSS. The data was
ranked based on a five liker scale; strongly agree (5), agree (4), undecided (3), disagree (2) and strongly disagree (1).

5.3 Summary of Main Findings

This study determined the influence of motivation on teachers' performance in public senior high/technical schools in the Bawku Municipality. In all, the study found that motivation was necessary for high performance of teachers even though in most cases teachers were poorly motivated. Below, is the summary of the study presented in line with the research questions?

1. On intrinsic motivation, the study found that majority of the respondents were intrinsically motivated by the responsibilities they perform in the school. This was noticed where a chunk of them responded positively with the following variables: job satisfaction, passion, time for family, interest in children, inspired by a role model, career development, teaching being easier, as a goal in life, last resort and rendering of services to society. This finding supports Herzberg (1968) theory of motivation who stated that motivators are what lead to job satisfaction and are associated with the nature of the work itself: achievement, recognition, responsibility and growth. He also added that motivators are intrinsic factors which lead to job satisfaction. This implies that such teachers derived their expectations or motivation from teaching and therefore had high morale to perform better.

2. On extrinsic motivation, the study revealed that the only extrinsic motivators available to teachers in various public senior high/technical schools in the Bawku Municipality included free meals (53%), end of year party (51) and leave of absence in
case they have a reason to justify (70%). This is an indication that most of the extrinsic motivators were not available to teachers in the schools studied. This is because most of the teachers indicated the absence of the following extrinsic motivators in their respective schools: salaries (55%), free accommodation (56%), awards (80%), appreciation (88%), leave of absence and financial assistance (54%). This shows extrinsic motivators had to a small extent increase teachers moral to perform. This finding support Herzberg (1968), hygiene factors theory that they were necessary and important to establish a level of satisfaction with an employees' work and if any of these were absent or under -served they could act to de-motivate employees and undermine morale. They include company policy, supervision, and relationship with boss, work conditions, salary, and relationship with peers, and security. However, he argued that, while these hygiene factors were important, they could not serve to drive employees to higher performance.

3. Lastly, the findings revealed that teachers‘ performance in the studied schools was highly satisfactory. This was evidenced by the mean ranking which indicates that majority of them either agrees or strongly agreed with the variables. They included the following: turn up for staff meeting, regular attendance to class, regular testing and examination, early reporting to school, regular marking of test and feedback, participation in co-curricular activities, supervision of school activities and maintenance of students‘ discipline. This mean may that teachers‘ performance was good and encouraging. This support Herzberg (1968) view that those factors in the motivators‘ category such as achievement, recognition, responsibility and growth were actually what could serve to inspire employees to higher performance.
5.4 Conclusions

Basing on the research findings, the following conclusion could be drawn:

Firstly, it can be concluded that majority of the respondents had intrinsic motivation evidenced by job satisfaction, passion, time for family, interest in children, inspired by a role model, carrier. This implies that increase in intrinsic motivation of teachers has a positive relationship with performance at work. Teachers are therefore likely to work harder without extrinsic motivators like good salaries.

Secondly, from the outcome of the study findings presented in the research question two, it can be concluded that most of the extrinsic motivators were not available to teachers in the public senior high/technical schools in the Bawku municipality. Despite this, many of the respondents advocated for increase in salary and other non-monetary benefits to match the increasing cost of living. This means that teachers' performances are likely to decrease in the subsequent years to come if proper measures like salaries issues are not handled well.

Finally, based on the findings on teacher performance in the public senior high/technical schools in the Bawku municipality, it can be concluded that the performance of teachers was quiet good despite the fact that their extrinsic motivation were inadequate. This was discovered since majority of the teachers performed their activities with high morale. This was evidenced by reporting early at school, regular testing and examination of pupils, high turn up of teachers in staff meetings and school occasions, efficiency at maintenance of students discipline and supervision of school activities among others. This implies that students' general performance is expected to
increase in both schools as teachers were found to be committed to duty from the findings. There is therefore the likelihood to impact positively on their WASSCE results.

5.4 Recommendations

In the light of the findings and conclusions of the study, the following recommendations are made:

1. The Ministry of Education should work out incentive packages for teachers to increase their motivation to teach in senior high/technical schools. Also, Special attention should be put at increasing teacher's salaries since the majority of them complained about the inadequacy of their salary to meet their basic needs. Increasing teachers' salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the students when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

2. Secondly, accommodation needs should be provided for teachers to enable them live near schools since many of them reported to be living far away from their schools. PTA should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will help increase their motivation and eventually performance.

3. Thirdly, supervision by the Ghana Education Service should be strengthened and Heads of second cycle institutions should do vigorous supervision to ensure that teachers are not participating in secondary employment during instructional hours. The Heads of 2nd Cycle Schools should also be strengthened and adequately supported to carry out routine inspections in schools. Regular supervision in schools would motivate
the teachers to be more regular and early in school. This will avoid absenteeism and divided attention of searching for secondary employment.

4. An awards scheme could be instituted for better performance by teachers. Areas such as teachers’ performance, teachers’ maintenance of students discipline, attendance and achievement in school activities should be rewarded to serve as a motivation. This will enable teachers to take the trouble to see that the students' interest and appropriate desires are aroused before, during and after lesson to learn on their own. This could be done through the use of humour in the classroom, paying individual attention to the students using different approaches to teaching and positive reinforcements. It is evident that motivated classes will tend to increase teacher morale and students performance as a whole.

