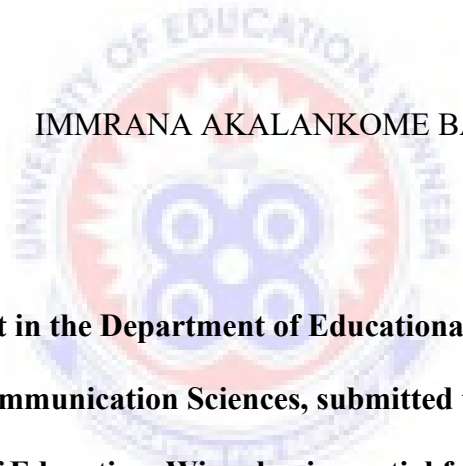


UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF MOTIVATION ON TEACHER PERFORMANCE IN THE
BAWKU EAST MUNICIPAL

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**A Project Report in the Department of Educational Leadership, Faculty of
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**

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, IMMRANA AKALANKOME BABA, declare that this project report, with the exception of quotations and references contained in published works which have all been identified and duly acknowledge is entirely my original work, and it has not been submitted, for another degree or any other award elsewhere.

SIGNATURE.....

DATE



SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: PROF. MARTIN AMOAH

SIGNATURE.....

DATE:.....

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DEDICATION

To my dear beloved wife Mohammed and my beloved children Immrana Muntawakil and

Immrana Nadra.



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ABSTRACT

The purpose of this study was to investigate the influence of motivation on teachers' performances in the Public Senior High/Technical Schools in the Bawku Municipality. Specifically, the study sought to find out how motivation of teachers influences their morale to perform and; the influence of intrinsic and extrinsic motivation on the performance of teachers. Descriptive research design was used the study. A cross sectional survey with a total sample of 90 respondents made up of teachers was adopted. Questionnaire was used to collect the data for the study. The data was analysed using frequency counts, simple percentage and cumulative percentage. The research revealed teachers in the Bawku Municipality have enough intrinsic motivation in the form of job security, passion for teaching and recognition. The study on the contrary, indicates that extrinsic motivation to teachers with regards to salary, accommodation, promotion and feeding was inadequate. In addition the study showed that the Performance of teachers in the Bawku East Municipality was good despite the fact that their motivation was inadequate as evidenced in teachers reporting early at school, regular testing and examination of pupils and high turn up of teachers in staff meetings and school occasions among others. Teachers in the Bawku East Municipality should be motivated appropriately to satisfy their needs so that they can improve their effectiveness in the performance of their duties. In order to improve teacher motivation and performance at work, the study recommended an increase in the salary of teachers to match with the increased cost of living, provision of appropriate resources to teachers, adoption of flexible promotion procedure, as well as instituting awards scheme for good performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees in organizations and learning institution like to be treated as important resource whose contributions should be appreciated by management of such institutions. When employers cares and show appreciation for the efforts and contribution of their employees, it motivates them to work more effectively. Donack (2012) noted that the most crucial resource for organizations is human capital development which can be done through wide range of factors including motivation. The issue of motivation as a tool for improving performance in every working environment cannot be under –estimated. Tracy (2000) define motivation as all those, inner striving conditions, described as wishes, desires, used to stimulate the interest of a person in an activity . Motivation is the path of success regardless of challenges that may be encountered (Baumesterandvoh, 2001).

Education is said to be the back bone of every economy including Ghana. Education helps in transforming society positively. The transformation of society depends on the nature and quality of education designed and implemented by policy makers and teachers respectively. Teachers need to be motivated to be more effective in the implementation of educational policies. The term teacher motivation has been defined differently by various scholars Velez (2007) perceived teacher motivation as an inspiration or encouragement of teacher to do their best in the classroom. Teacher motivation also has to do with improving teachers' attitude towards work, desire to participate in pedagogical processes in the school, showing interest in discipline and

control of students, participating in extracurricular activities and student assessment or evaluation.

Teachers in Ghana play a crucial role in the development of the country's educational system; yet available literature (Osei, 2006) Sarong (2002) has indicated that many teachers in the country, especially those at the public pre-tertiary school level are not happy in the teaching profession due to inadequate motivation. Teacher motivation plays an important role in influencing teaching and learning excellence (Osei, 2006; Sarpong, 2002). They added that, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfilment. In Ghana, the absenteeism rate among teachers in public pre-tertiary schools is estimated to be as high as 27 percent (Mensah, 2011). While teacher motivation is fundamental to the teaching and learning process, several teachers are not adequately motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution.

Teacher motivation is fundamental in the performance of their duties. Emenike (2013) observed that good working condition, availability of resources, improved knowledge and skills, accessibility to information, sense of recognition, good remuneration and handsome reward system are critical ingredients of worker job motivation. Some education managers do not motivate their teachers. This is because they either do not appreciate the extent to which motivation influences teacher performance or do not understand what motivational factors can be effectively used to motivate teachers. It is upon this back ground that this study is conducted to determine

the extent to which motivation influence teachers performance and the factors that can be used to motivate teachers in public Senior High School in Ghana.

1.2 Statement of the Problem

The issue of quality education has become the focus of many countries educational system including Ghana yet little attention has been given to teacher motivation that could help to improve the level of performance to achieve the objective of quality education in Ghana. According to Jackson (1997) lack of motivation for teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, lateness to meeting and development of argument among colleagues. The performance of a given school depends on the teacher's effort and if the teacher is unhappy with the job he/she will not put in the best in the job. This study therefore seeks to find out the influence of motivation on teachers performance in public senior high schools in the Bawku- East municipal.

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of motivation on teacher's performance in public senior high schools in the Bawku-East municipal. Specifically the study was to examine extrinsic and intrinsic factors that influence teacher motivation and job performance in public senior High School in the Bawku East Municipal.

1.4 Objective of the Study

The study seeks to;

- i. To evaluate the influence of extrinsic motivation on the performance of teachers in public senior high schools in the Bawku East municipal.
- ii. Identify intrinsic motivational factors that teachers in public senior high school in the Bawku East municipality require to improve their performance.
- iii. Find out the extent to which motivation factors influence teachers performance in the Bawku East municipal.

1.5 Research Questions

The research questions that guided the study were:

1. What is the influence of extrinsic motivation on teachers' job performance in public senior High School in Bawku- East Municipal?
2. What are the effects intrinsic motivational factors have on teachers job performance in public Senior High School in the Bawku- East Municipal?
3. To what extent does motivation affect the performance of teachers in public senior schools in the Bawku East municipality?

1.6 Delimitation of the Study

The study was delimited to study in two schools in the Bawku-East municipal. Since they are the only two schools in the municipality. These schools were:

1. Bawku Senior High School
2. BawkuSenior High Technical institute

1.7. Limitations of the Study

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

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

1.8 Significance of the Study

This study is of importance to policy makers in education to appreciate the essence of motivation on the performance of teachers. The study will also explore the

possible motivational factors that can be used by managers in senior High Schools to improve teacher performance in the Bawku-East Municipal.

1.9 Organization of the Study

This study was organized in to five chapters. Chapter one presents the background of the study, statement of the problem, purpose of the study, research questions, and delimitation of the study, significance of the study and organization of the study.

1.10 Definition of Key Terms

1. Motivation is the process of inducing or causing someone to behave in the most desired way with the aid of certain incentives. According to Okumbe (1998). Or it can be defined as a physiological or psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentive.

Performance is the way in which something or someone reacts under certain condition to fulfill the purpose for which it was intended.

2. Teacher performance is the roles teachers and students play in and outside the classroom (Osei, 2002).
3. Extrinsic Motivation refers to externally administered rewards like salary, free accommodation, awards, promotion, free meals, leave of absence and free medical care among others.
4. Intrinsic Motivation is self-generated factors that influence people to behave in a particular way or move in a particular direction. Examples of intrinsic motivation include sense of duty, desire to feel appreciated, freedom to act (autonomy),

feeling of achievement and sense of satisfaction, passion for teaching, interest in teaching and rendering of services to society.

1.11 Chapter Summary

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



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to lay grounds for the study by reviewing concepts and theories on teacher motivation and job performance. The chapter is designed according to the objectives of the study to explore the extent to which motivation influence teacher performance and the motivational factors required to improve teachers' performance in public senior High school in the Bawku East Municipal.

2.1 Definition of Motivation

Motivation is a complex concept which had been extensively studied in diverse collection of academic disciplines including psychology, sociology, political science, economics and education. Motivation is a word with a very broad meaning. However, various scholars have provided different definitions for it.

Meshanet at (2003) defines motivation as “factors that exist in an individual which has the potential to affect the way, strength and eagerness of behaving towards work”. This definition was supported by Petri and Govern (2003) who re-iterated that, “motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior” (pp.132).

According to AffulBroni (2004), motivation is that which induces a person to act in a certain way. Motivation is the process of inducing or causing someone to behave in the most desired way with the aid of certain incentives. Okumbe (1998) from the above

definition, it is clear that the definition of motivation varies but there tends to be a general consensus as to the definition of motivation.

1. Motivation is goal oriented
2. Motivation outlines the achievement and pursuits of goals
3. Motivation is environmentally dependent.

2.2 Types of Motivation

Motivation can be looked at from two perspectives. These are intrinsic and extrinsic motivation. Intrinsic motivation is self-generated factors that influence people to behave in a particular way or move in a particular direction. Examples of intrinsic motivation include sense of duty, desire to feel appreciated, freedom to act (autonomy), feeling of achievement and sense of satisfaction. Extrinsic motivation relates to what is done to or for people to motivate them. These include rewards such as increase in pay, praise, promotion and punishments such as disciplinary action withholding pay or criticism (Armstrong, 2012).

There has been much research into the effects that intrinsic and extrinsic motivation have on people especially in the field of education. Cameron and Pierce (1994) have shown that when individuals are asked to complete a task, mere verbal praise after successfully completing the task increases intrinsic motivation. Contrary to popular belief, that the use of expected extrinsic rewards for completing the task actually produces a negative motivational effect for future task completion once the reward is removed. However, Cameron and Pierce also found that reinforcement, unlike reward, does not affect intrinsic motivation. Taking these findings into the realm of motivation in

organizations (schools) we must now be cognizant of the fact that by simply applying extrinsic motivation method without also addressing intrinsic factors, managers could be doing more harm than good.

