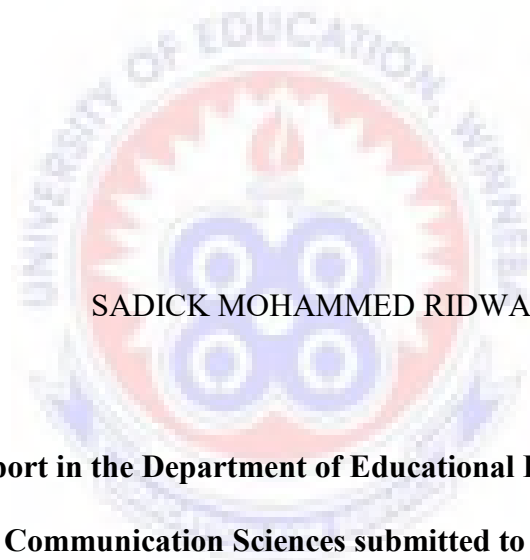UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS PRECEPTIONS ON THE INFLUENCE OF MOTIVATION ON THEIR

WORK PERFORMANCE IN SOME SELECTED SENIOR HIGH SCHOOLS IN THE

TAMALE METROPOLIS

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Education and Communication Sciences submitted to the School of Graduate

Studies, University of Education, Winneba, in partial fulfilment of the requirements

for award of the Master of Arts (Educational Leadership) degree

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION

I, SADICK MOHAMMED RIDWAN, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

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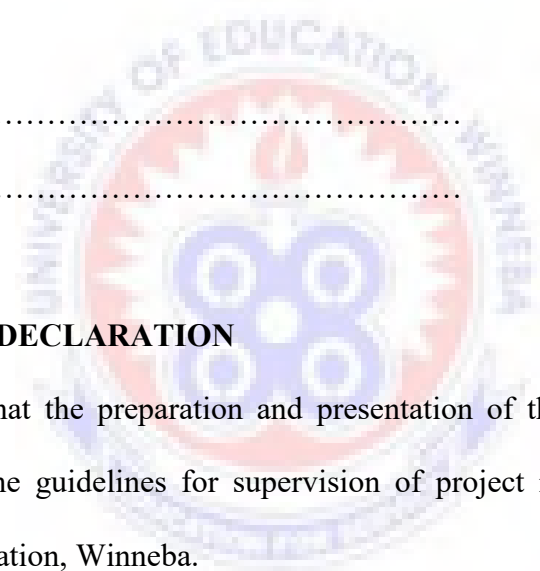
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SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: REV. DR. ALEXANDER K. EDWARDS

SIGNATURE…………………………………………

 DATE: …………………………………………….

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I graciously thank the almighty God for the love, care, protection and wisdom He bestowed on me through-out my life and in the pursuance and successful completion of this project work and programme of study.

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Finally, my sincere thanks also go to my course mates who, in diverse ways, contributed meaningfully in cash or in kind towards the completion of this project with special mention of Mrs. Dina Donkye Arthur and Mrs. Josephine Kwayie.
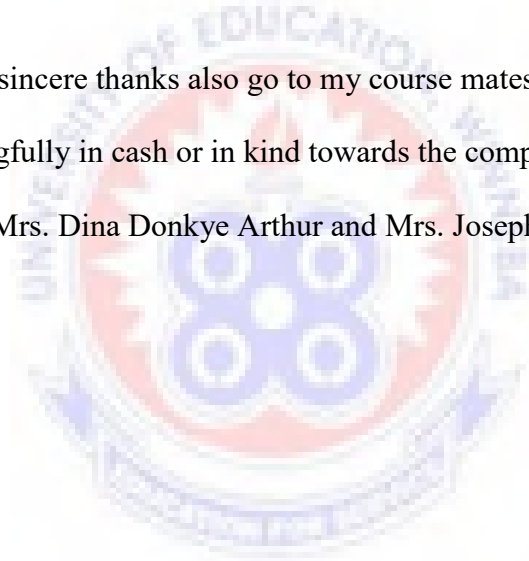
DEDICATION

To my beloved mother Meimuna Sadick, my loving and caring wife Salamatu Abdul

Mumin and my lovely children Ahmed Sheriff Ridwan and Ismat Ridwan.

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ABSTRACT

This research sought to investigate the influence of senior high school teachers' motivation on their work performance. The study also explored the techniques used by head teachers to motivate teachers to improve their work performance. The target population for this study comprised all teachers in the four selected senior high schools in the study area that consisted of total population of 505. Out of 505 teachers, 149 of them were randomly selected to participate in the study. Even with this sample selected, 125 representing 83.9% participated in the study. The study was conducted with quantitative research approach executed through questionnaires. The study employed descriptive cross-sectional design. The reliability of the overall instrument was 0.80 Cronbach alpha. The data collected were subjected to statistical analyses using frequencies, percentages and mean. Findings indicated that the factor that highly influences motivation of senior high school teachers in the Tamale Metropolis was teachers' relations with their colleagues. Again, the level of motivation of senior high school teachers in the Tamale Metropolis study was at low level. Based on these findings, it was recommended that head masters should cooperate with teachers to establish effective teacher - teacher relationship. Again, motivation of teachers should be considered as a major driving force by head masters to foster good teacher job performance.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Education is the basic instrument and primary factor for any nation to develop. The driving forces and technological changes as seen at global, national, regional, and local levels felt in the arena of education (Deci & Ryan, 2005). Motivation guide people's actions and behaviours toward achievement of some goals (Dickinson, 2005). People are the primary resources for any organization. Like any other organizations, schools are staffed by people, mainly by teachers. However, all teachers do not perform equally. Some are enthusiastic and hard workers, others are relaxing, and some others are to the extent of being careless and irresponsible. Teachers' motivation is one of the major causes for such differences. Latham (2008) asserts that motivation is the process that arouses, energizes, directs, and sustains behaviour and performance. That is, it is the process of stimulating people to action and to achieve a desired task". One way of stimulating people is to employ effective motivation, which makes workers more satisfied with and performed their work.

Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. It is argued that satisfied teachers are generally more productive and can influence students' achievement (Ostennan, 2000). Motivation and performance are very important factors in terms of organization success and achievements. If changes occur in external environment then it is necessary for an organization to adopt that change because it may motivates to gain a competitive

advantage. For this, the main thing they required is the skilled and competent employees (Latham, 2008).

Dessler (2005) defines motivation as the intensity of a person's desire to engage in some activity. Motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviours. The term teachers motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. However, attempts have been made to define motivation.

Motivation plays an important role in the organization because it increases the productivity of teachers and the goals can be achieved in an efficient way. The behaviour of teachers can be change through motivation in any school. Motivation also takes part in an important role for teachers because it helps to achieve the target in an efficient way. Teacher motivation is very important because it improves the skills and knowledge of teachers which directly influences the student's achievement (Ostennan, 2000).

Greenberg (2009) noted that it is crucial to determine what increases teacher motivation and emphasized that teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. Ostennan (2000) added that unless teachers are intrinsically and extrinsically motivated, their performance will be affected either directly or indirectly. Supporting this idea, Davidson (2005) stated that management that ignore or mishandles teachers motivation stand the chance to weaken their organization. Therefore, motivation can contribute substantially to the effectiveness of an organization that is, it contributes to productive output in the form of high quantity

and quality products and services, as well as to maintain objectives of low absenteeism and turnover. Mullins (2002) agreed that one of the key elements in developing a high performance system is an understanding of motivational force leading to productivity.

One of the major factors that contribute for these performance and effectiveness differences among teachers is motivation. Motivation can be defined as willingness to exert high level of effort towards organizational objectives and goals. The term motivation refers to goal directed behaviour. Efforts that directly towards consistent with organizational goals are the kind of effort employees should be seeking (Miskel & Hoy, 2005).

Motivation plays an important role in changing an individual's attitudes, perception, beliefs, feeling, behaviours, commitment, confidence, competent to achieve schools objectives and goals. Teacher work motivation is important issue in secondary school teachers. But most government senior high schools have not made teachers motivation a priority and this hinder the teachers work performance. The secondary schools should properly motivate teachers who work hard and achieved on desired goals. Motivation, therefore, must consider the strength of the drive toward an action (Evans, 2001).

The major factor that is associated with secondary schools' teachers' decision to perform in the teaching profession is due to their dissatisfaction or satisfaction. Their individual feelings may arise as a result of several factors such as physiological, security, social, self-esteem and self-actualization. Teachers are expected to render a very high job performance, and the ministry of education is always curious regarding the job performance of its teachers. Also, the Ministry of Education, demands a very high

measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Davidson, 2005).

It is clear that to improve quality of education, teachers should be motivated properly and the teachers are expected to render a very high job performance, and the Minister of Education is always curious regarding the job performance of the teachers. It is based on this that Mullin (2000) states that an unsatisfied need would only arouse the person to work which will be sustained until satisfaction had been attained. The teachers should be motivated and contribute their effort towards the achievement their schools' objectives and goals. It is obvious that teachers have different needs, desires, and commitment that influence their motivation like physiological .security, social, self - esteem and self - actualization needs (Evans, 2001).

Teachers need motivation to perform in their teaching profession and this will in turn improve the economic, social and cultural development of the country. When teachers are properly motivated it increase their commitment to their teaching profession. Even though, teacher's motivation has a significant role in educational process it has not yet been considered as the most important issues, due to this reason the quality of education seemed to be affected. These problems indicate the presence of lack of motivation, and lack of commitment to teachers teaching performance (Monyatsi, 2006).

The importance of motivation is very crucial to the development of education and personnel's in the educational industry. In line with this, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life (Monyatsi, 2006). The teacher like every other worker works in order to satisfy his or her needs. Work satisfaction in the context of

Monyatsi (2006) is the ability of the teaching job to meet teachers need and improve their teaching performance.

Hanson (2003) states that motivation is an internal arousal, which directs and maintains achieving set goal. This definition has not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated teacher is easy to spot by his or her agility. In the same vein, need refers to the biological states of tissue deprivation. "It is a deficiency which may be based on specific bodily or learned requirements or contribution of the two (Hanson, 2003). This means that need is the deficiency or lack of what the body requires.

The onus of the foregoing is that there is a relationship between motivation and job effectiveness. Thus, when workers needs are met, they will be motivated to be effective in their performance thereby achieving organizational goal. Several factors are believed to be need satisfiers that motivate teachers to perform their work satisfactorily.

1.2. Statement of the Problem

The focus of this study was with regard to motivational factors that affect teachers' work performance in some senior high schools in Tamale in the Northern region of Ghana. The significance of motivation is very crucial to the long - term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and central competencies occur when one feels effective in one's behaviour.

In other words, professional knowledge, skills and competencies can be seen when one is taking on mastering challenging tasks directed at educational success and performance (Mullin, 2000). Satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their work or teaching performance.

The researcher resides at the study area and had heard lot of complaints about ineffective job performance of the teachers of senior high schools. The teachers on the other hand complain about the lack of motivation which affects their work performance in the process of teaching and learning. Against this 'backdrop,' the premise of this research is focused on ascertaining how teachers' motivation impacts on their job performance.

1.3. The Purpose of the Study

The purpose of the study was to investigate the influence of senior high school teachers' motivation on their work performance. The study also explored the techniques used by head teachers to motivate teachers to improve their work performance.