5.5 Areas for Further Research

The results of the study have revealed inadequate extrinsic motivators of teachers and consequently low performance. This implies that studies to investigate strategies that can be implemented to improve teacher motivation and performance in Senior High/Technical schools are necessary. Again, the study was confined to only teachers teaching in Public Senior high/technical schools in the Bawku municipality. It may be useful based on the findings to conduct a similar research to cover others Districts.
REFERENCES


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Ouma, L. (2007). *Effect of motivational theory to the performance of primary school teacher in Kampala District*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.psca.co./resources/steward/dictionary-e.shtml-


APPENDIX

QUESTIONNAIRE FOR TEACHERS

My name is Ndebugri Ndezuri Edward a student at University of Education, Winneba-Kumasi campus, pursuing a masters Arts in Educational leadership. I am carrying out research on the influence of motivation on teachers’ performance in public Senior High Schools in the Bawku Municipality. I kindly request you to provide me with information. It will be treated as confidential and used for academic purposes only.

SECTION A: BACKGROUND INFORMATION ABOUT TEACHERS (tick the right option or fill the right answer in the spaces provided)

Name of school.................................................................................................................................

A1. Position of respondent..............................................................................................................

A2. What is your age range? (Please tick under only one of them)

<table>
<thead>
<tr>
<th>Age</th>
<th>20-25 yrs</th>
<th>26-30 yrs</th>
<th>31-35 yrs</th>
<th>36-40 yrs</th>
<th>Above 41 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A3. Marital status


A4. Gender

1. Male □  2. Female □

A5. Highest educational level attained (please tick under only one of them)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A6. How long have you been employed in this school?

1. Less than a year □  2. 1-2 years □  3. 3-4 years □  4. 5-6 years □  5. Above six years □

A7. Type of school

(a) Boarding □  (b) Day □  (c) Day/Boarding □
SECTION B: INTRINSIC MOTIVATION AMONG TEACHERS

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: *(Strongly Agree, Agree, Undecided, Disagree and strongly disagree)*

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Undecided</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Strongly</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
</tr>
<tr>
<td>1. It gives me job satisfaction</td>
<td></td>
</tr>
<tr>
<td>2. Teaching is my passion</td>
<td></td>
</tr>
<tr>
<td>3. It gives me time for my family</td>
<td></td>
</tr>
<tr>
<td>4. I like working with children</td>
<td></td>
</tr>
<tr>
<td>5. I am inspired by a role model</td>
<td></td>
</tr>
<tr>
<td>6. Prospects for career development</td>
<td></td>
</tr>
<tr>
<td>7. It easier to teach</td>
<td></td>
</tr>
<tr>
<td>8. Teaching is one of my goals in life</td>
<td></td>
</tr>
<tr>
<td>9. It was my last resort</td>
<td></td>
</tr>
<tr>
<td>10. To provide services to society</td>
<td></td>
</tr>
</tbody>
</table>

The items on this section are not exhaustive. Please provide others responses which you think are relevant but not captured here.

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
SECTION C: EXTRINSIC MOTIVATION AMONG TEACHERS

For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree, using the following scale: (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1. I am paid a salary that is enough to cater for my basic needs</td>
<td></td>
</tr>
<tr>
<td>2. There is free accommodation</td>
<td></td>
</tr>
<tr>
<td>3. I get free meals at school</td>
<td></td>
</tr>
<tr>
<td>4. Salary payments are prompt</td>
<td></td>
</tr>
<tr>
<td>5. The school offers duty allowances</td>
<td></td>
</tr>
<tr>
<td>6. Extra teaching allowances</td>
<td></td>
</tr>
<tr>
<td>7. Financial assistance when in difficulties</td>
<td></td>
</tr>
<tr>
<td>8. End of year party for teachers</td>
<td></td>
</tr>
<tr>
<td>9. An award scheme for teachers</td>
<td></td>
</tr>
<tr>
<td>10. Leave of absence is given in case they have a reason to justify it.</td>
<td></td>
</tr>
<tr>
<td>11. Financial assistance care in case of ill health</td>
<td></td>
</tr>
</tbody>
</table>
The items on this section are not exhaustive. Please provide others responses which you think are relevant but not captured here.

SECTION D: PERFORMANCE OF TEACHER

For each of the following statements about performance of teachers, please indicate (by ticking) the extent to which you agree, using the following scale: (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>1. Teachers come to school very early at school</td>
<td></td>
</tr>
<tr>
<td>2. Always teachers come with lesson plans in class</td>
<td></td>
</tr>
<tr>
<td>3. There is regular marking of test and feedback to students</td>
<td></td>
</tr>
<tr>
<td>4. Teachers actively participate in co-curricular activities</td>
<td></td>
</tr>
<tr>
<td>5. There is regular testing and examination of students</td>
<td></td>
</tr>
<tr>
<td>6. Teachers supervise all school</td>
<td></td>
</tr>
</tbody>
</table>


activities

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>There is a regular attendance to class by teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Regular attendance to extra lessons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teachers are efficient at maintenance of students discipline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The turn up of teachers in staff meetings is high</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE END

Thanks for your cooperation.