Intrinsic motivation is a positive internal feeling which is dependent from outside rewards. Extrinsic motivation on the other hand is that feelings which an individual gets externally and not characterized by inward rewards. Herzberg (1987) pointed out those intrinsic factors such as achievements; recognition, the work itself, responsibility and advancement seem to be related to job satisfaction. In the study when people were asked about their work, they attributed these characteristics to themselves, however, when the same people were dissatisfied, they attributed it to extrinsic factors such as company policy, administration, supervision, interpersonal relationship and work conditions

To support this argument, Herzberg said that managers must therefore notice that both factors must be fully considered in order to get employees to work to their maximum to increase performances.

2.3 Theories of Motivation

A theory is a branch or field of knowledge that deals with principles rather than its practice (Dictionary.com unabridged). It is an organized set of concept that explain a phenomenon or a set of phenomenon (Gerrig & Zimbardo, 2005). According to Gary (1999), a theory is an idea, or mental model that is designed to explained existing factors that make predictions about new factors that might be discovered. It can be inferred from the above that, theories are propounded to enable individuals to explain concepts which otherwise might not be properly understood.

Every institution strives to increase performance to reflect its objective through employees' contribution. It has always been a bother to ascertain what would serve as a boost to employees to give a total commitment to an organizations objective.

As pointed out by Certo (2000), there is no simply knowledge about motivation and that most supervisors need to equip themselves with theories that social scientists have propounded. He however admitted that none of these theories are up to perfection or have proven explanation of how to get employees to behave in a certain way. It should however be stated that, they all give supervisors some guidelines and even equip t hem to think of ways to motivate employees.

Many researchers, as a starting point for their work in the field of motivation used the most known theories and models of motivation. Armstrong (2007) in his book about employees reward management summarizes those theories in a clear and useful way. According to him, Tailor's theory of motivation to work is related to reward and penalties which are directly connected to performance. Maslow's concept of hierarchy of needs is less instrumental approach. It defines motivation as a result of people unsatisfied needs. Herzberg focused on dissatisfaction between extrinsic and intrinsic motivators. Those "old" theories are definitely important. However they are not perfect.

Analysis showed that they are characterized by some significant weaknesses. Armstrong presents modern process theories which approach motivation from different perspective. For example, Vroom's expectancy theory explains that motivation exists only when relationship between performance and outcome is clear and usable. Equity theory says that people are more motivated if they are treated equally.

From the overview presented above, it is clear that there are many different theoretical approaches to the concept of motivation.

For the purpose of this study, the researcher considered the following motivational theories to be vital in this study: Maslow's hierarchy of needs, McClelland's three needs theory, Herzberg's two – factor theory, McGregor's theory X and Y, Vroom's expectancy theory and Equity Theory.

2.3.1 Maslow's Hierarch of Needs

Different scholars have put forth different explanation on how motivation can be achieved in an organization. Prominent amongst them is Maslow with the theory of "Maslow's Hierarchy of needs" consequently, Maslow in 1943 reasoned that human needs are internal needs pushing them on towards self-actualization. Maslow therefore came up with the view that there are five different levels of needs and once we happen to satisfy a need at one stage of the hierarchy, it has an influence on our behavior. At such level our behavior tends to diminish, we now put forth a more powerful influence on our behavior for the need at the next level up the hierarchy.

Firstly, individuals are motivated by physiological needs: according to Maslow this physiological needs forms the basic need for survival and this may include food, warmth, clothing and shelter. When people are hungry, do not have shelter or clothing, they are more motivated to fulfill this need because these needs becomes the major influence on their behavior. On the other hand when people don't have a deficiency in those basic needs (physiological needs), their needs tend to move to the second level of needs.

The second level of needs is seen as security needs: security needs tend to be most essential need for people at this level. This has to do with need for safety of the individual and his work place, free from danger, job security social security. At this stage the individual wants to be assured satisfied, and that they are secure and will continue to be satisfied for foreseeable future. The safety needs may take the form of job security, security against diseases, and security against industrial injuries.

The third level of needs is social needs. When feeling secure and safe at work, employees focus on building up good friendship, love, belongingness. Every employee wants to feel that he or she is wanted or accept. As employees keep moving up the ladder, we get the forth level of needs.

The forth level of needs is self – esteem needs: these needs are reflected in the individual’s need for recognition, status and respect from others. In the work place the individual look for recognition through promotion and participation in decision making. Some of the needs relate to one’s esteem are for example, the need for achievement, self-confidence, knowledge, competence and so on.

The highest or last level of need is the self-actualization: this is where an individual develop into more and more of what one is to become. This level pertains to what a person’s full potential is and realizing that potential. People who are able to reach this needs appreciate themselves and accept themselves and others and they also have clear perceptions of reality. The development of higher order in us represents the end point of a gradual process of psychological maturation.

Maslow believed that because of the uneven distribution of satisfying work in society, a small group of people ever managed to reach this level.

Maslow argued that as soon as one level of need is met, those needs no longer motivate behavior. It is an interesting theory, which received much empirical support. The above five levels of needs are regarded as striving needs which make a person do things. First the model indicates the ranking of different needs. The second is more helpful in indicating how the satisfaction is based on the satisfaction of the lower needs. It also shows how the number of persons who have experienced the fulfillment of higher needs gradually tapers off.

At the lower level of Maslow's hierarchy of needs money is a motivator; however, it tends to have a motivating effect on staff that lasts only for short period. This is in accordance with Herzberg's two factors model of motivation at the higher levels of the hierarchy, praise, respect, recognition, empowerment and sense of belonging are far more powerful motivators than money. Maslow has money at the lowest level of hierarchy and shows other needs are better motivators to staff. This is also in agreement with McGregor's theory x and theory Y model.

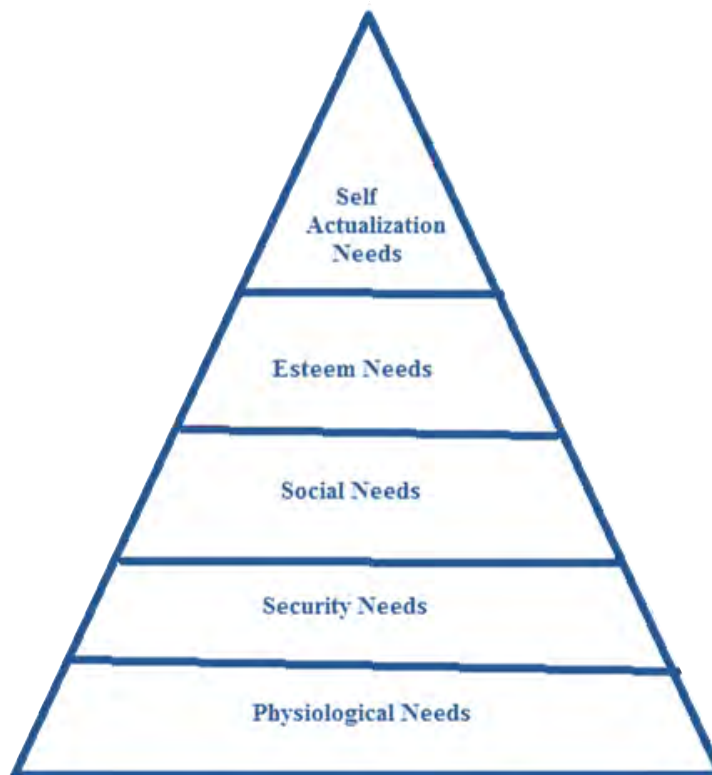


Figure 2.1: Maslow's hierarchy of needs source:

([http://en.wikipedia.org/vuiki/malsow%275-hierarchy of needs.](http://en.wikipedia.org/vuiki/malsow%275-hierarchy%20of%20needs))

2.3.2 McGregor's theory x and y

In a bid to also address the issue of motivation Douglas McGregor propounded two theories: Theory X and Theory Y. Theory X is basically negative and theory Y is positive (Mullins 2006).

The manager who subscribes to theory X holds the following assumption:

1. That the average employee is inherently lazy, dislikes work and responsibility and will avoid it whenever possible.
2. That because of this dislike for work, employees must be coerced, controlled or threatened with punishment in order to achieve desired objectives.
3. That employees would rather prefer to be directed otherwise they will shirk their responsibilities.

4. Most workers place maximum premium on security above all others and have little ambition displayed (Mullins 2006).

In contrast to these attributes which are said to be negative about the nature of human beings as far as motivation is concerned, McGregor listed four positive assumptions as follows:

1. Employees view work as being natural as rest or play.
2. Employees will exercise self-direction and self-control if they are committed to the objective of the organization.
3. Under a Conducive atmosphere the average person would learn not only to accept responsibility but also seek for it.
4. The average person is a quick learner when provided with right environment.

The ability to make innovative decision is widely dispersed throughout the population and is not necessarily the utmost responsibility of those in managerial functions (Mullins 2006). From the above, it is very obvious that managers would have to blend these two theories in order to achieve organizational goals. In relation to Maslow however, the manager who subscribes to theory Y assumes that higher order needs dominates individuals.

McGregor, according to Mullins (2006), holds the belief that theory Y assumption is more valid than theory X. he therefore approved such ideas as participative decision making, responsible and challenging jobs as well as good group relations as attributes that maximize an employee's job motivation.

There is however, no evidence to confirm that theory X or theory Y is valid and that accepting theory Y assumptions and altering ones actions accordingly would lead to a more motivated workforce.

2.3.3 Herzberg's Two-Factor Theory

This theory as propounded by Frederick Herzberg is with the assumption that an employee's satisfaction stems from two different sources; hygiene or maintenance factor and growth or motivation factors (Mullins, 2005). According to these authors, hygiene factors when available do not necessary produce motivation, but the absence of it could trigger dissatisfaction among employees. Example of these hygiene factors are salary, status, job security, work conditions, company policy and relationship with peers and supervision. These are extrinsic in nature to the job and are very similar to Maslow's basic needs as earlier discussed.

The growth factors on the contrary are intrinsic in nature, that is, it is more related to employees feeling of accomplishment or job content rather than environmental factors. Examples of these factors are achievement, recognition, advancement, growth possibilities and opportunities. These factors could be similar to Maslow's higher level needs which in this context help employees to strive to do and achieve their best or better still move employees to superior performance.

Allen (1998), proposed that job enrichment is considered as a means of meeting higher level needs in organizations and so to enrich ones job, employers can introduce employees to new or more difficult task, assign individuals to specialized task that would enable them to become experts or better still, grant additional authority to employees.