1.4. Objectives of the Study

This study was conducted to:

1. Determine the factors that influence motivation of senior high school teachers in the Tamale Metropolis

2. Assess the level of motivation of senior high school teachers in the Tamale Metropolis

3. Identify the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis

1.5. Research Questions

2. What are the factors that influence motivation of senior high school teachers in the Tamale Metropolis?

3. What is the level of motivation of senior high school teachers in the Tamale Metropolis?

4. What are the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis?

1.6. Hypotheses

2. There will be no significant relationship between senior high school teachers' motivation and work performance in Tamale Metropolis (Null Hypotheses).

3. There will be significant difference between motivational factors of socio-economic status of the teachers, relationship with the head teacher, relationship with the teachers and teachers' work performance (Alternative Hypotheses).

1.7. Delimitation of the Study

The study should have covered the entire Northern Region but due to time frame, it was delimited to the four (4) selected senior high schools in Tamale in the Northern Region of Ghana.

1.8. Limitation of the Study

The study is limited by the fact that, it could not be generalized to cover the entire Northern Region due to time and financial constraints. However, the findings of the study could serve as a basis for replicating the study in other areas of the Region.

1.9. Significance of the Study

The core objective of every study is to have some invaluable benefits and contributions to the users of the documents. This study is of no exception. It is therefore expected that, the study will:

- Guide the school administrators to identify and satisfy the motivational needs of their teachers.
- Also highlights the deficiencies in administrative efforts to get the best out of the teachers. This will enable the authorities to put in place measures which were not hitherto in place to motivate the teachers.
- Help the various stakeholders of Ghana Education Service to understand the diverse needs and expectations of the teachers and know what to do to help remedy the situation
- Offer an insight into the level of teacher's motivation and thereby enhance our understanding of their performance.

1.10. Organization of the Study

The study is organized into five chapters. Chapter one deals with the background to the study, statement of problem, purpose of the study, significance of the study,

research question, hypotheses, delimitation of the study and organization of the study. Chapter two covers review of available literature relevant to the study, while chapter three will focus on the research design, population, sample size and sampling procedures, research instrumentation, procedure for data collection and data analysis. Chapter four seeks to analyses the result of the study and chapter five deals with the summary of the research findings, conclusion and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, the researcher reviews literature relevant to the study. That is the researcher looks at the relevant literature under the following headings:

2.2. Theoretical Framework

Maslow's (1970) theory of motivation, will serve as thrust for this study. According to the theory, human needs are arranged in an ascending order i.e. from the lowest and basic to the highest and most basic level. As soon as the lower and basic needs are satisfied, it motivates, the next higher needs emerges and seek satisfaction. According to the theory, human needs can be classified into physiological, safety, belongingness, esteem, and self-actualization. While the physiological needs are concerned with immediate existence such as hunger, thirst, sex, the safety/security needs are concerned with the physical and economic needs such as freedom from bodily harm or security in all ramifications.

The belongingness or love needs, are concerned with the need for love, acceptance, and approval by others. Esteem needs are concerned with the need for recognition and status i.e. the desire for attention from others, reputation, prestige, adulation and appreciation. Self-actualization needs are concerned with self - fulfillment i.e. the need to become all what one is capable of becoming in life. The theory also implies that employers should take into cognizance the levels and relative importance of

human needs, employee satisfaction and job satisfaction to achieve the objectives of the organization.
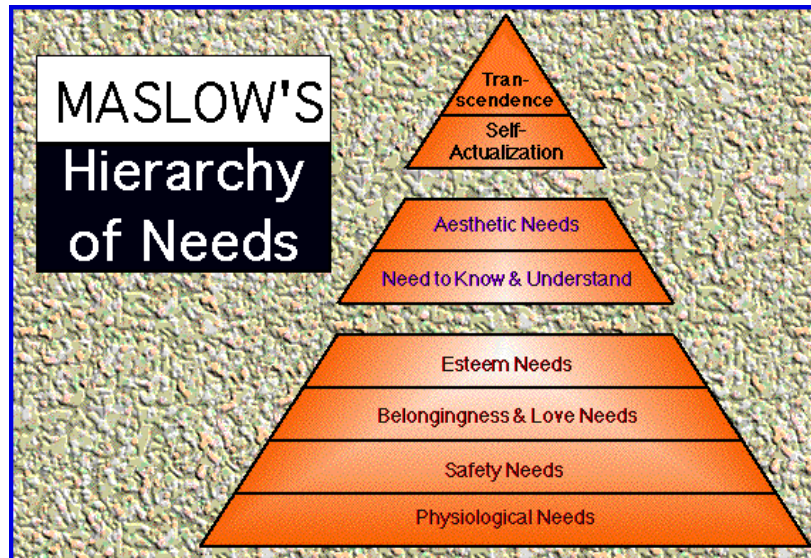
Figure 1: Maslow's Hierarchy of Needs

The teacher like every other worker works in order to satisfy his or her needs. Motivation in the context of Stiped (2008) is the ability of the teaching job to meet teachers need and improve their teaching performance. The term teacher motivation is a complex and difficult term to define; therefore, a precise definition is elusive, as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual.

Dessler (2005) defines motivation as the intensity of a person's desire to engage in some activity. Ballou (2001) also added that motivation is an internal arousal, which directs and maintains achieving set goal. These definitions have not only stated the meaning of motivation, but made inputs on the role of motivation to the worker. A motivated worker is easy to spot by his or her agility, enthusiasm, focus, zeal and general

performance and contribution to the organizational objective and goals (Ballou, 2001). This means that need is the deficiency or lack of what the body requires. For instance, the individual may require food, water or security. It is based on this that Ballou (2001) states that an unsatisfied need would only arouse the person to work that which will be sustained until satisfaction had been attained. The onus of the foregoing is that there is a relationship between motivation, needs satisfaction and job effectiveness.

To Ballou (2001), motivation has to do with the forces that maintain and alter the direction, quality and intensity of behaviour. Thus, when workers needs are met, they will be motivated to be effective in their performance thereby achieving organizational goal. Several factors are believed to be need satisfiers that motivate workers and indeed teachers to perform work satisfactorily. The need based theories explain these needs. They explain how needs satisfaction motivate an individual intrinsically.

Need based theory is the most widely recognized theory of motivation and perhaps the most referenced of the need theories. Maslow in this theory explains that a person has five fundamental needs. Physiological, security, social, self-esteem and self-actualization needs. Figlio and Kenny (2007) explain that physiological needs include pay, food, shelter and clothing, good and comforting working conditions. Security needs include the need for safety, fair treatment, and protection against threats to job security. Social needs include the need for being loved, accepted and be part of a group. Esteem needs are the need for recognition, respect, achievement, autonomy and independence. Finally, self-actualization needs are need for achievement, realization of one's full potentials, attainment of self - fulfillment and development. According to Maslow, only a small percentage of the population reaches the level of self-actualization.

The organization can satisfy its employees' various needs. In the long run, physiological needs may be satisfied by the person's paycheck, but it is important to remember that pay may satisfy other needs such as safety and esteem as well. Providing generous benefits that include health insurance and company-sponsored retirement plans, as well as offering a measure of job security, will help satisfy safety needs. Social needs may be satisfied by having a friendly environment and providing a workplace conducive for collaboration and communication with others. An institution picnics and other social get-togethers may also be helpful if the majority of employees are motivated primarily by social needs (Pink, 2009). Providing promotion opportunities at work, recognizing a person's accomplishments verbally or through more formal reward systems and job titles are ways of satisfying esteem needs. Finally, self-actualization need may be satisfied by the provision of development and growth opportunities on or off the job, as well as by work that is interesting and challenging. By making the effort to satisfy the different needs of each employee, organizations may ensure a highly motivated workforce (Pink, 2009).

The important aspect of Maslow's model is that it provides for constant growth of the individual. The individual is always striving to do things to the best of one's ability, and best is always defined as being slightly better than before. There has been a great deal of debate over Maslow's hierarchical concept of motivation. It has a basic attraction to most people because it seems to be logical, to make sense (Ballou, 2001).

2.3. Concept of Motivation

There is no one definition for motivation. Different scholars define the term motivation in different ways, which indicate the broader scope and complexity of the

concept of motivation. To mention few selected definition for the purpose of this study, motivation can be broadly defined as force within a person that affect his/her direction, intensity and persistence of voluntary behaviour. Motivated teachers are willing to exert a particular level of effort for a certain amount of time to ward a particular goal (Alison & Halliwell, 2002).

Work motivation is the process that initiates and maintains goal-directed performance. It energizes our thinking, fuels our enthusiasm and colours our positive and negative emotional reactions to work. Motivation generates the mental effort that drives us to apply our knowledge and skills. Without motivation, even the most capable person will refuse to work hard. Motivation prevents or nudges us to convert intention into action and start doing something new or to restart something we've done before. It also controls our decisions to persist at a specific work goal in the face of distractions and the press of other priorities (Alison & Halliwell, 2002).

Finally, motivation leads us to invest more or less cognitive effort to enhance both the quality and quantity of our work performance. Thus, motivational performance gaps exist whenever people avoid starting something new, resist doing something familiar, stop doing something important and switch their attention to a less valued task, or refuse to "work smart" on a new challenge and instead use old, familiar but inadequate solutions to solve a new problem (Chambers, 2009).

The centrality of work/teaching in modern economics has made an understanding of the psychology of motivation and job satisfaction a key component of business and management education. It is better to know about the nature of human motivations. However, there is a gap between the ideal of people who are motivated and the real

nature of work. Dörnyei (2001) assert that motivation is very important part of understanding behaviour, since it interact with and acts in conjunction with other mediating processes and with the environment. Dörnyei (2001) further stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour, and this should not be equated to causes of behaviour.

According to Bennell (2004) motivation has both intrinsic and extrinsic reasons to push people into action. It is clear that, some teachers in the organization work hard but others are passive on their jobs; still they remain attracted to discharge their jobs. Teachers are expected to put their effort in the teaching profession, if they are highly motivated and provided fair payments, they become motivated continuously to perform their job better. Because, the contribution of teachers is valid and significant for schools over all progress.

Motivation begins with unsatisfied needs of a person. Need is a time bound and it refers to a deficiency on person's experience at a time. Unsatisfied need initiates a person to set a goal. It helps to bring about behavioural change towards the goal. When need is not satisfied because of certain difficulty, the person makes either repeated effort or change the direction of efforts or substitute one method for another (Hoy, 2008).

Motivation is a general tendency to believe that it is a personal trait. Some people have it and others don't. In practice, some are labeled to be lazy because they do not display an outward sign of motivation. However, individuals differ in their basic motivational drives. It also depends upon their areas of interest. It is virtually impossible to determine a person's motivation until that person behaviour or action of an individual

performs at each moment in time, the initiation and persistence of an intentional, goal - directed activity (Portner, 2008).

According to Pritchard and Ashwood (2008) the performance challenge lies not in the work itself, but in you, the person who creates and manages the work environment. There are many factors that determine people's behaviour to motivate them. These are psychological needs, physiological drives, survival, urges, emotions, hurts, impulses, fears, threats, rewards (money, friendship, status), possessions, wishes, intentions, values, mastery, freedom, intrinsic satisfaction, self-satisfaction, interests, pleasure, dislikes, established habits, goals, ambitions and so on. People who are motivated exert a greater effort to perform than those who are not motivated (Portner, 2008). Portner (2008) added that fear and money are not the only ways to motivate people to work. Human beings have reasons for the things that they do. Human motivation then, is the process whereby the behaviour of an individual is energized, sustained, and directed in order to meet individual needs and achieve organizational objectives (Portner, 2008).

Motivation is one of the constructs psychologists have propounded in their quest for understanding the individual. Motivation is the willingness to exert high levels of efforts towards organizational goals conditioned by the efforts and ability to satisfy some individual needs. Motivation is an elusive concept including both the directing and energizing of behaviour (Adelabu, 2005). While controlling people's behaviour can produce quick and dramatic results, the desired behaviour tends to vanish when external controls fade away. Motivation is the process of arousing, directing and maintaining behaviour towards a goal. The act of arousing is related to the desire and vigor to produce. Directing is the election of behaviour and maintenance is the inclination to

behave in a certain manner until the desired outcome is met (Adelabu, 2005). Motivation is the willingness to do something and is continued by this action's ability to satisfy some needs for the individual. Well-motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Motivation is concerned with the strength and direction of that behaviour. They make effective contributions at work because of strongly developed feelings of behavioural commitment. They must acknowledge that their efforts are required to further both the need of the organization and their own interests. In other words motivation is a management function that stimulates individuals to accomplish laid down institutional goals (Andrew, 2008).

According to Dörnyei (2001) motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behaviour. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. What is interesting about it is that it is commonly assumed to be a good thing that goes in influencing individual's behaviour and performance at work. Motivation is a feeling of interest that makes you want to do something, a reason for doing something or behaving in a certain way. Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment.

According to Khan (2005) teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the

activity/duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is very important and too strong in influencing a person's behaviour. Therefore, the aim of the organization should be to build on and enhance the intrinsic motivation for teachers to teach effectively and at the same time, to supply some extrinsic motivation along the way for college improvement (Khan, 2005).

2.4. Types of Motivation

According to Khan (2005), there are two main types of motivation namely; intrinsic and extrinsic Motivation. According to Ryan and Deci (2000), there are two sources of the outcomes of employee performance: (1) in the employees' environment, known as extrinsic outcomes, some of which might be under the control of the manager. Examples are a pay rise, a reprimand, or a pat on the back. (2) in the performance of the task itself, known as intrinsic outcomes.

Intrinsic outcomes may produce the positive feelings of personal achievement such as an increase in knowledge, and enjoyment of the work itself (Khan, 2005). Khan (2005) added that employees who are intrinsically motivated will enter an activity with no other reward required (than) competence and autonomy. Motivation appears to be tied to fundamental human needs and can surface in "activities that seem mundane or trivial." yet produce "profound happiness" (Wadsworth, 2001). Maslow (1970) describes such 'profound happiness' as a 'peak experience'.

Wadsworth (2001) argues that extrinsic motivation is often rated inferior to intrinsic motivation, because it is associated with the performance of an activity to achieve a result unrelated to the activity itself, for example, the payment of salary or

wages. Although the activity might be difficult, boring or unpleasant, the reward makes the effort worthwhile. On the other hand, intrinsic motivation is "an expression of personal desire or values…which refers to doing an activity for the inherent satisfaction of the activity itself" (Wadsworth, 2001). Draft (2006) on the other hand noted that the behaviour of most employees in the workplace is motivated by a combination of intrinsic and extrinsic factors.

According to Ryan and Deci (2000), employees are intrinsically motivated to perform only those activities that they find interesting. But intrinsic motivation can be stimulated further when employees are given a free hand and their efforts and abilities are appreciated. Ryan and Deci (2000) indicated that autonomy-supportive (in contrast to controlling) teachers catalyze in their students greater intrinsic motivation, curiosity, and the desire for challenge and emphasized that there are strong links between intrinsic motivation and satisfaction of the needs for autonomy, competence and relatedness.

Deci and Gagne (2005) contend that sources of motivation remain intrinsic to the work itself when there are opportunities for self-actualization. Although, in one sense, "intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities". Some employees are attracted towards some activities or behaviours, because, for example, they are interesting, and not others. These intrinsically motivated activities or behaviours are expected to satisfy the innate psychological needs. It is important to focus on task properties and their potential intrinsic interest "as it leads toward improved task design or selection to enhance motivation" (Ryan & Deci, 2000). However, generally, activities that are not intrinsically motivating might require extrinsic motivation (Mullin, 2000). According to Ryan and

Deci (2000), intrinsic and extrinsic motivation can interact positively or negatively. For example, extrinsic rewards, such as pay, can have a detrimental effect on intrinsic interest and task persistence. However, these effects do not occur automatically.

It has been argued that extrinsic rewards can undermine intrinsic motivation, because reward might shift employees from a more internal to external perceived locus of causality (Ryan & Deci (2000). A greater sense of autonomy and more opportunities for self-regulation can enhance intrinsic motivation and concluded that when employees find themselves that they are more controlled, by for example deadlines and directives; this might diminish intrinsic motivation (Evans, 2001).

It is worth noting that Ryan & Deci (2000) would not agree with some perspectives that consider extrinsically motivated behaviour as invariantly no autonomous. They argue that, according to self - determination theory, extrinsic motivation might vary remarkably in the degree to which it is autonomous.

2.5. Factors Affecting Motivation of School Teachers

According to Chambers (2009), motivation as a concept represents a highly complex and multi-dimensional phenomenon that is affected by a multitude of factors. These factors work together in the school context to determine, for example, the attitudes of teachers towards their work and therefore some aspects of their behaviour. Chambers (2009) contends that every teacher has different needs and priorities and individuals, being unique, are motivated by different factors, a view supported by Evans (2001). For this reason, the level of autonomy or professional development might be seen as motivational to some teachers and a source of stress for others. At this point it is expected

that school heads should recognize what is right for each teachers. Pinder (2008) argues that there are many parties who are concerned about factors that affect teachers' motivation including the education and school authorities, parents and teachers.

Pinder (2008) further noted that there have been many studies undertaken to examine the factors that motivate and de-motivate school teachers. To Owens (2004), teachers are most satisfied by matters intrinsic to the role of teaching, such as helping and working with pupils, mastery of professional skills, feeling part of a collegial and supportive environment. Conversely, Mertler (2001) finds that the major sources of teacher dissatisfaction are matters extrinsic to the task of teaching pupils and largely out of the control of teachers and schools, such as the nature and pace of educational change, increased expectations and responsibilities being placed on school teachers, workloads, lack of educational support for teachers and little promotion opportunities.

According to Robbins (2003), teachers spend most of the school day in personal contact with pupils, to promote learning to the fullest extent. They can offer an academic and emotional basis that children can use to deal with further problems. According to Miskel and Hoy (2005), education reformers agree that to raise the standard of pupil achievement, it is necessary to upgrade the quality of the teaching, for that has a stronger influence than any other factor. Ololube (2006) argues that there are tendencies that show key correlations exist between a pupil's motivation and the teacher's motivation. Committed teachers can improve the standards of pupils of all levels and backgrounds because they want to work with pupils and to see them achieve (Ololube, 2006).

Locke (2006) finds that the main motivators for teachers in schools are factors such as positive responses from children and that, conversely, de-motivators are poor

responses from children and workload factors. This result shows that the positive achievement of pupils is good for pupils and for their teachers as well, because it appears to increase their motivation.

Latham (2008) states that, for the successful implementation of changes to the school system to enable further development, it is important that there is a good relationship among its teachers. Latham argues that the 'professional family' of teachers is a useful means of exchanging knowledge and providing mutual help and support. This practice seems to help in reducing frustration and depression and restore teacher motivation, morale, self-efficacy and enthusiasm for their work. There is a need for teamwork at the school setting because teams influence individual work motivation in profound and numerous ways (Latham (2008).

The attitude of parents towards teachers also has a marked impact on their motivation and job satisfaction and, ultimately, their decision to remain at a particular school or even in the profession (Dörnyei, 2000). When a school enjoys a good reputation among parents who support its efforts and aims, this does much to enhance the morale and job satisfaction of the teaching staff school (Dörnyei, 2000)). Luce (2008) on the other hand argues that when teachers know how to work with children's parents this might help in enhancing children's learning and school effectiveness in general and teacher motivation particularly. An essential aspect of the relationship between parents and teachers is mutual respect.

A successful teacher education is the one that includes preparing teachers for community and parental involvement in preparation plans (Dörnyei, 2000). It is important to note that teachers and parents should work together to help children, so both

groups develop mutual respect and a positive attitude, and teachers, in particular, would feel that they are appreciated and that they have achieved their aim of inspiring their pupils to learn (Dörnyei, 2000).

According to Margolis and Nagel (2006), motivation is typically thought of as a within-person phenomenon. However, the individuals at work, for example teachers, are a part of a larger organizational system, for example, a school and as such, a more complete understanding of individual motivation recognizes the role of organizational-level factors in influencing work motivation (Margolis & Nagel, 2006).

McClelland (2005) argues that the uncertainty of a government's policies or their lack of meaning affects, in turn, school policies and thus causes the most prevalent negative emotional response by teachers. McClelland clarifies that the lack of meaning can refer to insufficient resources, information and time for the suitable implementation of the policies and the ineffectiveness of the initiative for accomplishing the school's objectives. Owens (2005) explains that there should be a clarification of the reasons for implementing the policy and the provision of the necessary resources. McClelland continues that teachers should also have made 'available opportunity' to acquire the new skills necessary for policy implementation.

2.6. Teachers Performance

Performance is something; a single teacher does in the school. Performance of the teachers in schools is highly affected by motivation. The performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. McClelland (2005) examined that the workplace environment impacts on employee

morale, productivity and job performance both positively and negatively. Teachers when motivated, their performance automatically reached towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increases. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance. However, it was difficult to obtain support for the view that motivation has a significant effect on job performance (Latham, A2008).

If the work place environment is not liked by the employees so they get de-motivated and their performance is also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity and for people working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance (Latham, 2008).

2.7. Understanding Teacher Performance

Investment in education is essential for both personal growth and economic development. Mullins (2002) states that primary education must be universal to ensure that the basic needs of all children are met. Basic learning needs are defined in terms of the essential learning tools and work with dignity, to improve the quality of their lives, to make informed decisions, and to continue learning (Mullins, 2002).

Teaching effectiveness has been accepted as a multi-dimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Mertler, 2001). The influence of

teachers' teaching effectiveness on the learning outcome of students as measured by students' academic performance has been the subject of several studies (Brophy, 2004). This suggests that effective teaching is a significant predictor of students' academic achievement. Therefore effective teachers should produce students of higher academic performance. Poor academic performance of students has been linked to poor teachers' performance in terms of accomplishing the teaching task, negative attitude to work and poor teaching habits which have been attributed to poor motivation (Brophy, 2004). It has also been observed that conditions that would make for effective teaching such as resources available to teachers, general conditions of infrastructure as well as instructional materials in public secondary schools are poor (Covington, 2000).

These prevailing conditions would definitely show a negative influence on the instructional quality in public schools, which may translate to poor academic performance, attitude and values of secondary school students. Although teachers' strong effect would significantly influence students' academic achievement, other factors such as socio-economic background, family support, intellectual aptitude of student, personality of student, self-confidence, and previous instructional quality have been found to also influence students' examination score either positively or negatively, (Covington, 2000).