The theory has however not been without criticism, of which include the following;

- i. That when things are going well, people tend to take credit themselves and would contrarily blame failure on the external environment.
- ii. That there is a relationship between satisfaction and expectation of maximum productivity from employees that should ensure their outmost satisfaction.

Table 1: The table below summarized the motivation factors and hygiene factors

Motivation Factor (intrinsic)	Hygiene Factors (extrinsic)
Achievement	Company/organization policy and management
Recognition	Interpersonal relation
Responsibility	Working condition
Work itself	Salaries/ wages
Advancement	Job security
Personal growth	Status
Herzberg's Two Factor Theory	Benefits

Source: griffin (2008, P. 440).

2.3.4 Vroom's Expectancy Theory

This theory comprises three factors: valence, instrumentality and expectancy. Vroom describe valence in relation to peoples affecting preferences towards particular outcomes. The valence of outcome is positive if a person prefers attaining it instead of not attaining. In contrast, the negative valence of outcomes characterizes a situation when

a person prefers not attaining it instead of attaining. The third possibility is zero valence of outcome, which means that a person is indifferent between attaining an outcome or not. Instrumentality is a belief that one action leads to another.

Finally, expectancy is defined as a belief about the likelihood that a particular behavior will be followed by outcome (vroom, 1964). Values of those three factors can be used to calculate the motivational force of the job. To sum it up, vroom's theory suggest that a job is motivating for employees when they can see a relation between performance and outcome, if they have abilities to do the job and if they see its outcome as satisfying their needs. Vroom's theory can be a suggestion for managers to focus on main aspects of their subordinates perceptions. As well as that, it is helpful in explaining occupational choices and in predicting task that people will work most (Fincham & Rhodes, 2005).

Gerrig and zimbaro (2005).purposed that workers are motivated when they expect that their effort and performance on the job will result in desired outcomes. They continue further and explain that people will engage in work they find attractive and that also leads to favorable results and consequences. According to Gerring and Zimbardo (2005), expectancy refers to the perceived likelihood that a workers effort will result in a certain level of performance. Instrumentality refers the perception that performance will lead to certain outcomes like rewards. Valence also refers to the perceived attractiveness of a particular outcome. With respect to a particular work situation, one can imagine different probabilities for these components. One might for example, have a job in which there is a high likelihood of reward if performance is successful (high instrumentality)

but a low likelihood that performance will be successful (low expectancy) or a low likelihood that the reward will be worthwhile (low valence).

According to expectancy theory, workers assess the probabilities of these three components and combine them by multiplying their individual values. Highest level of motivation, therefore, results when all three components have high probabilities, whereas lower levels result when single component is zero.

Robbins (1998) also states that the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and the attractiveness of that outcome to the individual. According to Robbins, expectancy theory says that employees will be motivated to exert a high level of effort when he or she believes that effort will lead to a good performance appraisal. That a good appraisal will lead to organizational rewards like a bonus, salary or promotion and that rewards will satisfy the employee's personal goals.

2.3.5 Equity Theory

Another group of process theories, equity theory, is related to the distribution of resources. There are main aspects that are common for all equity theories. Firstly, they suggest that employees perceive a fair return for their contribution at work.

Secondly, they imply that employees compare the returns they receive to the return received by others for the same job.

Finally, they assume that employees who are in inequitable position comparing to others will try to do something to reduce the difference (Carrel & Dittrich).

The most influential and often cited in the literature of motivation in relation to the equity theory was put forward in 1963 by Adams. He distinguishes between employee's inputs and outputs. Inputs are understood as the number and value of contributions that a person makes to his or her work. Outputs are described as the nature and quantity of received rewards for doing the job (Pinder, 1998).

According to Adams theory, different employees stress different inputs and outcomes as the most important for them. However, all people evaluate their outcomes in a relation to their inputs and judge a fairness of his relation. What is suggested by the theory is the fact that people not only evaluate the equity by comparing the amount of their inputs and outputs but additionally they make social comparisons with other people.

They feel that they are not treated fairly if other people receive better outputs for the same job. As was stated before, employees who encounter inequity try to do something to reduce it. The equity theory presents the most common consequences of perceived inequity. They first and the most common behavior is changing employees own effort to increase or reduce performance. If it is not possible to solve the problem of unfairness by changing effort then employees try to cognitively re-evaluate outcomes and inputs. That means, for example, reconsideration of own credentials or effort in a comparison to credentials of a person chosen as a referent. The inequity may lead to some dysfunctional reactions such as stealing from employer.

Finally, employees may simply decide to withdraw from a company (Pinder, 1998). Any chapter related to the process theories of motivation would not be complete without mentioning results of Locke and Lathams work. These authors introduced the

goal setting motivation technique which, according to them, is not only more effective than other methods, but also can be treated as a support for them (Locke & Latham 1979). In their approach a goal is defined as an object or aim of an action that is attained in a specific limit of time. One of their core findings is that the highest level of performance and effort are produced when the difficulty level of attaining goal is also very high. The only limit here is an ability of a person who tries to attain a goal. The authors in another study found that people perform better if a specific difficult goal is set than if they are asked to perform as well as they can (Locke & Latham, 2002). What was surprising in Locke and Latham's (1990) results were that performance does not differ, regardless, goals are assigned to people or if people participate in choosing their own goals. They explain it by the fact that a superior that assigns the goal is treated like an authority. Moreover, the act of assigning a goal means that superior believes that subordinate has ability to fulfill that goal. As a result people become motivated to prove their competences.

Finally, the assigned goals are helpful with defining people's standards used to attain their self-satisfaction from performance, (Bandura as cited in Locke & Latham, 1990). If there is an influence on setting goals on peoples' performance there must be some mechanism that explains it. In fact Locke and Latham (2002) basing on their own research and other researchers' results, such as Wood and Locke (1990), distinguished even four of such mechanisms. First, goals direct effort and attention toward all activities that are related to achieving them. Difficult goals lead to more effort than easy goals, so it can be said that goals in general have an energizing function. Moreover, they prolong effort, so they affect persistence. The fourth mechanism is an indirect action caused by

goals that lead to the discovery, arousal or the use of task-relevant strategies and knowledge. The influence of goals on performance can be stronger in some circumstances. One of them is a situation where an employee is committed to his goal, which occurs when the attainment of a goal is important for him and she believes that he is able to achieve it. Another important factor that was mentioned by the authors is a feedback that helps people to adjust a level of effort needed to attain the goal (Locke & Latham, 2002).

The theory therefore focuses on three relationships:

1. Effort-performance relationship: the probability perceived by the individual that exerting a given amount of effort will lead to performance
2. performance-reward relationship: the degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome
3. Rewards-personal goal relationship: the degree to which organizational rewards satisfy an individual's personal goals or needs and the attractiveness of those potential rewards for the individual.

Robins (1998) after thoroughly considering these three relationships above concluded that expectancy theory helps explain why a lot of workers are not motivated on their jobs and merely do the minimum necessary to get by.

2.4 Performance

Virtually, every job requires employees to conduct a variety of activities; some essential, others, less so. Since jobs differ, activities to make effective contributions also

differ across jobs. More often than not managers believe that employees make to the organizational goal attainment (Heneman, Schwab, Fossum & Dyes. 1990).

We can also say that employees are performing well when they are productive. However, productivity itself implies both concern for effectiveness and efficiency Robbins (1998). Effectiveness according to Robbins refers to goal accomplishment and efficiency also evaluates the ratio of inputs consumed to outs achieved.

According to Hakala (2003), employee performance is also the manner in which an employee does a job by its 'effectiveness', where effectiveness is explained in terms of factors such as quality, quantity, timeliness, technical ability, knowledge of job functions, initiative, cooperation, emotional stability, vision, decisiveness, coordination and resourceful. Individual performance is generally determined by three factors. Motivation (the desire to do the job), ability (the capability to do the job) and the work environment (the tools, materials, and information needed to do the job). If an employee lacks ability, the head of the organization can provide training or replace the worker. If there is an environment problem, the head of the organization can usually make adjustment to promote higher performance. But if motivation is the problem, the head's task is more challenging. Individual behavior is a complex phenomenon, and the head may not be able to figure out why the employee is not motivated and how to change the behavior thus, also motivation plays a vital role since it might influence negatively performance and because of its intangible nature. The researcher can therefore conclude that, there is a correlation between motivation and performance, so the more employees are better motivated, the higher and better the rate of performance.

Performance management, according to Herman (2007, p.2), “is a continuous process of identifying, measuring, and developing the performance of individuals and teams and aligning performance with the strategic goals of the organization”. This definition can be considered in two main components:

- i. Continuous process: performance management is ongoing. It involves a never-ending process of setting goals and objectives, observing performance, and giving and receiving ongoing coaching and feedback
- ii. Alignment with strategic goal: performance management requires that managers ensure that employees’ activities and outputs are with congruent with the organizations goals and consequently, help the organization gain a competitive advantage. Performance management therefore creates a direct link between employee performance and organizational goals and makes the employees’ contribution to the organization explicit.

2.5 The Effects of Motivation on Employees Performance

The authors of theories presented in the previous part of this paper tried to explain what motivate people to work. The answer to this question is important because it is obviously good to understand what influences people behavior. However, it is not the only reason for a great interest in the topic of motivation. Managers might look for ways to motivate employees because they assume that motivation can lead to some positive outcome for a company. The question that can be stated is if motivation really has influence on people’s performance at work. Various researches conducted indicate that indeed there is a relation between motivation and performance (Deci & Gagne)

However, motivation and performance cannot be treated as equivalent phenomena. The distinction between them was noted by Vroom (1964). He suggested that effective accomplishment of a task is not only related to motivation but also to other factors. The picture that emerged from his studies suggested that even if people are motivated they cannot perform well if they do not possess abilities to fulfill the task. In Vroom's point of view motivation and abilities are equally important. In his opinion more is to be gained by increasing ability from people who are highly motivated to accomplish the task than from those who are not motivated.

In other words performance is not constantly increasing when the level of motivation is rising. Vroom (1964) cited in an early study of Yerkes and Dodson which showed that highest level of motivation does not lead to the highest performance, especially when the task is difficult. In fact, extremely high levels of motivation lead to lower performance than moderate levels. This relation is explained in two ways. The first one assumes that high levels of motivation narrow the cognitive field. The second one suggests that highly motivated people are afraid of failure and that results in a lower performance. Other authors mentioned several factors that might limit employees' performance such as restricted practices of their superiors, limits of company policies and physical work environment – lightening, temperature, noise or availability of materials, as cited in Pinder, (1998).