To this end, Atiya and Palwasha (2002) had stated that students' grades and test scores are not good indicators of the quality of teachers' instruction. In support of this view, Owens (2004) condemns the use of student achievement scores as indicators of teachers' competence, performance or effectiveness. Since students' academic scores are not the only predictors of teachers' effectiveness, researchers have sought other fairer

ways of evaluating teachers' effectiveness. Students, administrators, colleagues and the teachers' self-evaluation have been used to evaluate teachers' effectiveness. Students' competence in the evaluation of the effectiveness of their teachers has been of great concern to researchers in education (Atiya & Palwasha, 2002).

2.8. Motivation and Teacher Performance

Dessler (2005) examined that from the perspective of teachers in schools, job performance and motivation are different. Motivation is an input to work, and job performance is an output from this motivation. From a teacher's perspective motivation and job performance may be difficult to distinguish and motivation is often inferred from the output produced, the possibility of high motivation and low output or low motivation and high output is often not considered.

The implications of either neglecting motivation or considering it a part of job performance for the empirically observed relationship between job performance and motivation can be significant. If effort is costly for an employee, ignoring effort can bias the estimated effect of job performance, because effort should increase job performance. As satisfaction is another very important thing in terms of motivation so employees are when satisfied with their job, organization environment, salaries, rewards, they automatically get motivated and show their best efforts towards their job performance. Motivation plays a great role because it is critical for the achievement of organizational goal and to bring better teachers performance or effectiveness.

The major importance of teachers' motivation to achieve successfully the organization /schools goal, is to enhance the teachers motivational level of satisfaction, to

make teacher more creative to attract and retain teacher towards the school goals, to invite teacher for rewards, and provide chance for promotion, to get opportunities of education, enhance their interest, commitment, self-confidence and persistence in their workplace. Teachers are expected to render a very high teaching performance. The leader should also understand that teacher ability alone is not sufficient to achieve satisfactory outcome but also teacher have the ability to achieve outcome, but they must also be willing to use effort to achieve the school goals (Dessler, 2005).

Motivation is defined as a driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception, attitude of everyone is different. For example a person feels hungry, and as a response that particular person eats so the feelings of hunger get diminished. Robbins (2003) found that teacher's motivation is very poor and teachers are also dissatisfied with their working environment and salary conditions. The reason behind the poor motivation of teachers is that they have low salaries as compared to other professionals, poor work environment, no decision making authority, and also not giving them opportunity of develop their career.

2.9. Factors that Contribute to Teacher Performance

The extent to which teachers are motivated in their work depends on how well those teachers are able to produce in their work. Motivation is expected to have a positive effect on quality performance; teachers who are characterized by a high level of motivation show a high work and satisfaction. Having a high level of motivation is therefore in itself valuable for employees and a decrease in motivation might affect

employees negatively. Therefore, motivation is important to ensure high performance (Robbins, 2003).

Latham (2008) categorized the variables that influence teacher effectiveness as:

1. Student characteristics and behaviours: These include health and nutrition, pre-school experience, age of entry into school, support from parents and siblings, socio-economic status, and home language.

2. School and teacher characteristics and behaviours: School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate, and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers' unions, parents, and community.

2.10. Techniques Used To Motivate Teachers

Wadsworth (2001) noted that motivation techniques used by head teachers of institutions had impact on the performance of teachers. Wadsworth (2001) found out that majority of the heads used appreciation, reward, constructive criticism, incentives, expressing expectations, recognition, personal loyalty and shown interest as motivation techniques. In the opinion of teachers, effective motivation techniques were constructive criticism, maintaining discipline, encouragement of creativity and innovation, expression

of the expectation of the heads, guidance, appreciation, sympathetic behaviour of the heads, appropriate relief time, regular evaluation of teachers and financial incentives in the inform of cash and bonus. While apprehends for teachers transfer, forcefully expression of opinions, stiff dealing of heads, chide the teachers of their mistakes and discrimination when assigning duties were the techniques which negatively affected the performance of the teachers.

Ryan and Deci (2000) found that teachers' motivation affected teachers' performance and emphasized that teachers view motivational factors like rewards and incentives, self- confidence and economic status as more important. Hanson (2003) also showed that teachers view motivational factors like good relationships with their colleagues, head teachers as important motivational factors.
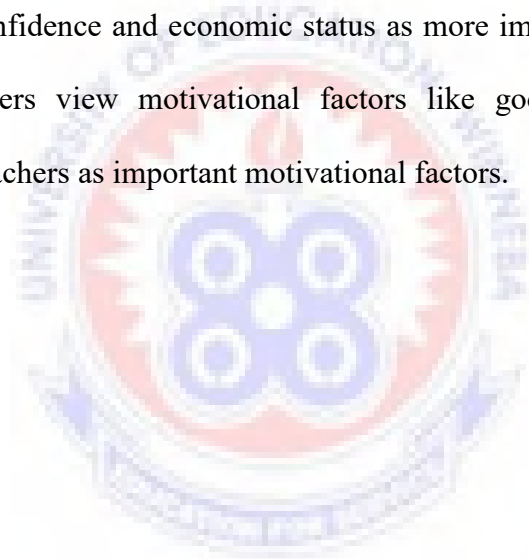
CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter comprises the research design, study population, sampling strategies, data collection methods and instruments, validity and reliability of instruments, administration of instrument and data analysis procedure.

3.2. Research Design

The purpose of the study was to investigate the influence of senior high school teachers' motivation on their work performance. The study also explored the techniques used by head teachers to motivate teachers to improve their work performance in the senior high schools of the Tamale Metropolis. The descriptive survey design was employed in the study. This design was selected because it is helpful to show situations as they currently exist (Creswell, 2013). It is also assumed that this method is economical since it enables the researcher to describe the prevailing situations both quantitatively as well as qualitatively which eventually help draw valid general conclusion.

Methodologically, the study will follow quantitative research approach as the study is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. In short, I will explain the data collected and their statistical treatment as well as all relevant results in relation to the research problem via on larger sample sizes that are representative of the population (De Vaus, 2004).

3.3. Population of the Study

Creswell (2009) defined population as the group of people from which a sample can be drawn. Population is the total collection of elements about which we wish to make some inferences. The target population for this study comprised all teachers in the four selected senior high schools in the study area with total population of 505. The table 3.1 below illustrates the study population and sample selected.

Table 3:1: Distribution of the Study Population, Sample Selected and their Schools

Schools	Teachers Population	30% Sample Selected
Tamale Senior High	128	38
Business Senior High	119	35
Kalpohini Senior High	125	37
Ghana Senior High	133	39
Total	505	149

3.4. Sample and Sampling Procedure.

From the target population, a sample of 149 was selected for the study based on the Creswell (2013) premise that in a descriptive cross – sectional study, 15% to 30% is representative. For the purpose of this study, 30% was used. Simple random sampling technique was used to select the sample. Simple random sampling technique was employed because it ensured that everyone in the population had an equal chance of being selected.

The goal of the sampling method used was to obtain a sample that is a representative of the population. The techniques used by the researcher to select the sample size required prior knowledge of the target population which allowed a determination of the size of the sample needed to achieve a reasonable estimate with accepted precision and accuracy of the population. With the use of the simple random sampling technique, ''YES'' or ''NO'' was written on pieces of papers which were folded and those who selected the ''YES'' were selected.

3.5. Data Collection Tools

The instruments used for this research were questionnaires. Questionnaire for the respondents had six sections, i.e., section A, B, C, D, E and F. Section A collected data on teacher's background information. Section B had 15 items that collected data on factors influencing teacher's motivation. Items 1 to 5 measured teachers' socio-economic status. Items 6 to10 measured teachers' relationship with the head teacher, whiles items 11 to 15 measured teachers' relation with their colleague teachers'. Section C collected data on types of teachers' motivation. The section consists of 16 items. Items 1 to 8 measured teachers' intrinsic motivation, whiles items 9 to16 measured teachers' extrinsic motivation.

Section D collected data on the level of teacher's motivation. The section consisted of 10 items. Section E collected data on teachers' work performance. It consisted of 10 items. Section F collected data on techniques heads use to improve teachers' work performance. It consisted of 7 items. All of the questions were of 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

3.6. Testing Validity and Reliability of the Instrument

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Connolly, 2007). To ensure validity, instruments were developed under close guidance of the supervisor, intensive consultation of relevant literature and a pilot study carried out to pre- test the instruments. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first examined with my friends and with pilot- test on 15 male and 15 female teachers at Viting Senior High School which was not part of the schools selected for the study. Based on the comments given by the above respondents of the piloted school, some modifications were made on the questionnaire to make it clear and precise for the main respondents so as to obtain the most reliable information. Additionally, the reliability of the instrument was measured by using Cronbach alpha method with the help of Statistical Package for Social Science (SPSS) version 16. Based on the pilot, 0.80 reliability coefficient (alpha) was obtained for the overall instrument.

3.7. Data Collection Procedure

Structured questionnaires containing close-ended questions were administered to the respondents. This was done during school days between the hours of 10am – 2:00pm. I visited each school and interacted with the head masters. After permission from the headmasters of the schools had been obtained, I personally administered the

questionnaires to the teachers and collected the questionnaire later when I was informed about the completion of the instrument.

3.8. Data Analysis Procedure

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package for Social Sciences (SPSS) version 16.0. The statistical analysis such as frequencies, percentages mean and standard deviation were used to answer the research questions, whiles Pearson correlation and One Way ANOVA were used to test for the formulated hypotheses. All of these hypotheses were tested at the alpha level of 0.05, meaning that when the significant-value (i.e. p-value) is less than 0.05, significant difference or effect therefore exist, but when the p-value exceeds 0.05, significant difference or effect therefore do not exist.

3.9. Ethical Considerations

Shank (2002) acknowledged that the word "ethics" is derived from the Greek word *ethos,* meaning a person's character or disposition. Researcher is responsible for ensuring he/she complies with all the research ethical standards (Shank, 2002). Creswell and Plano Clark (2007) argued that the researcher needs to take research ethics into consideration on all points of the study, ranging from designing the research questions, to interpreting the results and presenting the findings. Moreover, Creswell (2013) argued that ethics should be one of the first areas taken into considerations when designing any research project and should continue through to the write-up and work field phase and

emphasized that ethical considerations affect many aspects of the research design and process and help researchers decide whether the research study is ethically accepted.

Therefore, before conducting this research study, I will consider Privacy and confidentiality. According to Bryman (2001), the participants' information should not be revealed. Privacy is violated if a participants' information is collected or revealed without the participants' awareness. Protecting the privacy of participants can be gained by assuring anonymity or confidentiality. Confidentiality is to manage the participants' information in a way that keeps them unidentified (Shank, 2002). I assured anonymity and protected the respondents' privacy by using a coding mechanism to eliminate identifying participants, link information with responder, as well as protect data from outside access.
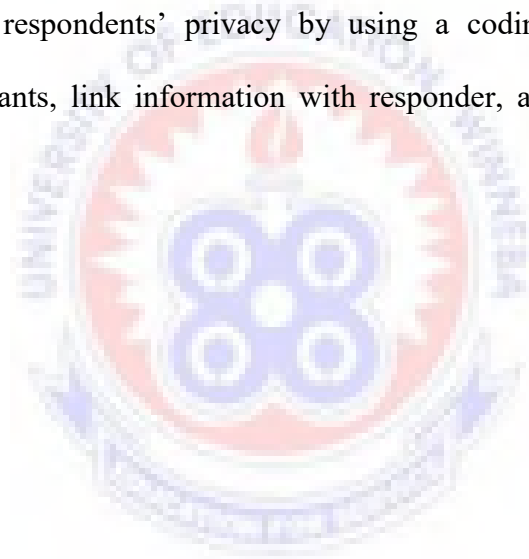
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

This chapter is divided into two major sections. The first section provides the demographic characteristics of the respondents. The second section presents the answers and discussions to the study research questions.

4.2. Response Rate

The researcher administered 149 questionnaire that represented 100% to the teachers, but 125 questionnaires were returned that also represented 83.9%. This implied that the analysis was based on 125 respondents that represented 100% in the study.

4.3. SECTION A – Demographic Characteristics of Teachers

Table 4.1 below shows the age group of the study respondents. The dominant age group of the teachers ranged between 31 – 40 years representing 41 (32.8%), followed by age group of 51 years and above years representing 34(27.2%) whereas less than 31 years group made up the smallest group, representing 22 (17.6%) of the teachers.

Table 4.1: Age Distribution of Teachers

Age Group	Frequency	Percentage
Less than 31	22	17.6
31 – 40	41	32.8
41 – 50	28	22.4
51+	34	27.2
Total	125	100.0

The sex distribution of the teachers indicated differences with 84 male representing 67.2% and 41 female teachers representing 32.8%. This implies male teachers who participated in the study were more than female participants. Table 4.2 below illustrates this relationship:

Table 4.2: Sex Distribution of Teachers

Sex	Frequency	Percentage
Male	84	67.2
Female	41	32.8
Total	125	100.0

In terms of the respondents' educational status, Table 4.3 below indicates that 50 of the teachers representing 40% were first degree holders, 67 of them representing 53.6% were M.Ed. holders whiles 8 of them representing 6.4% were M.Phil. holders.

Table 4.3: Educational Status and Distribution of Teachers

Educational Level	Frequency	Percentage
First Degree	50	40.0
M.Ed.	67	53.6
Mphil	8	6.4
Total	125	100.0

With regard to teachers working experience, Table 4.4 below indicates that 45 of the teachers representing 36% reported that they had worked between the years 1 to 5, 33(26.4%) indicated that they had worked for the years between 6 to 10 years, 32(25.6%) also reported that they had worked between the years of 11 to 15 years, whiles 26 of them representing 24.8% indicated that they had worked for 16 years and above.

Table 4.4: Teachers Work Experience

Years	Frequency	Percentage
1 – 5yrs	45	36.0
6 – 10yrs	33	26.4
11 – 15yrs	32	25.6
16+	15	12.0
Total	125	100.0

4.4. SECTION B – ANALYSIS AND DISCUSSIONS OF RESEARCH QUESTIONS

4.4.1. Research Question One – What are the factors that influence motivation of Senior High School teachers in the Tamale Metropolis?

This research question was designed to determine the factors that influence motivation of senior high school teachers in the Tamale Metropolis. Atkinson (2000) identified lot of factors that motivate teachers work performance, but this study focused on the following three:

1. Socio – economic level of teachers

2. Head relations with teachers, and

3. Teacher relations with colleague teachers

Socio - Economic Level of Teachers

This section of the research question was meant to identify the socio – economic level of teachers affecting teachers' motivation. The teachers' responses were recorded in Table 4.5 below:

Table 4.5: Socio-Economic Level of Teachers Influence Motivation of Senior High School Teachers in the Tamale Metropolis

Statements	SD	D	N	A	SA	Mean
1. The unreasonable salary given me affects my motivation to work	9(7.2)	4(3.2)	4(3.2)	62(49.6)	46(36.8)	4.06
2. My scanty salary which is unable to meet my basic financial requirements affects my motivation to work	12(9.6)	9(7.2)	8(6.4)	55(44)	41(32.8)	3.83
3. My dissatisfaction with the economic level of my family affects my motivation to work	15(12)	21(16.8)	11(8.8)	45(36)	33(26.4)	3.48
4. My lack of basic necessities of life affects my motivation to work	8(6.4)	14(11.2)	22(17.6)	47(37.6)	34(27.2)	3.68
5. My low income affects my teaching work	19(15.2)	22(17.6)	24(19.2)	35(28)	25(20)	3.20
Grand Mean						3.65

Table 4.5 above shows the senior high school teachers' views on the teachers' socio-economic level influencing their motivation in the Tamale Metropolis. The teachers were asked if their unreasonable salary affects their motivation to work. With this statement, 9 of the teachers representing 7.2% strongly disagreed, 4(3.2%) disagreed, 4(3.2%) were not sure, 62(49.6%) agreed while 46(36.8%) strongly agreed. The mean score of 4.06 implies that averagely the teachers strongly agreed that their unreasonable salary affects their motivation to work.

I wanted to find out from the teachers if their scanty salary which is unable to meet their basic financial requirements affects their motivation to work and 12 of the teachers representing 9.6% strongly disagreed, 9(7.2%) disagreed, 8(6.4%) were not sure, 55(44%) agreed whiles 41(32.8%) strongly agreed. The mean score of 3.83 fell in the category of agreed. This implies that averagely, the teachers agreed that their scanty salary which is unable to meet their basic financial requirement affects their motivation to work.

Moreover, I wanted to find out from the teachers if their dissatisfaction with the economic level of their family affects their motivation to work and 15 of the teachers representing 12% strongly disagreed, 21(16.8%) disagreed, 11(8.8%) were not sure, 45(36%) agreed whiles 33(26.4%) strongly agreed. The mean score of 3.48 fell in the category of agreed. This implies that averagely, the teachers agreed that their dissatisfaction with the economic level of their family affects their motivation to work.

In addition, I wanted to find out from the teachers if lack of basic necessities of life affects their motivation to work and 8 of the teachers representing 6.4% strongly

disagreed, 14(11.2%) disagreed, 22(7.6%) were not sure, 47(37.6%) agreed whiles 34(27.2%) strongly agreed. The mean score of 3.68 fell in the category of agreed. This implies that averagely, the teachers agreed that their lack of basic necessities of life affects their motivation to work.

Lastly, I wanted to find out from the teachers if their low income affects their teaching work and 19 of the teachers representing 15.2% strongly disagreed, 22(17.6%) disagreed, 24(19.2%) were not sure, 35(28%) agreed whiles 25(20%) strongly agreed. The mean score of 3.20 fell in the category of agreed. This implies that averagely, the teachers agreed to that statement. The grand mean score of 3.65 implies that averagely, the teachers agreed that their socio-economic level influence their motivation to work in the Tamale Metropolis.

Head Relations with Teachers

This section of the research question was meant to identify the heads relations with teachers as a factor that is affecting teachers' motivation to teach in the Tamale Metropolis. The teachers' responses were recorded in Table 4.6 below:

Table 4.6: Heads Relations with Teachers Affecting Teachers' Motivation to Teach in the Tamale Metropolis

Statements	SD	D	N	A	SA	Mean
1. My headmaster setting a good example by working hard affect my motivation to work	16(12.8)	16(12.8)	11(8.8)	30(24)	52(41.6)	3.69
2. My headmaster's recognition of teachers' good works affect my motivation to work	13(10.4)	20(16)	9(7.2)	39(31.2)	44(35.2)	3.65
3. My headmaster allowing staff to participate in important decisions affects my motivation to work	10(8)	19(15.2)	10(8)	34(27.2)	52(41.6)	3.79
4. My headmaster showing favouritism in relations with the teachers in my school affects my motivation to work	11(8.8)	19(15.2)	8(6.4)	30(24)	57(45.6)	3.82
5. My headmaster treating teachers with dignity and respect affects my motivation to work	21(16.8)	48(38.4)	26(20.8)	17(13.6)	13(10.4)	2.62
Grand Mean						3.51

Table 4.6 above shows the teachers' views on the heads relations with teachers affecting teachers' motivation to teach in the Tamale Metropolis. The teachers were asked if their head masters setting a good example by working hard affects their motivation to work. With this statement, 16 of the teachers representing 12.8% strongly disagreed, 16(12.8%) disagreed, 11(8.8%) were not sure, 30(24%) agreed while 52(41.6%) strongly agreed. The mean score of 3.69 implies that averagely the teachers agreed that headmasters' setting a good example by working hard affects their motivation to work.

I also wanted to find out from the teachers if their headmasters' recognition of teachers' good work affects teachers' motivation to work and 13 of the teachers representing 10.4% strongly disagreed, 20(16%) disagreed, 9(7.2%) were not sure, 39(31.2%) agreed whiles 44(35.2%) strongly agreed. The mean score of 3.65 fell in the category of agreed. This implies that averagely, the teachers agreed that headmasters' recognition of teachers' good work affects teachers' motivation to work.

Moreover, I wanted to find out from the teachers if their heads allowing staff to participate in important decisions affects their motivation to work. With this statement, 10 of the teachers representing 8% strongly disagreed, 19(15.2%) disagreed, 10(8%) were not sure, 34(27.2%) agreed whiles 52(41.6%) strongly agreed. The mean score of 3.79 fell in the category of agreed. This implies that averagely, the teachers agreed that their heads allowing them to participate in important decisions affect their motivation to work.

In addition, I wanted to find out from the teachers if their heads showing favouritism in relations with the teachers affects teachers' motivation to work and 11 of

the teachers representing 8.8% strongly disagreed, 19(15.2%) disagreed, 8(6.4%) were not sure, 30(24%) agreed whiles 57(45.6%) strongly agreed. The mean score of 3.82 fell in the category of agreed. This implies that averagely, the teachers agreed that heads showing favouritism in relations with the teachers' affects teachers' motivation to work.

Lastly, I wanted to find out from the teachers if heads treating teachers with dignity and respect affect their motivation to work. With this statement, 21 of the teachers representing 16.8% strongly disagreed, 48(33.4%) disagreed, 26(20.8%) were not sure, 17(13.6%) agreed whiles 13(10.4%) strongly agreed. The mean score of 2.62 fell in the category of not sure. This implies that averagely, the teachers were not sure to that statement. The grand mean score of 3.51 implies that averagely, the teachers agreed that their heads relation with teachers affects the teachers' motivation to work.