Limitations of people's performance are an important subject. However, it seems that there are more studies that search for the answer to the question what can positively influence performances of employees. Companies often use incentives to motivate their employees. If we take into consideration incentive program, it comes up that they lead to

better performance of employees if a mechanism of the program includes competition between to earn a bonus. Another important feature of incentives programs is their length. Frey and Osterloch (2002) in their book about successful management by motivation stressed an important fact that can explain the relation between performance and motivation. They suggested that different people have different goals in their life. Therefore, particular motivator influences performance of individuals differently. There are employees who are motivated extrinsically. The authors divided them into two types: income maximizers and status seekers. Income maximizers are only interested in earning money for consumption goods and they find work an unpleasant duty. Status seekers search for social comparisons. Work for them is a tool to gain “positional goods” that shows their high status. Employees can b also be motivated intrinsically.

There are three groups of them characterized by specific features. Loyalist’s identify personally with goals of company they work for. Formalists are focused on procedures and rules existing in a company, while autonomists pursue their own ideology. Defining those types of employees helps to predict which kind of motivators are effective in increasing individual’s performance. As an example performance-related pay increases performance of income maximizes, especially when it is paid out as money rather than fringe benefits. The condition that has to be met is that employees see clear relationship between compensation and performance. Status seekers can also be motivated by wages as long as they let them distinguish themselves from other people. In their case compensation does not have to be in a form of money. They would rather prefer other benefits that directly show their status.

Performance-related pay can also reduce performance. Loyalists may understand this kind of rewarding as a signal that their work is considered by the company as inadequate. Formalists also may feel the company tries to change the way they work. Finally, autonomists would lose their intrinsic motivation because their self-fulfilling work concept is put on doubt. Not-financial rewards also need to be matched with employees' types. For example praise would be desired by status seekers but would be not motivating at all for income maximizers who cannot buy anything for it. Autonomist may feel that management try to absorb them into the organization and formalists may not appreciate praise as they "just do their job".

Another way to increase performance is to implementing commands and sections. This way would be effective for formalists who understand them as a guide. On the other hand, it can dramatically reduce performance of other types of employees. Income maximizers, status seeker, loyalist and autonomist see commands as restrictions, what result in crowding-out their intrinsic motivation to work. Participation can be helpful tool that positively affect performance of autonomist but it would be treated as waste of time by income maximizers and status seekers as they are not interested in the work itself.

Finally, autonomy understood as possibility to make own decision is crucial for loyalist and would definitely increase their performance. For other types of employees autonomy would not be an effective way of increasing their efforts. The characteristics of employees types presented here suggest that people have different expectations and desires at work. Some rewards can be really rewarding for them but others are rather seen as factors that negatively influence their performance (Frey & Osterloch, 2002).

2.6 Factors That Enhance Teacher Motivation

The most important factor in the teaching learning process is the teacher. Without teachers this will not be possible. Teachers are like computers who are always engaged in multi-tasking. They perform various tasks not only as teachers but as facilitators, advisors, guidance and counselors, friends, confidantes, as parents and many others. It had never been easy to perform the many and varied tasks of the teacher. Sometimes the only compensation they received as fruit of their labour is seeing their students learn and seeing them as successful individuals in the future (Nyarko, 2010). After working eight hours in the school, there is still several of school related works to be accomplished at home, like preparing the lesson plan for the succeeding day, checking and recording of test papers and many others. In short, teacher obligations go home with them unlike office workers. It is actually a very tiring profession, physically and mentally. Then how can they be motivated and made happy? These intrinsic and extrinsic factors should be considered:

2.7 Extrinsic motivation and performance

Extrinsic motivation relates to what is done for people to motivate them. These include, rewards such as salary, promotion, disciplinary action, withholding pay or criticism, (Armstrong, 2012). It is also influence by factors such as providing better working condition and opportunity for in-service training. Dungu (2000), stated that teachers did not live near schools; thus spending a lot of time travelling to school. He noted that some senior school teachers were given small house allowances to cater for their residential accommodation situation which forced them to reside in poor houses.

2.7.1 Level of Salary and teacher performance

According to Nyarko (2010), teachers should be given sufficient salary so that financial problems at home will be a less burden on their part. He believed that a teacher could not perform his duties well if he was not properly compensated. His mind would wander thinking on how he could provide the daily needs of his family and many others money-related matters. Teachers in the developed countries like the United States are lucky because teachers there are receiving a salary good enough to live with a dignified life unlike teachers in developing countries who are receiving a very minimal wage not even enough to meet the basic needs of their family.

2.7.2 Teacher Allowance and teacher performance

In addition to this, Nyarko opined that teachers should be given substantial allowance for travel and for school supplies needed in the effective and efficient conduct of teaching. Instructional materials like maps, globe, pieces of chalk, eraser, drawing materials and many others should not be provided by teachers themselves.

Second, there should be a provision of Conducive suitable for best teaching-learning outcome with all the necessary amenities. It should be properly ventilated, properly lighted and with all the necessary safety features like availability of fire and earthquake alarm, fire extinguishers, fire escape among others. Providing such classroom environment would surely result not only to a better teaching learning result but also keeping teachers motivated, happy and a bit relax not worrying so much on the welfare of students in case calamities like earthquake or fire happens.

2.7.3. Accommodation and Teachers' Performance

Bennell (2003) citing an example in Ghana stated that housing was a major issue for nearly all teachers which lowered their self-esteem and was generally de-motivating. It was worth suggestive that time series data was needed that can track changes in working and living conditions. In Ghana, the percentage of teachers who were housed increased from 5 percent in 1988 to 30 per cent in 2003. Even though the government made various commitments to improve teacher's housing accommodation in the country, most teachers still have serious challenges securing accommodation especially in urban areas. Despite the commitments by government very little progress has been made to improve the housing situation. Most teachers still have to find their own accommodation performance.

2.7.4 In-Service Training and Teacher Performance

Teachers should be sent to join seminars, workshops and the likes so that they will also have a change of environment. Being confined in the four corners of classroom for one entire school year will result to boredom in the long run. Attending seminars and workshops will not only expose the teacher to new methods of teaching and new knowledge but also a means to expose them to others and have the chance of meeting new friends, thus making them motivated and happy. Organizational training can offer employees the opportunity to gain more skills that they may not have achieved elsewhere. This translates to the employees feeling a sense of debt to the company and desiring to spontaneously cooperate as a means of repaying the reward that they received. Burke (1995), found that employees that participate in the most number training programs and rated the trainings they as most relevant, viewed the organization as being more

supportive, looked at the company more favorably, and has less of intent to quit. The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. There exist a relationship between teacher performance and teacher in-service training, which include formal pre-service university education, in-service professional development and informal training acquired through on-the-job experience. According to Clotfelter, et al. (2006), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems.

Alman (2006) conducted a study on the effects of in-service training programs and teacher performance as self-perceived on the basis of gender, location, teaching experience, level of certification and service after training in two variables i.e. motivational techniques and subject matter knowledge. The design of the study was quantitative. The population of the study was the trained classroom teachers of Hyderabad District. The sample of 300 teachers was selected by using random selection procedures. Survey research was used to determine the comparative effects of in-service training on the performance of randomly selected teachers in the application region. A survey instrument was designed to measure the teachers' effectiveness. The responses from the survey were statistically analyzed

2.7.5 Award Systems and teacher motivation

Awarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced award and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them

effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards especially in the form of awards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like award of scholarship and certificate.

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

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

Reio and Callahon (2004) argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc. while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc.

2.7.6 Promotion and teacher performance

Another factor that motivates teachers to perform is promotion. When teachers are promoted at certain appropriate intervals in the teaching service they become happy. This

is because no teacher wants to be static at the same position. Promotion is believed to assume many dimension, ranging from salary upgrading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy, Adagala(2001).Reporting from a study done in the public secondary schools focusing on factors influencing teacher job performance in the Obigala village in Nigeria, Emenike (2011) observed that teachers who obtained regular promotion were more motivated to increase their level of performance than those who were static in their grades. It motivates teachers when promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy, Adagala (2011). Reporting from a study done in the public secondary schools focusing on factors influencing teachers' job performance in the rural Obigala Village in Nigeria, Emenike (2011) observed that teachers who obtained regular promotions were more motivated to increase their levels of work performance than those who were static on their grades.

Marco et al. (2005) on their paper “The Effects of Performance Measurement and Compensation on Motivation: Stipulated that transparent and controllable 30 promotional opportunities increased the prospect of enjoyable future tasks and thereby intrinsic motivation, which lead to improved individual performance at work. Phelan and Lin (2001) conducted a study on Promotion Systems and Organizational Performance: A Contingency Model used entire sample of 48,000 problems studied. The study explored the organizational impact of a variety of important promotion systems commonly practiced in organizations including up-or-out systems, absolute merit-based systems,

relative merit-based systems, and seniority-based systems. Through the computer simulation of organizations in a distributed decision making setting, the results indicated that there was a relationship between grade promotion and job performance though the effectiveness of any promotion system depended on a range of factors including the nature of the task environment, the design of the organizational structure, the frequency of monitoring, the criteria of performance, and the transferability of task knowledge. Hunton (2002) conducted a study on the relationship between promotion and performance of managerial accounting. Using survey, interview, and archival data, he investigated two questions related to Managerial Accountants' (MA) performance evaluations (PE) and promotion to see whether there was positive relationship serial dependencies) in promotions. The survey data (n = 101) suggested that lower- and higher-ranking MA had differing performance perceptions and promotion processes. For example, lower-ranking MA generally believed in the existence of fast-track promotions while higher-ranking MA did not.

2.7.7 Work Environment and teacher performance

A harmonious relationship should always be among members of the faculty and make sure that all the teachers including staff are properly motivated and encouraged from time to time. Teachers, like students are also individuals who long for encouraging words and praises no matter how small their contribution and achievement are. Teachers are not motivated to teach well if they have an administrator who is moody and a dictator. A democratic atmosphere should be created all the time within the four corners of the school and you are assured of teachers who are motivated and happy. And if they do, the assurance of effective, efficient and quality teaching learning process is inevitable.