Teacher Relations with Teachers

This section of the research question was meant to identify the teachers' relations with teachers as a factor that is affecting teachers' motivation to teach in the Tamale Metropolis. The teachers' responses were recorded in Table 4.7 below:

Table 4.7: Teachers Relations with Teachers Affecting Teachers' Motivation to Teach in the Tamale Metropolis

Statements	SD	D	N	A	SA	Mean
1. My colleagues considering me a good teacher affects my motivation to work	8(6.4)	18(14.4)	12(9.6)	23(18.4)	64(51.2)	3.94
2. The cooperation among teachers in my school affects my motivation to work	9(7.2)	11(8.8)	8(6.4)	22(17.6)	75(60)	4.14
3. The conflicts I sometimes have with my colleagues affects my motivation to work	12(9.6)	17(13.6)	15(12)	24(19.2)	57(45.6)	3.78
4. The teachers enjoying working collectively affects my motivation to work	11(8.8)	18(14.4)	7(5.6)	38(30.4)	51(40.8)	3.80
5. My receipt of feedback from colleagues concerning the outcomes of my work affects my motivation to work	14(11.2)	19(15.2)	7(5.6)	22(17.6)	63(50.4)	3.81
Grand Mean						3.89

Table 4.5 above shows the teachers' views on the teachers' relations with teachers affecting teachers' motivation to teach in the Tamale Metropolis. The teachers were asked if their colleagues considering them as good teachers affect their motivation to

work. With this statement, 8 of the teachers representing 6.4% strongly disagreed, 18(14.4%) disagreed, 12(96%) were not sure, 23(18.4%) agreed while 64(51.2%) strongly agreed. The mean score of 3.94 implies that averagely the teachers agreed that their colleagues considering them as good teachers affect their motivation to work.

I also wanted to find out from the teachers if their colleagues teachers in their school co-operating with one another affects their motivation to work and 9 of the teachers representing 7.2% strongly disagreed, 11(8.8%) disagreed, 8(6.4%) were not sure, 22(17.6%) agreed whiles 75(60%) strongly agreed. The mean score of 4.14 fell in the category of strongly agreed. This implies that averagely, the teachers strongly agreed that the cooperation among colleagues teachers affect their motivation to work.

Moreover, I wanted to find out from the teachers if they sometimes have difficulties or conflicts with their colleagues affect their motivation to work and 12 of the teachers representing 9.6% strongly disagreed, 17(13.6%) disagreed, 15(12%) were not sure, 24(36.2%) agreed whiles 57(45.6%) strongly agreed. The mean score of 3.78 fell in the category of agreed. This implies that averagely, the teachers agreed that the conflicts they sometimes had with their colleagues affect their motivation to work.

In addition, I wanted to find out from the teachers if they enjoying working collectively affect their motivation to work. With this statement, 11 of the teachers representing 8.8% strongly disagreed, 18(14.4%) disagreed, 7(5.6%) were not sure, 38(30.4%) agreed whiles 51(40.8%) strongly agreed. The mean score of 3.80 fell in the category of agreed. This implies that averagely, the teachers agreed that they enjoying working collectively affect their motivation to work.

Lastly, I wanted to find out from the teachers if their receipt of feedback from colleagues concerning the outcomes of their work affect their motivation to work and 14 of the teachers representing 11.2% strongly disagreed, 19(15.2%) disagreed, 7(5.6%) were not sure, 22(17.6%) agreed whiles 63(50.4%) strongly agreed. The mean score of 3.81 fell in the category of agreed. This implies that averagely, the teachers agreed that their receipt of feedback from colleagues concerning the outcomes of their work affects their motivation to work.

The grand mean score of 3.89 implies that averagely, the teachers agreed that their relations with their colleague teachers affect their motivation to work.

Comparison of Factors that Influence Motivation of Senior High School Teachers to Work in the Tamale Metropolis

Even though, all of the three factors discussed were found to influence teachers' motivation to work, this does not necessarily mean that they affected them evenly. Table 4.8 below clearly compares the factors discussed.

Table 4.8: Summary of Motivation Factors Affecting Teachers Work Performance

Motivating Factors	Grand Mean	Severity Rank
Socio-Economic Level of Teachers	3.65	2nd
Heads' relations with teachers	3.51	3rd
Teacher relations with their colleague teachers	3.89	1st

The grand mean in the above table clearly depicts that all teachers agreed that their relations with their colleague teacher highly affect their motivation to work. This was seen on their grand mean scores of 3.89. This was followed by the teacher's socio – economic level with the grand mean score of 3.65 with heads relations with the teachers that also had the grand mean score of 3.51. According to the Likert scale used, 1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree whiles 5 = strongly agree. And looking at the grand means of the three discussed factors, of 3.65, 3.51 and 3.89, they fall in the category of agree, 3.89 was the highest, followed by 3.65 and 3.51 respectively.

This finding was in line with that of Butler (2007) who emphasized that effective teacher - teacher relations brings cooperation among the teachers that enhance students' discipline. The findings support that of Frey and Jegen (2001) who noted that teacher relations among them formulate solutions to the school problems.

4.4.2. Research Question Two – What is the levels of motivation of Senior High School teachers in the Tamale Metropolis?

Objective of this research question   was aimed at establishing the level of motivation of senior high school teachers in the Tamale Metropolis. With reference to a range of scores provided by the test developer (Atkinson, 2000) to classify scores as high, moderate and low. This scale has a maximum score of 100, which is regarded to be a very high level of stress, and a minimum of 20

The scale developed by (Atkinson, 2000) was adopted in the study to measure the level of motivation for teachers. It consisted of 10 statements and had a five-point scale such as "strongly agree", "agree", "not sure", "disagree" and "strongly disagree" with scoring as 5, 4, 3, 2 and 1 respectively. The range of the scores was 10 to 50. Based on the total scores, the level of motivation was quantified as follows.

Table 4.9: Categories of Level of Teachers Motivation

Category	Mean
Low Motivation	0.01 – 1.67
Moderate Motivation	1.68 – 2.50
High Motivation	2.51 – 5.00

Table 4.10: Levels of Motivation of Senior High School Teachers in the Tamale Metropolis

Statements	SD	D	N	A	SA	Mean
1. My head master recognizes my accomplishments.	73(58.4)	45(36.0)	4(3.2)	2(1.6)	1(0.8)	1.50
2. I have the support of the entire staff in doing my work.	69(55.2)	47(37.6)	2(1.6)	2(1.6)	5(4.0)	1.62
3. My head master involves me in the decision making process of the school	76(60.8)	38(30.4)	7(5.6)	3(2.4)	1(0.8)	1.52
4. I have a good relationship with my colleague teachers	95(76)	17(13.6)	4(3.2)	4(3.2)	5(4.0)	1.46
5. I am fully satisfied with my profession as a teacher	65(52.0)	44(35.2)	8(6.4)	4(3.2)	4(3.2)	1.70
6. I am allowed to work independently and to use my initiative	57(45.6)	51(40.8)	9(7.2)	4(3.2)	4(3.2)	1.78
7. My workload is very manageable	69(55.2)	38(30.4)	10(8.0)	4(3.2)	4(3.2)	1.69
8. I can stay in teaching as long as this school exists	82(65.6)	26(20.8)	10(8.0)	3(2.4)	4(3.2)	1.57
9. Positive aspects about teaching outweigh the negative aspects.	78(62.4)	34(27.2)	5(4)	4(3.2)	4(3.2)	1.58
10. My head master deals fairly with teachers.	70(56)	42(33.6)	3(2.4)	4(3.2)	6(4.8)	1.67
Grand Mean						1.61

Findings in Table 4.10 above show the senior high school teachers responses on the levels of motivation in the Tamale Metropolis. In the first place, I wanted to find out from the teachers if their head masters recognize their accomplishments. With this statement, 73 of the teachers representing 58.4% strongly disagreed, 45(36%) disagreed,

4(3.2%) were not sure, 2(1.6%) agreed while 1(0.8%) strongly agreed. The mean score of 1.50 implies that averagely the teachers were at low level of motivation on that statement.

Again, 69(55.2%) strongly disagreed they have the support of the entire staff in doing their work and 47(37.6%) disagreed, 2(1.6%) were not sure, 2(1.6%) agreed whiles 5(4%) strongly agreed to that statement. The mean score of 1.62 fell in the category of low level of motivation. This implies that averagely, the teachers were at low level of motivation of that statement.

Moreover, I wanted to find out from the teachers if their head master involve them in the decision making process of the school. With this statement, 76 of the teachers representing 60.8% strongly disagreed, 38(30.4%) disagreed, 7(5.6%) were not sure, 3(2.4%) agreed while 5(0.8%) strongly disagreed. The mean score of 1.52 implies that averagely the teachers were at low level on this statement serving as motivation factor.

I further wanted to find out from the teachers if they have a good relationship with their colleague teachers. With this statement, 95 of the teachers representing 76% strongly disagreed, 17(13.6%) disagreed, 4(3.2%) were not sure, 4(3.2%) agreed while 5(4%) strongly disagreed. The mean score of 1.46 implies that averagely the teachers were at low level on this statement serving as motivation factor.

Again, I wanted to find out from the teachers if they were fully satisfied with their profession as a teacher. With this statement, 65 of the teachers representing 52% strongly disagreed, 44(35.2%) disagreed, 8(6.4%) were not sure, 4(3.2%) agreed while another 4(3.2%) strongly agreed. The mean score of 1.70 implies that averagely the teachers were at moderate level on this statement serving as motivation factor.

I further wanted to find out from the teachers if they were allowed to work independently and to use their initiative. With this statement, 57 of the teachers representing 45.6% strongly disagreed, 51(40.8%) disagreed, 9(7.2%) were not sure, 4(3.2%) agreed while 4(3.2%) strongly agreed. The mean score of 1.78 implies that averagely the teachers were at moderate level on this statement serving as motivation factor.

Moreover, I wanted to find out from the teachers if their workload is very manageable and 69 of the teachers representing 55.2% strongly disagreed, 38(30.4%) disagreed, 10(8%) were not sure, 4(3.2%) agreed while 4(3.2%) strongly agreed. The mean score of 1.69 implies that averagely the teachers were at moderate level on this statement serving as motivation factor.

Again, I wanted to find out from the teachers if they can stay in teaching as long as their present schools exist. With this statement, 82 of the teachers representing 65.6% strongly disagreed, 26(20.8%) disagreed, 10(8%) were not sure, 3(2.4%) agreed while another 4(3.2%) strongly agreed. The mean score of 1.57 implies that averagely the teachers were at low level on this statement serving as motivation factor.

I further wanted to find out from the teachers if they perceive that positive aspects about teaching outweigh the negative aspects. With this statement, 78 of the teachers representing 62.4% strongly disagreed, 34(27.2%) disagreed, 5(4%) were not sure, 4(3.2%) agreed while 4(3.2%) strongly agreed. The mean score of 1.58 implies that averagely the teachers were at low level on this statement serving as motivation factor.

Lastly, I wanted to find out from the teachers if their head master dealt fairly with teachers. With this statement, 70 of the teachers representing 56% strongly disagreed,

42(33.6%) disagreed, 3(2.4%) were not sure, 4(3.2%) agreed while 6(4.8%) strongly agreed. The mean score of 1.67 implies that averagely the teachers were at low level on this statement serving as motivation factor.

In summary, the grand mean score of 1.61 fall in the category of low motivation. This implies that averagely, the teachers in the study area were experiencing low level of motivation. This finding was in line with that of Sergiovanni (2004) who noted that teachers experiencing low motivation perform below average. The finding was in support of Davidson (2007) who claimed that when teachers feel less motivated, they will lower their performance, resulting in a net decrease in performance.

With regard to the categorization of the teachers responses on the level of motivation, 88 of the teachers representing 70.4% indicated that they experience low level of motivation, 28(22.4%) noted that they experience moderate level of motivation, while 9 of the teachers representing 7.2% claimed that they experience high level of motivation.

Table 4.11: Categories of Level of Teachers Motivation

Category	Frequency	Percentage
Low Motivation	88	70.4
Moderate Motivation	28	22.4
High Motivation	9	7.2
Total	125	100.0

The data was further graphed and illustrated below.