According to Clements-Croome (2000), environment in which people work affects both job performance and satisfaction. The tasks workers perform in modern institution is more complex and depend on technology. Contemporary literature on stress in work environment typically focuses on psychosocial factors that affect job performance and employee health.

2.8 Intrinsic motivational factors

Intrinsic motivation is self-generated factors that influence people to behave in a particular way or move in a particular direction. . Intrinsic motivation stems from the word “internal” which implies motivation comes from within the individual or from the activity itself and positively affects behavior, performance, and well-being. In other words, this type of motivation is self-generated when intrinsically motivated; the individual will strive to satisfy three innate psychological needs: namely needs for autonomy, competence, and relatedness (Deci & Ryan 2000). Such employees like to have a substantial amount of freedom to make decisions, a channel to impress creativity, opportunities for advancement, recognition for good work, to be treated in a polite and thoughtful manner, and possess the position to take on tasks that are both challenging and meaningful of which he/she would feel an inherent sense of accomplishment upon successful completion. For instance an employee who has encountered an intriguingly difficultly problem is unlikely to surrender just because the problem appears to be unsolvable. Instead the employee will put forth his /her best efforts, say by investing more time taking the task home; as he/she views the problem as challenging and worthwhile to complete. In fact many researchers have acknowledged and proven that intrinsic motivation does have a positive long-term effect.

Herzberg (1959) had the notion that those factors which cause job satisfaction are the opposite to those that causes job dissatisfaction. Herzberg survey was carried from a group of accountants and engineers. Herzberg in his studies came up with the conclusion that employees are influenced by two factors that are; the motivators and hygiene factors. Motivators create job satisfactions which include achievement, recognition, autonomy and other intrinsic aspects when there are fulfilled. On the other hand he came up with the hygiene factors which will enhance dissatisfaction when they are not fulfilled. Motivators are those factors which provide a feeling of job satisfaction at work. These factors influence the ways of work in a company; for example giving responsibility to carry an enlarge task within an organization and providing the person with the necessary conditions will lead to growth and advancement to higher level tasks. Motivators are those factors which come from within an individual that is intrinsic. These factors are related to work content (Griffin, 2008) and include achievements, interest in the task, responsibility of enlarging task, growth and advancement to higher level “true motivation” (Lai. 2009)

2.8.1 Job Satisfaction and Teacher motivation

Job satisfaction is the level of contentment of individual with their jobs. Locke (1976) define job satisfaction as a pleasurable or positive emotional state resulting from the one’s job or experiences. There are variety of factors that influence a person’s level of satisfaction. These include quality of work, social relationship, and nature of job, promotion systems and condition of work. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker. According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical correlation between job satisfaction and performance was about .30. Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a management fad and illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviours not generally reflected in performance appraisals, such as organizational citizenship behaviours, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviours (Organ & Ryan, 1995). In addition, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher.

In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs.

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

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment

influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (1985) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver & Mooradian, 2003).

2.8.2 Professional Growth and teacher performance

Administrators should be keen on the professional growth of the teachers. Teachers who are qualified for the next higher position should not be deprived on such privilege. Steps increment should be prepared and given on time. Teachers should be encouraged to enroll and finish their master's degree or doctoral courses for a better chance to be promoted to the next higher position. Higher position means greater compensation. Dibble(1999), asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organization alike. Employees benefit by experiencing great satisfaction about their ability to achieve results on the job by taking responsibility for their career;the organization benefits by having employees by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2000),if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation. In organization where employees receive the proper training needed to assume greater responsibilities, turnover

rates are generally lower. According to Walse and Taylor (2007), several studies show that training activities are correlated with productivity retention

2.8.3 Job security and teacher performance.

Job security has a positive effect on job satisfaction and performance and so organizations including learning institutions need provide job security for their workers in order to maintain an efficient and effective employees (teachers) who will be motivated to achieve their objectives. Organizations cannot succeed without their personnel efforts and commitment (A Mohamood & Hossain, 2006). Than organization considered and used many tools for employee job satisfaction such as: salaries, achievement, job security and workplace flexibility (Koustelios et al., 2003; Navaie-Waliser et al., 2004; Ilies and Judg, 2003; Gigantesco et al., 2003; McNeese-Smith, 1999; Blegen, 1993; De Loach, 2003; Chu et al., 2003; Thyer, 2003). Number of the researches pointed that the teacher self-efficacy having an impact on student achievement and success (Moore & Esselman, 1992, 1994; Muijs & Rejnolds, 2001; Ross, 1992, 1998). The opportunities for individual and specialized development and achievement is one of the most excellent predictors of job satisfaction (Lyons et al., 2003; Al-Ahmadi, 2002; Freeborn and Hooker, 1995; Wittig et al., 2003).

2.8.4 Teachers goal achievement and job performance.

Goal achievement has a positive effect on job satisfaction and performance. When teachers are able to accomplish tasks or responsibility assign them, they become motivated because they feel they have their goal. Responsibility generally refers to a personal's participation with various job-related events and their results because the

consequences have implications for their uniqueness (Britt, 1999). The Triangle Model, which was developed by Schlenker, Britt, Pennington, Murphy, and Doherty (1994), and shows the responsibility is usually having a triadic relationships between events, the rules that regulate these events, and the self-images persons have in definite situations. According to Britt (1999, p. 696) the “amount of responsibility an individual feels on any given occasion is a direct function of the strength of the links between the elements and the importance of the elements to the individual. (Schlenker et al., 1994) empirically assessed the Triangle Model and concluded that responsibility was indeed higher when all three relationships in the model were strong. Using the principles prescribed by the model, the discrimination and stereotypes (the events), the pay inequity and biased policies (the rules and regulations), and the low self-concept and performance expectations (the identity images) could all synergistically lower women’s perceptions of their own job responsibility.

2.8.5 Teacher responsibilities and Job performance.

Job responsibility has a positive effect on job satisfaction Many managers in the organization admit that work situation is a cause of employee attitude in the organization and this the area in which HR is manipulates the organization programs and practices of management. The most critical part of the job situation is the work itself which is normally unnoticed by the researcher when they investigate the job satisfaction. Some researcher belief that the work situation itself is most weighted in job satisfaction that is called “intrinsic job characteristics.” Studies shows that when they asked to employees to evaluate the job features than the mostly weighted the job itself as a high (Judge & Church, 2000; Jurgensen, 1978). Some managers belief that the pay is important for

employees as compare to job attributes (interesting work). But (Kovach, K. A. (1995) state that employees ranked the job attributes as the highest and ranked pays as fifth number. All the major job satisfaction facets the work itself is (challenging work, variety & scope) is the most excellent predictor of overall job satisfaction (Fried & Ferris, 1987; Parisi & Weiner, 1999; Weiner, 2000). All the above arguments leads to the following hypothesis.

2.9 Teacher Motivation In Ghana

The teaching profession use to be a noble one, we are told, but in recent times, especially in Ghana, it is seen as a stopgap. There are a lot of people who would have loved to be working as teachers, but the status of teachers in the country has ebbed to the extent that a lot of intelligent people shy away from the profession. Even the little respect that teachers had in the rural areas in areas in the earlier years has been eroded away due the fact that most teachers in the country live their lives one day at a time: an indication that they are poor (Nyarko 2010). In spite of this challenge that the regular teacher faces, and against other odds, they do the best they can to discharge their duties under the circumstances.

Regarding the importance of teachers, Archer and also Armentano as cited in Nyarko (2010), argued that teachers are the most important influence on student progress, even more important than socioeconomic status and school location. The point they were trying to put across was that until we put measures in place to up to the quality of teachers we have in the country and their standard of living; we should understand that we will not be able to attract most of our best brains into the teaching profession. “Why do we not witness dynamism in our education sector? We seem to ignore the essential

parameters that need to be addressed in order to experience real (positive) changes in our educational system, and rather focus on trivialities. We find it so easy in playing politics with education in the country and lose track in ensuring that the perennial challenges that have led to the near-destruction of our education system are confronted head-on. The problems that confronted the educational sector in the 20th century are still here with us in the 21st century; but we regretfully forget that we need to make difficult and bold choices in order to transform the fortunes of education in the country.

We are quick to pay fat bonuses and end of service benefits to our soccer heroes and politicians respectively, but not giving the teaching profession a facelift. If the spontaneity and alacrity used in meeting the needs of these groups of people in our society are used to address the needs of teachers, we can be assured of smiling now instead of cursing our stars for our egregious education standards. This is a clear case of putting the cart before the horse. Teachers teach for several months without drawing a salary, and yet our governments live under the false illusion that the country is on the path to recovery. What recovery? Over the years, newly trained teacher and those who are transferred to other districts have to wait for, in most cases a year before they draw their salary. What is painful is that these teachers are in the first place given peanuts, and to hold their salaries for months is an injustice, so you see the negative consequence of not paying teachers on time.

2.10 Conclusion

The overview of the researcher on motivation and performance clearly confirm that there is positive relationship between motivation and performance though there are

some differences in the findings of the various researchers which indicate that some motivational factors are more important to employees than others. There are authors who also indicated that a particular group of employees are more motivated by some factors than other factors. Employee's level of motivation is also high when they expect that their effort and performance on the job will result in desired outcomes.

It can generally be observed that the lack of motivation has significant influence on teachers' job performance in the educational institutions and particularly in public senior high schools in the Bawku East Municipal.