Meanlevel
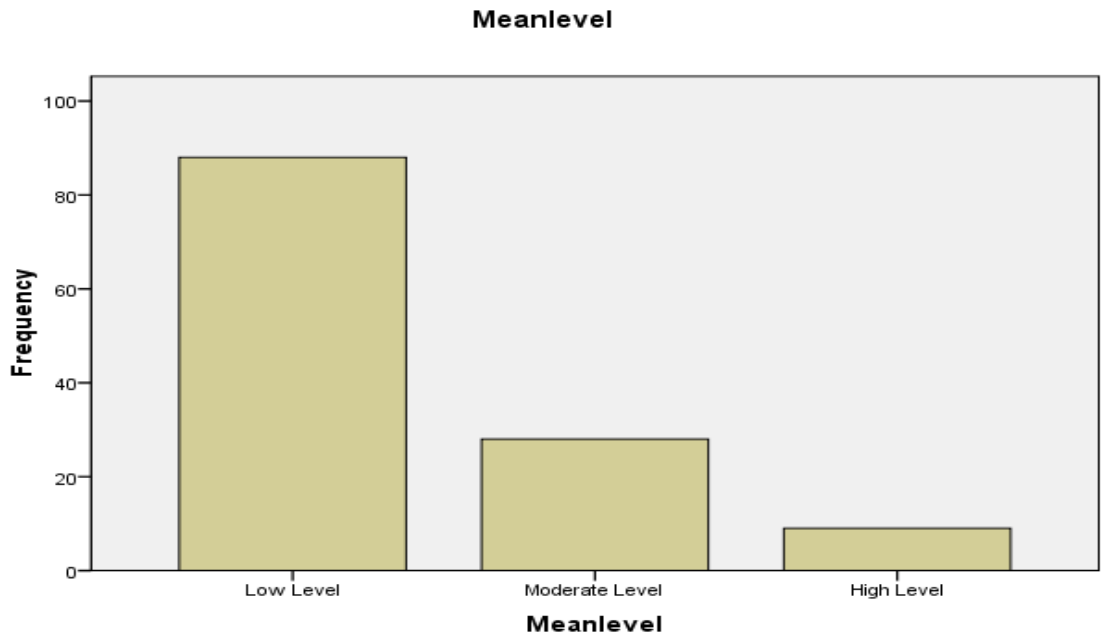
Figure 2: Level of Teachers Motivation

4.4.3. Research Question Three – What are the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis?

The third research question intended to find out from the teachers on the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis. Their responses were presented in Table 4.12 below.

Table 4.12: Techniques Used by Head Teachers to Motivate Teachers to Improve their Work Performance in Tamale Metropolis

Statements	SD	D	N	A	SA	Mean
1. My head uses expression of appreciations in the school to improve work	40(32)	51(40.8)	15(12)	11(8.8)	8(6.4)	2.17
2. My head uses rewards in the school to improve work performance	48(38.4)	60(48)	5(4)	6(4.8)	6(4.8)	1.89
3. My head uses negative criticism in the school to improve work performance	8(6.4)	6(4.8)	2(1.6)	44(35.2)	65(52)	4.22
4. My head uses constructive criticism in the school to improve work	10(8)	8(6.4)	6(4.8)	39(31.2)	62(49.6)	4.08
5. My head gives incentives in the school to improve work performance	49(39.2)	53(42.4)	12(9.6)	6(4.8)	5(4)	1.92
6. My head use praises in the school to improve work performance	67(53.6)	27(21.6)	15(12)	8(6.4)	8(6.4)	1.90
7. My head recognizes good work done in the school to improve work performance	56(44.8)	36(28.8)	11(8.8)	14(11.2)	8(6.4)	2.06

Findings in table 4.7 above show the teachers responses on the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis. In the first place, I wanted to find out from the teachers if their head masters use expression of appreciations in the school to improve work performance. With this statement, 40 of the teachers representing 32% strongly disagreed, 51(40.8%) disagreed, 15(12%) were not sure, 11(8.8%) agreed while 8(6.4%) strongly agreed. The mean score

of 2.17 implies that averagely the teachers were not sure as to whether the heads use expression of appreciations in the school to improve work performance.

Again, 48(38.4%) strongly disagreed that their heads use rewards in the school to improve work performance, 60(48%) disagreed, 5(4%) were not sure, 6(4.8%) agreed whiles 6(4.8%) strongly agreed to that statement. The mean score of 1.89 fell in the category of strongly disagreed. This implies that averagely, the teachers disagreed to that statement.

Moreover, I wanted to find out from the teachers if their heads use negative criticism in the school to improve work performance. With this statement, 8 of the teachers representing 6.4% strongly disagreed, 6(4.8%) disagreed, 2(1.6%) were not sure, 44(35.2%) agreed while 65(52%) strongly agreed. The mean score of 4.22 implies that averagely the teachers strongly agreed to that statement.

The researcher further wanted to find out from the teachers if their heads use constructive criticism in the school to improve work performance. With this statement, 10 of the teachers representing 8% strongly disagreed, 8(6.4%) disagreed, 6(4.8%) were not sure, 39(31.2%) agreed while 62(49.6%) strongly agreed. The mean score of 4.08 implies that averagely the teachers strongly agreed to that statement.

Moreover, I wanted to find out from the teachers if their heads give incentives in the school to improve work performance. With this statement, 49 of the teachers representing 39.2% strongly disagreed, 53(42.4%) disagreed, 12(9.6%) were not sure, 6(4.8%) agreed while 5(4%) strongly agreed. The mean score of 1.92 implies that averagely the teachers disagreed to that statement.

Moreover, I wanted to find out from the teachers if their heads use praises in the school to improve work performance. With this statement, 67 of the teachers representing 53.6% strongly disagreed, 27(21.6%) disagreed, 15(12%) were not sure, 8(6.4%) agreed while 8(6.4%) strongly agreed. The mean score of 1.90 implies that averagely the teachers disagreed to that statement.

Lastly, I wanted to find out from the teachers if their heads recognizes good work done in the school to improve work performance. With this statement, 56 of the teachers representing 44.8% strongly disagreed, 36(28.8%) disagreed, 11(8.8%) were not sure, 14(11.2%) agreed while 8(6.4%) strongly agreed. The mean score of 2.06 implies that averagely the teachers were not sure to that statement.

In summary, majority of the teachers strongly agreed that head use negative criticism in the school to improve work performance. This finding was in line with Robbins (2003) who noted that head teacher who uses negative criticism use it to help inexperienced or unmotivated workers to work to the leaders' expectation. This implies that it is a way of telling the workers that their performance is at low level (Blasé, 2000). The finding also support that of Cheng and Mullins (2002) who claimed that leaders that use negative criticism has a vision in mind and use negative criticism to effectively motivate their group to finish the task and concluded that it is a way to streamline work process to enhance productivity.

4.5 Testing of Hypotheses

4.5.1. Hypothesis One: - There will be no significant relationship between Senior High School Teachers' motivation and work performance in the Tamale Metropolis (Null Hypotheses)

To test this hypothesis, Pearson correlation was used to determine the relation between intrinsic and extrinsic motivation and teacher job performance.

Table 4.13: Relationship between Senior High School Teachers' Motivation and their Work Performance in Tamale Metropolis

	1	2	3
1	1	--	--
2	0.235**	1	--
3	0.277**	--	1

**. Correlation is Significant at the 0.01 level (2-tailed).

1 = Teacher Performance, 2 = Extrinsic Motivation, 3 = Intrinsic Motivation

From Table 4.11, it is indicated that there is a positive relationship between extrinsic motivation and performance of teachers (r = 0.235). The relationship is statistically significant (Sig. = 0.008) at 0.01 level of significance. This implies that increase in extrinsic motivation of teachers (like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others) helps to increase their

performance at work. This further implies that extrinsic motivation affects the performance of teachers.

Table 4.8 further indicates that there is a positive relationship between intrinsic motivation and performance of teachers (r = 0.277). The relationship is statistically significant (Sig. = 0.002) at 0.01 level of significance. This implies that increase in intrinsic motivation of teachers (like increasing their recognition, job satisfaction among others helps to increase their performance at work. By comparing the strength of the relationship, it can be said that intrinsic motivation highly influences teachers' performance as compared to extrinsic motivation. This finding was in line with Akdere (2006) who noted that since intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social gain, it is the best form of motivation that positively affects teacher's performance. The finding also support that of Saiyadain (2009) who noted that when teachers are intrinsically motivated, they engage in activities that interest them, and they do so freely, with a full sense of volition and without the necessity of material rewards or constraints and further added that teachers who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing competencies and require them to use their creative capabilities.

4.5.2. Hypothesis Two --- There will be significant difference between motivational factors of socio-economic status of the Teachers, relationship with the head Teacher, and relationship with the teachers and teachers' work performance (Alternative Hypotheses)

To test this hypothesis, One –Way ANOVA was conducted to compare their means. The test was meant to identify whether the mean for the teachers performance differ with respect to socio-economic status of the teachers, relationship with the head teacher and relationship with the teachers or not. The Table 4.10 below presents the results of Levenes.

Table 4.14: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig
1.097	2	122	0.337

Levene Test is the test used to examine the homogeneity of variances. One-way ANOVA assumes that the variances of the groups are all equal. This table displays the result of the Levene test for homogeneity of variances. The significance value 0.337 exceeds .05, suggesting that the variances for the three groups of subjects, i.e. socio-economic status of the teachers, relationship with the head teacher and relationship with the teachers are equal; therefore, the assumption is justified, that we fail to reject the null hypothesis that the variances are all equal. Since the variances appear to be equal we continue with the ANOVA test.

Table 4:15: Descriptive Statistics of School Motivation Factor

Motivation Factors	Mean	Standard Deviation
Socio Economic Status	3.52	0.33
Head Master Relations	3.25	0.32
Teachers relationships	2.96	0.38

There are significance differences on the means between the socio economic status (M = 3.52, SD = 0.33) and head master relations (M = 3.25, SD= 0.32) of teachers motivation factors, socio economic status and teachers relationships (M = 2.96, SD= 0.38), head master relations and teachers relationships (M = 2.96, SD= 0.38). These means will be useful in interpreting the direction of any effect that emerges in the analysis.

Table 4.16: One-Way ANOVA on Teachers Motivational Factors

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	6.382	2	3.191	26.355	0.000
Within Groups	14.771	122	0.121		
Total	21.153	124			

The results of the analysis are presented in an ANOVA table above. In one-way ANOVA, the total variation is partitioned into two components: Between Groups and

Within Groups. Between Groups represents variation of the group means around the overall mean. Within Groups represents variation of the individual scores around their respective group means. Sig indicates the significance level of the F-test (F-test is the test used to determine whether the ANOVA is significant). The significance value .000 <.05 indicates there are significant group differences.

The significant level indicates that at least one of the regions differs from the others. Post Hoc comparisons are the method used to determine which group(s) differ. Post-hoc comparisons were conducted using Bonferroni test. The result of the post –hoc analysis is presented in Table 4.17 below:

Table 4.17: Post Hoc Comparison of Teachers Motivational Factors and their Performance

Group comparison upper	Confidence lower bound	Difference between mean	Confidence bound
1 – 2	0.80	0.27*	0.46
1 – 3	0.38	0.56*	0.74
2 – 3	0.14	0.29*	0.46

*. The mean difference is significant at the 0.05 level.