2.9 Conceptual framework

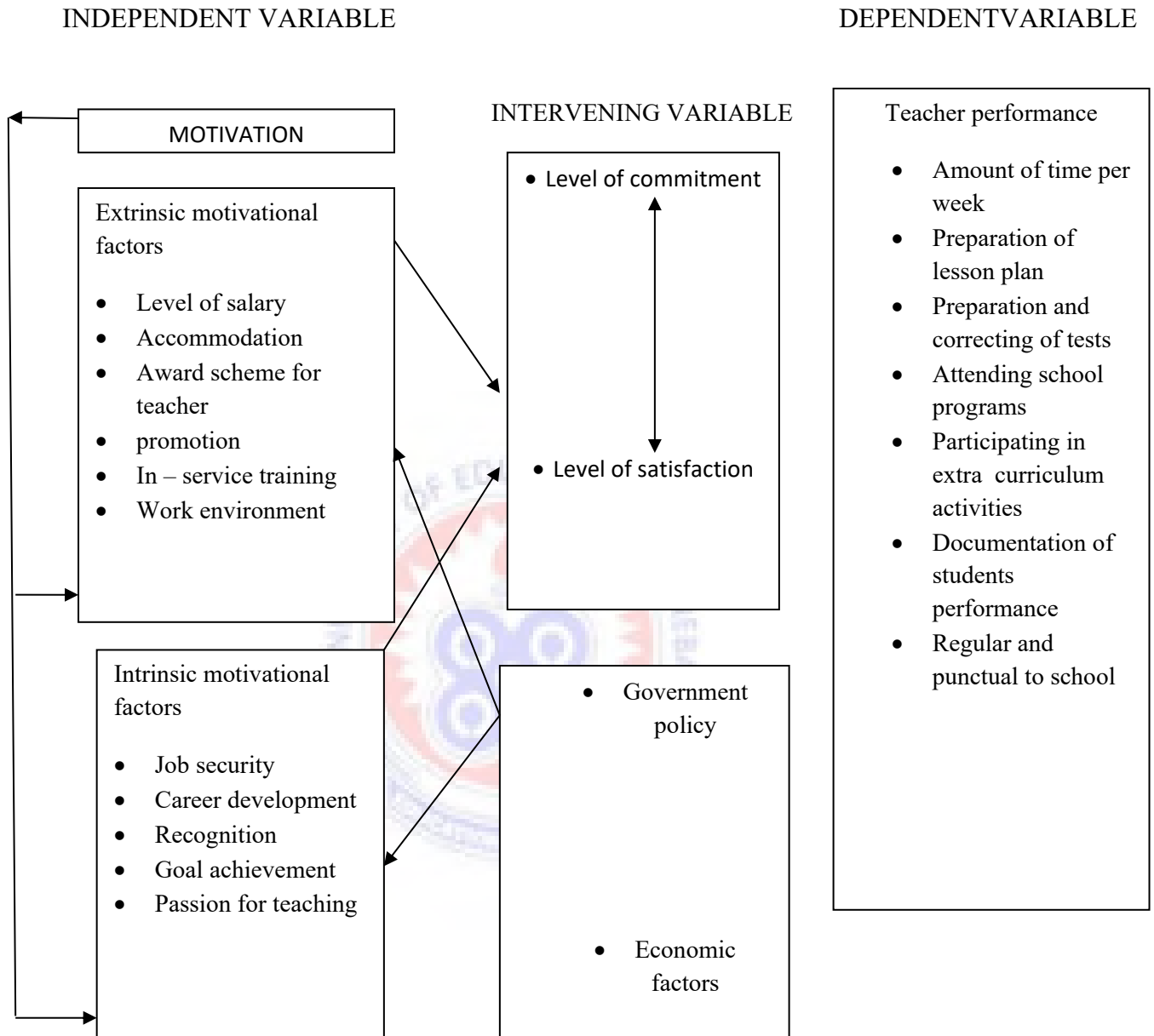


Figure 2.1. Conceptual framework Source: field data

The diagram above shows the relationships between independent and dependent variables, as well as intervening variables of research problem. The independent variables are conceptualized as motivation factors which include both extrinsic variables such as

salaries, free meals, allowances and accommodation, and intrinsic variables such as job satisfaction, promotion, recognition and flexibility (Hertzberg 1960). In contrast, the dependent variable of teachers' performance conceptualized to be preparing teaching materials, regular and early reporting to work, attending school functions and meeting, supervision of school activities, participating in extracurricular activities and regular student assessment (Mcshane et al 2000, Adam 2007; Aacha 2010) Other factors such as other government policy, economic climate and cultural difference of teachers has been taken into consideration because of their moderating effect on the dependent variables. Essentially, the Herzberg two factor theory of motivation: the motivators (intrinsic) and hygiene (extrinsic) factors is the guiding theory in this research.

The figure also shows the relationship between the independent variables (motivational factors: salary, promotion, work environment and in-service training) and the dependent variables such as level of commitment and government policies. From the conceptual framework the perceived motivation which dependent on the level of commitment increase teachers moral and eventually their job performance. The ability of teachers to, effectively perform their tasks will significantly depend on the level of motivation, as each of the motivating factors will influence their commitment to job performance.

CHAPTER THREE

METHODOLOGY

3.1 Introductions

Research may be defined, as a systematic investigation of a subject matter with the aim of uncovering new information, and or interpreting relationships among the subject parts Kanna (2004). It is a process that enables an individual, group or organization to arrive at a dependable solution or understanding of a problem or phenomena through planned, systematic collection, analysis and interpretation of data.

This chapter describes the method technique and processes that were, employed to carry out the study. It outlines the various tools for data collection as well as the methods and procedures to be used. It specifically looked at research design, source of data target population, sample size, sampling techniques, research instrument, data collection instrument, data analysis procedures, validity and reliability of the research, design and ethical consideration.

3.2 Research Design

Kothari (2008, p. 31) defines research design as “the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure”. It is the conceptual structure/plan within which research is conducted and constitutes the blue print for collection, measurement and analysis of data (Kothari 2008, p.32 Mathorta 2004, p.86; Cooper and Schindler 2001).

The study adopted a descriptive research design, which according to Cooper and Schindler (2003) involves surveying people and recording their responses for analysis. This research design was adopted because it enables the researcher to understand the conditions and opinions of different people on the issue of motivation and performance.

The study also adopted a quantitative research approach to better understand the relationship between variables in the research problem. A cross-sectional survey is used in this research to investigate the influence of motivation on teachers' performance in public senior high school in the Bawku East Municipal.

3.3 Sources of Data

The researcher in a bid to find answers to the research questions that were posed in the first chapter developed two categories of information. These are primary and secondary source of data. Primary data included the information which was gathered from teachers in the classroom through questionnaire. This would go a long way to provide firsthand information for the researcher. On secondary data, the researcher worked extensively by finding information from books, articles, journals that have been written by renowned authors and published by reputable publishing houses. The internet was also used extensively to gather information on the topic.

3.4 Target Population

The study targeted classroom teachers in two Public Senior High Schools in the Bawku East Municipal. This constituted the target population because they are the only

two public senior high schools in the municipality. The two schools have a total teacher population of one hundred and seventy-five (175).

3.5 Sample Size and Sampling Techniques

3.5.1 Sample size

A sample is a small proportion of the population, which is selected for observation, interviewing and completion of questionnaire. Patton (2001) holds that sample size must be selected to fit the purpose of the study, available resources, type of instruments, questions to be asked and constraints being faced). A sample was selected to represent the population since it was not easy to study the whole population. A total of ninety (90) respondents were used as the sample size. Out of the 90 respondents, 24(26.6%) were between the ages of 20 and 30 years, 51(56.6%) fell between age 31 and 40 and the rest of the 15(16.6%) were 41 years and above. With regards to sex, 60(66.7%) of the respondents were males while the remaining 30(33.3%) were females. A Chunk of the respondents 61(67.8%) were married, 25 of them making 27.8% were single and only 4(4.4%) of them were either divorced or separated. Majority of the teachers in the sample size 76(84.4%) had First Degree, 12(13.3%) holds Second Degree and only 2(2.2%) were still having Diplomas.

3.5.2 Sampling Techniques

Purposive sampling technique was used to select the only two senior high schools (Bawku Senior High School and Bawku Senior High/Technical School) within the municipality. A simple random technique was used to select the respondent.

3.6 Data Collection Instruments

In the selection of the instruments to be used for the study the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires were therefore used as instruments for data collection.

3.6.1 Questionnaire

Orodho (2004) define a questionnaire as an instrument used to gather data, which allows a measure for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time.

The researcher used questionnaire to collect data from 90 respondents made up of classroom teachers in two public Senior High Schools in the Municipality. The instrument used was chosen because the targeted population was considered literate which minimizes the difficulty in the interpretation of the questions for their understanding to capture reliable information.

The questionnaire comprised of open ended and close-ended items to enable respondents provide the appropriate responses. The open-ended item was to allow the respondent to answer questions freely whilst close ended restrict the respondent to fixed alternatives. The questionnaire was made up of four sections. Section “A” was on demographic variables of respondents, section “B” contained items on extrinsic factors of motivation, section “C” contained items on intrinsic factors of motivation and section D” contain items on teachers’ job performance. A five point Liker scale was used in the

questions, which were used in testing the degree of the respondents' agreement with various variables of the study.

3.6.2 Validity and reliability

According to Mugenda (2003), validity is the degree to which analysis of data actually represent results obtained from the phenomena under study. On the other hand, reliability refers to whether the process of the study is consisted or stable over time and across researchers (Miles & Huberman, 1994).

An initial test was conducted in Tempene Senior High School to give the teachers the chance to criticize its validity and reliability. The opinions of my supervisor were also used to check on the content validity of the instrument. The researcher conducted the questionnaire himself. Both validity and reliability test was conducted in order to ascertain whether the questions in the questionnaire were valid and reliable. A face validity test conducted indicated that the questionnaire items were in line with the study's objectives after they were pre-tested on the teachers in the sample, so it was fully adopted. To ascertain its reliability, 90 teachers of the study schools were used as the sample area. Data were analyzed using SPSS. This therefore made the instrument reliable for assessing the effect of motivation on teachers' performance in senior high schools in Bawku Municipal.

3.7 Data Collection Procedure

The researcher collected a letter of introduction from the department of educational leadership, University of education, Winneba-Kumasi campus to commence

the data collection process. Ninety five questionnaires were distributed and ninety of them were completed and retrieved. This gives a response rate of 95%.

3.8 Data Analysis Procedure

Package for social scientific (SPSS) program was used to analyze the data. The percentage in the number of respondents according to variable such as; sex, age, educational level and performance were computed and presented using tables and figures. The data analysis procedure was done in two stages:

- (i) Data input and
- (ii) Statistical Analysis

The raw data was inputted into Microsoft Excel. The raw data was then processed into SPSS for statistical analysis. All the variables were further simplified using descriptive statistics (i.e. frequencies, percentages, valid percentage cumulative percentage).

3.9 Ethnical Issues

The study assured respondents of confidentiality of information, anonymity and non-traceability. Respondents completed the questionnaire at their own pace within the period and were at liberty to withdraw during the questionnaire completion process. Additionally, respondent's consents were sorted out and guaranteed of the enormous benefits the research will bring to improve their situation.

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

4.0 Introduction

The purpose of the study was to investigate the influence of motivation on teacher's performance in public senior high schools in the Bawku-East municipal. This chapter presents the data analysis and discusses the results obtained using Statistical Package for Social Sciences (SPSS).



4.1 Extrinsic Factors of Motivation

Table 4.1: Extrinsic Factors of Motivation

Item	Extrinsic Motivation	Levels of Agreement					Mean
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	
SALARY							
1	I enjoy free meal from the school	29(32.2)	40(44.4)	4(4.4)	12(13.3)	5(5.6)	3.84
2	I receive my salary on regular basis	21(23.3)	45(50.0)	12(13.3)	4(4.4)	8(8.9)	3.74
3	I am paid salary that is enough for my work	1(1.1)	35(38.9)	11(12.2)	33(36.7)	10(11.1)	2.82
4	My salary commensurate with my work	6(6.7)	14(15.7)	12(13.3)	29(32.2)	28(31.5)	2.34
5	My school provides financial assistants to teachers	2(2.3)	9(10.3)	11(12.2)	27(31.0)	38(43.7)	1.97
WORK ENVIRONMENT							
1	I have a positive relationship with students	51(56.7)	31(34.4)	2(2.2)	6(6.7)	-	4.41
2	I have access to school library for lesson preparation	19(21.1)	41(45.6)	8(8.9)	15(16.7)	7(7.8)	3.56
3	I have access to ICT centre for my research work	13(14.4)	36(40.0)	10(11.1)	18(20.0)	13(14.4)	3.20
4	I have adequate teaching and learning resources	5(5.6)	21(23.3)	8(8.9)	36(40.0)	20(22.2)	2.50
5	I live in an accommodation provided by the school	7(7.9)	15(16.9)	4(4.5)	21(23.6)	42(47.2)	2.15
6	The school has clinics that provide medical serves.	3(3.3)	5(5.6)	16(18.4)	28(32.2)	35(40.2)	2.00
REWARD SCHEME							
1	I stand the chance of winning the best teacher award	23(25.6)	35(38.9)	17(18.9)	7(7.8)	8(8.9)	3.64
2	Teachers are awarded certificates for their work	12(13.5)	27(30.3)	14(15.6)	22(24.7)	14(15.7)	3.01
3	The community provides awards to teachers	6(6.7)	20(22.2)	12(13.3)	22(24.4)	30(33.3)	2.44
4	I am a member of the awards committee in my school	0	14(15.7)	14(15.7)	28(31.1)	33(37.1)	2.10
5	My school provide scholarship for teachers	3(3.3)	7(7.8)	10(11.1)	18(20.0)	52(57.8)	1.79
PROMOTION							
1	The promotion process in GES is very cumbersome	29(32.2)	35(38.9)	10(11.1)	12(13.3)	4(4.4)	3.81
2	I can be promoted to the position of a Headmaster	20(22.7)	31(35.2)	8(9.1)	16(17.8)	13(14.8)	3.33
3	I am entitled to additional incentives in the school	8(8.9)	40(44.4)	20(22.2)	13(14.4)	9(10.0)	3.28
4	I have been promoted to different levels in the school	11(12.5)	36(40.9)	14(15.9)	13(14.8)	14(15.9)	3.19
5	My promotion comes on regular basis	8(8.9)	24(26.7)	14(15.6)	30(33.3)	14(15.6)	2.80

Source: Field survey, 2018 N= 90, 5= Strongly Agree, 4=Agree, 3=Undecided, 2 = Disagree, 1=Strongly Agree

Table 4.1 shows the effect of various extrinsic factors on teacher performance. The categories of extrinsic motivation factors shown in the table were salary, work environment, reward scheme and motivation.

4.1.1 Salary

From the table above, 29 respondents representing 32.2% strongly agreed that they enjoyed free meal from the school, 40 representing 44.4% agreed, 12 representing 13.3% disagreed, five representing 5.6% strongly disagreed whereas only 4 respondents representing 4.4% remained undecided ($M=3.84$); representing a general agreement that teachers enjoy free meal from the school.

Exactly half of the respondents agreed that they receive their salaries on regular basis, 21 representing 23.3% strongly agreed, 12 representing 13.3% remained neutral, eight representing 8.9% strongly disagreed while four representing 4.4% strongly disagreed on a mean score of 3.74 showing an agreement to the fact that teachers receive salaries on regular basis.

On the other hand, 33 respondents representing 36.7% disagreed that their paid salaries are enough to cater for their basic needs, 10 representing 11.1% strongly disagreed, 35 representing 38.9% agreed, only one respondent representing 1.1% agreed while 11 respondents representing 12.2% remained neutral ($M=2.82$); indicating that majority of the respondents disagreed that their paid salaries are enough to cater for their basic needs.

Added to that, 29 respondents representing 32.2% disagreed that their salaries commensurate with their work, 28 representing 31.5% strongly disagreed, 14 representing 15.7% agreed, six representing 6.7% strongly agreed but 12 respondents

representing 13.3% were neutral. Generally, majority of the respondents disagreed with the assertion that their salaries commensurate with their work ($M=2.34$)

Finally, more than half of the respondents representing 74.4% strongly disagreed or disagreed that their school provides financial assistants to teachers in case of ill health, nine representing 10.3% agreed, two representing 2.3% strongly agreed while 11 respondents representing 12.2% remained neutral ($M=1.97$).

4.1.2 Work Environment

Majority of the respondents, 82 representing 91.1% strongly agreed or agreed that they had positive relationship with students, six representing 6.7% disagreed while only two respondents representing 2.2% remained neutral on a mean score of 4.41; thus respondents generally agreed to this assertion.

Secondly, 41 respondents representing 45.6% agreed that they have access to the school library for lesson preparation, 19 representing 21.1% agreed, 15 representing 16.7% disagreed, seven representing 7.8% strongly disagreed whereas eight representing 8.9% remained neutral. The general consensus was an agreement to the fact that respondents had access to the school library for lesson preparation ($M=3.56$).

Moreover, 36 respondents representing 40% agreed that they have access to the ICT centre for research work, 13 representing 14.4% strongly agreed, 18 representing 20% disagreed, 13 representing 14.4% strongly disagreed whereas 10 respondents representing 11.1% remained neutral ($M=3.20$).

Respondents generally disagreed to the assertions that they have adequate teaching and learning resources ($M=2.50$), live in accommodation provided by the school ($M=2.15$)

and the school has a clinic that provides medical care for them and their families (M=2.00).

4.1.3 Reward Scheme

Respondents, by virtue of the mean value (3.64) agreed that they stand a chance of winning the best teacher award. As shown in the table above, 23 respondents representing 25.6% strongly agreed to this view, 35 representing 38.9% agreed, eight representing 8.9% strongly disagreed, seven representing 7.8% disagreed while 17 representing 18.9% remained undecided.

Moreover, respondents showed a level of neutrality when they were asked whether teachers are awarded certificates for their achievements in the school; 27 respondents representing 30.3% agreed, 12 representing 13.5% strongly agreed, 22 representing 24.7% disagreed, 14 representing 15.7% strongly disagreed while 14 representing 15.6% remained neutral.

Majority of the respondents however disagreed that the community provides awards to teachers for active participation in the community development (M=2.44), were members of award committees (M=2.10) and the school provided scholarships for hardworking teachers for further (1.79).

4.1.4 Promotion

With regards to the promotion of teachers as an extrinsic factor, 29 respondents representing 32.2% strongly agreed that the promotion process is cumbersome, 35 representing 38.9% agreed, 12 representing 13.3% disagreed, four representing 4.4% strongly disagreed while 10 representing 11.1% remained undecided (M=3.81).

That notwithstanding, majority of the respondents agreed that they can be promoted to the position of Headmaster (M=3.33), had entitlement to additional incentives due to their positions as head of departments (M=3.28), and have been promoted to different levels in the school (M=3.19).

Respondents were however neutral on the regularity of their promotions as the mean score suggests (2.80), majority remained undecided with this assertion.

Discussion of Results on Extrinsic motivational factors

With respect to the literature review, Nyarko (2010) posited that teachers are given sufficient funds to reduce their burdens; that substantial allowances should be given to teachers. Nyarko supported this view stating that instructional materials like maps, globe, pieces of chalk, eraser, drawing materials should be provided by schools to prevent teachers paying for them. Most teachers from the study agreed that they enjoyed free meals and as well received their salaries on regular basis. However, majority stated these salaries are not enough and these schools teach for do not offer financial assistances to them. This runs contrary to the view of Nyarko (2010) as teachers should be given sufficient funds to help their livelihood. According to Clements-Croome (2000), environment in which people work affects both job performance and satisfaction. Majority of the respondents stressed on having positive relationship with students, having access to the school libraries and ICT centers. It is quite unfortunate that majority also disagreed to having adequate teaching and learning resources, getting accommodation from the school and having access to school clinics. The above-mentioned problems buttresses the view of Bennell (2003) who cited a general problem with accommodation for Ghanaian teachers.

Most of the respondents stressed on the importance of them standing chances of winning the best teacher award and also being awarded certificates for their achievements. However, majority also disagreed that the community or their respective schools have scholarships for hardworking teachers or have policies for handing out awards to teachers. Andrew (2004) posited that the commitment of employees is based on rewards and recognition as buttressed by Lawler (2003)

That notwithstanding Carraher et al., (2006) view was not recognised in the study as the community or schools do not have effective award systems. The issue of promotion is stressed by Adagala (2001) and Eminike (2011) stating that teachers' levels of performance is increased when they are well-promoted; thus it motivates teachers when promotions are granted at certain appropriate intervals in the teaching service even though majority of the respondents disagreed their promotions do come on regular basis.

4.2 Intrinsic Motivation and Teacher Performance

Table 4.2 shows the effect of various factors as to how they intrinsically affect teacher performance. The categories of intrinsic motivational factors shown in the table were job security, passion for teaching, goal achievement and recognition.