Note: 1= Socio-Economic Status of the Teachers', 2 = Relationship with the Head Teachers' and 3 = Relationship with the Teachers'

This table lists the pairwise comparisons of the group means for all selected post hoc procedures. Mean difference lists the differences between the sample means. Significance lists the probability that the population mean difference is zero (<.05). A 95% confidence interval is constructed for each difference.

In our example, Bonferroni test procedure was used. Three pairs; 1- 2, 1 – 3, and 2 -3 were the groups that differs. Figure 3 graphically present the teachers' job performance mean of the three types of teacher's motivational factors.
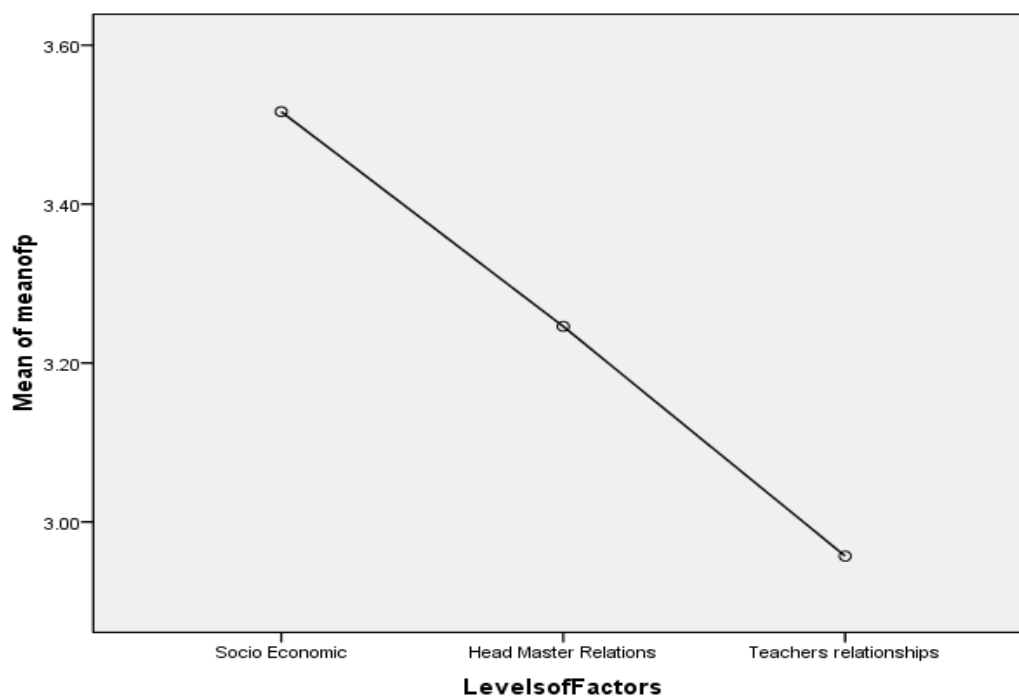
Figure 3: Representing the Relationship between Teachers' Motivational Factors and their Performance

The result shows that teachers whose socio-economic status is high had the highest job performance scores. Teachers with good relations with their heads were the

second highest, while the teachers with good relations with their colleagues had the lowest performance scores. This finding was in line with Aguinis (2009) who noted that teachers socio-economic status play an important role in their work performance and concluded that low socio – economic status of teachers decline their motivation to work that in turn negatively affect students' academic performance. The finding also supports that of Rabey (2001) who claimed that the relationship between teacher's socio-economic status and their job performance is positive and concluded that teachers' socio-economic status is the key determinant of their job performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the research findings, and conclusions from the results and finally the implications and recommendations for further studies.

5.2. Summary of the Study

The study attempted to investigate the influence of senior high school teachers' motivation on their work performance. The study also explored the techniques used by head teachers to motivate teachers to improve their work performance. The following research questions were posed to guide the study:

1. What are the factors that influence motivation of senior high school teachers in the Tamale Metropolis?

2. What is the level of motivation of senior high school teachers in the Tamale Metropolis?

3. What are the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis?

   The following hypotheses were also tested at 0.05 alpha levels:

1. There will be no significant relationship between senior high school teachers' motivation and work performance in the Tamale Metropolis.

2. There will be no significant difference between motivational factors of socio-economic status of the teachers, relationship with the head teacher, relationship with the teachers and teachers' work performance.

5.2.1. Key Findings

The following key findings were arrived at in the present study:

- The research question one sought to find out the factors that influence motivation of senior high school teachers in the Tamale Metropolis and it revealed that teachers' relations with their colleague teachers highly affect their motivation to work.

- Moreover, the second research question which sought to find out the level of motivation of senior high school teachers in the Tamale Metropolis revealed that the teachers in the study were experiencing low level of motivation

- In addition, the third research question that sought to find the techniques used by head teachers to motivate teachers to improve their work performance in the Tamale Metropolis revealed that the head masters used negative criticism in the schools to improve teachers work performance

- Moreover, the first hypothesis that tests the significant relationship between senior high school teachers' motivation and work performance in the Tamale Metropolis revealed intrinsic motivation highly and positively relate to performance of teachers.

- Finally, the second hypothesis that test the significant difference between motivational factors of socio-economic status of the teachers, relationship with the head teacher, relationship with the teachers and teachers' work performance revealed that when teachers socio-economic status is high it gives the highest job performance scores.

5.3. Conclusions

Based on the major findings of the study, it can be concluded that; strong and healthy teacher-teacher relationship is regarded as an essential teacher motivational factor that enhances teachers' performance. It is necessary in an era of continuous change and teacher performance improvement. Head masters' low level of motivation towards their teachers may lead to teachers dissatisfied and uncommitted teachers who may have higher rates of absenteeism, and withdrawal behaviours' that in turn will affect both school and students' academic performance. The head teachers' technique of negative criticism of their teachers serves to motivate teachers' to work effectively. Teachers' intrinsic motivation positively relate to their job performance and teachers' low level of income is significantly related to their job performance.

5.4. Recommendations

Based on the major findings of the study and the conclusions drawn, the following recommendations are forwarded:

1. Head masters should cooperate with their teachers to establish effective teacher-teacher relationship.

2. Motivation of teachers' should be considered as a major driving force by head masters to foster good teacher job performance.

3. Head teachers' should employ techniques desired by teachers to motivate the teachers.

4. Head should encourage teachers to improve upon their intrinsic motivation.

5. Government should formulate policies to improve teacher's low socio-economic status to motivate teachers to improve upon their job performance.

5.5. Recommendations for Future Research

The areas suggested by the study for further research include:

- In addition to questionnaire, qualitative research approaches should be used to be able to achieve in-depth findings.

- Teacher's socio-economic status as predictor of the teacher's job performance.

- Using performance management as a motivational tool for teacher performance.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE FOR SENIOR HIGH

SCHOOLTEACHERS

Dear Respondent,

I am carrying out a study on the topic **'' *Teachers Perceptions on the Influence of Motivation on their Work Performance in Some Selected Senior High Schools in the Tamale Metropolis''.*** It is against this background that you have been randomly selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous. Thank you.

Yours faithfully,

Sadick Mohammed Ridwan.

(Researcher)

SECTION A

TEACHERS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right or wrong answer; therefore no particular response is targeted.

1. Age. Less than 30 [   ]. 31- 40[   ].41 – 50[   ] 51+ [   ]

2. Sex: Male [   ]. Female [   ].

3. Educational Status: First Degree [ ] M.Ed. [ ] M.Phil. [ ]

4. Teaching Experience: 1 – 5 yrs. [   ] 6 – 10yrs. [   ] 11 – 15yrs. [   ] 16+yrs. [   ]

SECTION B

FACTORS AFFECTING MOTIVATION QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements Socio-Economic Status of the Teachers	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My unreasonable salary affects my motivation to work					
2. My scanty salary which is not able to meet my basic financial requirements affects my motivation to work					
3. My dissatisfaction with the economic level of my family me affect my motivation to work					
4. Lack of basic necessities of life affects my motivation to work					
5. My low income affects my teaching work					
Relationship with the head					

teacher					
6. My head teacher sets a good example by working hard					
7. My head teacher recognizes teachers' good work					
8. My head teacher allows staff to participate in important decisions					
9. My head teacher shows favouritism in relations with the teachers in my school and in the distribution of schoolwork.					
10. My head teacher treats teachers with dignity and respect.					
Relation of Teachers with their Colleagues					
11. My colleagues consider me a good teacher.					
12. The teachers in my school co-operate with one another					
13. I sometimes have difficulties or conflicts with my colleagues.					
14. The teachers enjoy working					

collectively.				
15. I receive feedback from colleagues concerning the outcomes of my work.				

SECTION C

TYPES MOTIVATION QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statement Intrinsic Motivation	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teaching profession was my first choice					
2. Teaching is a noble profession					
3. Teaching gives me a lot of satisfaction.					
4. I enjoy teaching as a profession					
5. Teaching gives me a recognition in the community					

6. Teaching makes people in this community to respect me					
7. I have a good future as a teacher					
8. Teaching was my dream career					
Extrinsic Motivation					
9. My salary is enough to meet my basic Needs					
10. My school provides accommodation for teachers					
11. My school provides meals for teachers					
12. My school provides financial assistance to teachers when they have a problem					
13. My school organizes parties to celebrate achievement					
14. My school rewards teachers who perform well					
15. School environment is conducive for					

Working					
16. There are enough and appropriate resources for instruction					

SECTION D

LEVEL OF MOTIVATION QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. My head master recognizes my accomplishments.					
2. I have the support of the entire staff in doing my work.					
3. My head master involves me in the decision making process of the school					
4. I have a good relationship with my colleague teachers					
5. I am fully satisfied with my profession as a teacher					
6. I am allowed to work independently and to use my initiative					
7. My workload is very manageable					
8. I can stay in teaching as long as this school exists					

9. Positive aspects about teaching outweigh the negative aspects.					
10. My head master deals fairly with teachers.					

SECTION E

WORK PERFRMANCE OF TEACHERS QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I come very early to school					
2. I plan schemes of work					
3. I plan lesson plans					
4. I carry lesson plans to class and follow them					
5. I regularly test children					
6. I regularly meet parents and teachers					
7. I participate in co-curricular activities					
8. I am always present in school					

9. I ensure children are disciplined					
10. I attend all staff meetings.					

SECTION F

TECHNIQUES HEAD MASTERS USE TO IMPROVE TEACHERS WORK

PERFORMANCE QUESTIONNAIRE

Instructions: For each of the following, kindly respond to the statements, by circling the number of the 5-point scale using the following key (1=Strongly Disagree, 2=Disagree, 3= Neutral, 4 = Agree, 5=Strongly Agree) as sincerely as possible

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My head uses expression of appreciations in the school to improve work performance					
2. My head uses rewards in the school to improve work performance					
3. My head uses negative criticism in the school to improve work performance					
4. My head uses constructive criticism					

in the school to improve work performance					
5. My head gives incentives in the school to improve work performance					
6.My head uses praises in the school to improve work performance					
7.My head recognizes good work done in the school to improve work performance					