Table 4.2: Descriptive statistics on Intrinsic Factors of Motivation

Item	Intrinsic Motivation	Levels of Agreement					Mean
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	
JOB SECURITY							
1	I am sure of being retained in my profession	31(35.2)	20(22.7)	18(20.5)	15(17.0)	4(4.5)	3.67
2	The teaching job is always available to me	21(23.3)	36(40.9)	9(10.2)	16(18.2)	6(6.8)	3.57
3	There is good retirement benefit for teachers	8(9.1)	24(27.3)	11(12.2)	33(36.7)	10(11.1)	2.70
4	Teaching as a profession is less risky	5(5.7)	30(34.1)	8(9.1)	23(26.1)	22(25.0)	2.69
PASSION FOR TEACHING							
1	Teaching enables me to develop good relationship	36(41.4)	49(56.3)	1(1.1)	1(1.1)	0	4.38
2	Teaching helps me to render services to my society	40(45.5)	40(45.5)	6(6.8)	2(2.2)	0	4.34
3	Being with students makes me happy	38(43.2)	41(46.6)	5(5.7)	3(3.4)	1(1.1)	4.27
4	Teaching is my hobby	30 (34.1)	42(47.7)	5(5.7)	8(9.1)	3(3.4)	4.00
5	I derive great satisfaction from teaching	16(18.2)	49(55.7)	5(5.7)	13(14.8)	5(5.7)	3.66
GOAL ACHIEVEMENT							
1	I am happy for being a professional teacher	34(38.6)	45(50.0)	5(5.6)	3(3.4)	1(1.1)	4.23
2	I can become a head teacher in the near future	37(42.5)	35(38.9)	10(11.5)	5(5.7)	0	4.20
3	Teaching provides me with opportunity for growth	29(33.0)	42(47.7)	8(9.1)	5(5.7)	4(4.5)	3.99
4	I am able to influence decisions in my community	19(22.1)	46(53.5)	6(7.0)	13(15.1)	2(2.3)	3.78
5	Teaching offer me opportunity to control other people	14(16.3)	31(36.0)	16(18.6)	16(18.6)	9(10.0)	3.29
RECOGNITION							
1	I am respected by students in the school	35(39.8)	48(54.5)	2(2.3)	3(3.4)	0	4.31
2	I am respected in my community by students	29(33.0)	51(58.0)	4(4.5)	4(4.5)	0	4.19
3	I am respected in my community as a teacher	27(30.7)	44(50.0)	8(8.9)	8(8.9)	1(1.1)	4.00
4	I am recognized for my profession as a teacher	27(30.7)	43(48.9)	7(8.0)	8(9.1)	3(3.4)	3.94
5	As Teacher I control other people in the school	16(18.2)	30(34.1)	17(19.3)	22(25.0)	2(3.4)	3.39

Source: Field survey, 2018 N= 90, 5= Strongly Agree, 4=Agree, 3=Undecided , 2 = Disagree, 1=Strongly Agree

4.2.1 Job Security

From the table above, 31 respondents representing 35.2% strongly agreed that they are sure of being retained in their profession till retirement, 20 representing 22.7% agreed, 18 representing 20.5% remained neutral, 15 representing 17% disagreed while only four respondents representing 4.5% strongly disagreed ($M=3.67$); indicating an agreement that majority were sure of being retained in their profession till retirement.

Added to the above, 21 respondents representing 23.3% strongly agreed that the teaching job was always readily available, 36 representing 40.9% agreed, 16 representing 18.2% disagreed, six representing 6.8% strongly disagreed while nine representing 10.2% remained neutral on a mean value of 3.57, indicating a general agreement to the statement.

However, majority of the respondents (47.8%) strongly disagreed or disagreed that there is a good retirement benefit for teachers, 11 representing 12.2% remained neutral while 36.4% strongly agreed or agreed to the assertion that there is a good retirement benefit for teachers ($M=2.70$).

Finally, 30 respondents representing 34.1% agreed that teaching as a profession is less risk compared to other professions, five representing 5.7% strongly agreed, 23 respondents representing 26.1% disagreed, 22 representing 25% strongly disagreed whereas eight respondents representing 9.1% remained neutral ($M=2.69$); indicating that majority disagreed that teaching as a profession is less risky.

4.2.2 Passion for Teaching

With respect to respondents passion for teaching, majority of them agreed that teaching enables them to develop good relationship with people from different areas (M=4.38), provides them with the opportunity to render services to the society (M=4.34), makes them happy being with students (M=4.27), makes for a good hobby (M=4), and gives them great satisfaction (M=3.66).

The details include 85 respondents (97.7%) strongly agreeing or agreeing to teaching helping them to develop good relationship, 80 representing 90.1% strongly agreeing or agreeing that teaching provides them with opportunities to render services to the society, 79 (89.8%) strongly agreeing or agreeing that being students makes them happy, 72 (81.8%) strongly agreeing or agreeing teaching makes for a good hobby and 65 (73.9%) strongly agreeing or agreeing that they derive great satisfaction from teaching.

4.2.3 Goal Achievement

The researcher recognised from respondents' responses that majority of them believed in attaining higher goals in the teaching profession. For example, 79 respondents representing 88.6% strongly agreed or agreed that they are happy for being professional teachers, 72 respondents representing 81.4% strongly agreed or agreed that they can become head teachers in the near future, 71 respondents representing 80.7% strongly agreed or agreed that teaching provides them with opportunity for personal growth and development, 65 respondents representing 76.6% strongly agreed or agreed that they are able to influence decisions in their community whereas 45 respondents representing

52.3% strongly agreed or agreed that teaching offer them the opportunity to control other people.

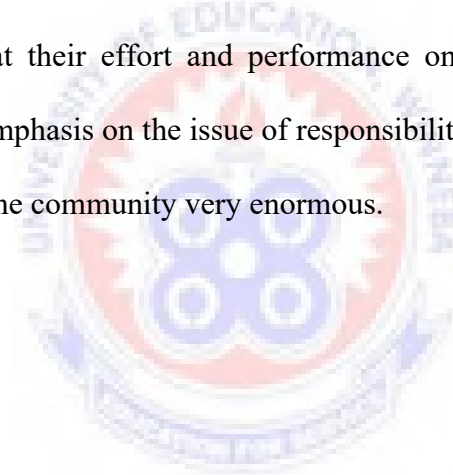
4.2.4 Recognition

From the table above majority of the respondents strongly agreed that they are; respected by students in the school (M=4.31), respected in the community by both students and teachers (M=4.19), respected generally as teachers (M=4.00), recognized for their profession as teachers (M=3.94) and their responsibilities in their schools give them control over others (M=3.39).

Discussion of results on Extrinsic motivational factors

Several studies in the literature (Koustelios et al., 2003; Navaie-Waliser et al., 2004; Ilies and Judg, 2003; Gigantesco et al., 2003; McNeese-Smith, 1999; Blegen, 1993; De Loach, 2003; Chu et al., 2003; Thyer, 2003) stressed that tools such as salaries, achievement, workplace flexibility and most importantly job security are keys to employee job satisfaction. Majority of the respondents were sure of retaining their professions till retirement but disagreed that they had a good retirement benefit. The researcher recognised from the responses from respondents that they view goal achievement as an important factor in performance and job satisfaction. Majority of the respondents were happy with being professional teachers, had hopes of becoming headteachers in future and were able to influence decision making in their communities. Moreover, several of the respondents believed teaching provided them with opportunities for personal growth.

According to Britt (1999,) the “amount of responsibility an individual feels on any given occasion is a direct function of the strength of the links between the elements and the importance of the elements to the individual. This implies that once teachers feel the needed responsibility to deliver, they are bound to achieve more goals in their fields of study and the community in general. This view is further buttressed by Dribble (1999) who stated that employees benefit by experiencing great satisfaction about their ability to achieve results on the job. In Kreisman (2000) view, if an organization does not recognize the individual’s need and desire to grow, then development becomes a primary reason for resignation. Gerrig and zimbaro (2005).purposed that workers are motivated when they expect that their effort and performance on the job will result in desired outcomes. This lays emphasis on the issue of responsibility as majority of the respondents view their impact on the community very enormous.



4.3 Motivation and Teacher Performance

Table 4.3: Descriptive statistics on Performance of Teachers

Item	Performance	Levels of Agreement					Mean
		SA (5) F (%)	A (4) F (%)	U (3) F (%)	D (2) F (%)	SD(1) F (%)	
1	I take part in staff meeting	60(67.4)	28(31.5)	1(1.1)	0	0	4.65
2	I mark and record student's performance	44(49.4)	44(49.4)	1(1.1)	0	0	4.48
3	I assist in maintaining discipline in the school	48(54.5)	37(42.0)	1(1.1)	1(1.1)	1(1.1)	4.48
4	I conduct tests for students on regular intervals	43(48.3)	43(48.3)	1(1.1)	2(2.21)	0	4.43
5	I spend enough time with students in class every week	41(46.6)	42(47.7)	2(2.3)	3(3.4)	0	4.38
6	I am always punctual to school	44(49.4)	40(44.9)	1(1.1)	2(2.2)	2(2.2)	4.37
7	I spend a lot of time in preparing lesson plan	46(51.7)	33(37.1)	6(6.7)	3(3.4)	1(1.1)	4.35
8	I take part in PTA meetings in the school	30(33.7)	48(53.9)	9(10.1)	2(2.2)	0	4.19
9	I participate in most extra-curricular activities	18(20.2)	52(58.4)	8(9.0)	8(9.0)	3(3.4)	3.83
10	I take part in training students in sports	13(14.8)	41(46.6)	10(11.4)	17(19.3)	7(8.0)	3.41

Source: Field survey, 2018 N= 90,5= Strongly Agree, 4=Agree, 3=Undecided , 2 = Disagree, 1=Strongly Agree

Table 4.3 depicts respondents' views or levels of agreement to how motivation influences their performances. This was measured using responses collated via the five-point likert scale.

From the table above, almost all respondents (88) representing 98.5% strongly agreed or agreed that they take part in staff meetings (M=4.65), another 88 representing 98.5% strongly agreed or agreed that they mark and record students' performance for every test they conduct (M=4.48), 85 representing 96.5% strongly agreed or agreed that they assist in maintaining discipline in the school (M=4.48), 86 representing 96.6% strongly agreed or agreed that they conduct test for students on regular intervals (M=4.43).

Moreover, 83 respondents representing 94.3% strongly agreed or agreed that they spend enough time with students in class every week (M=4.38), 84 representing 93.5% strongly agreed or agreed that they are always punctual to school (M=4.37), 79 representing 86.8% strongly agreed or agreed that they spend a lot of time in preparing lesson plan that they use for teaching in class (M=4.35), 78 representing 87.6% strongly agreed or agreed that they take part in PTA meetings in the school (4.19), and 70 representing 78.6% strongly agreed or agreed that they participate in most extra-curricular activities (3.83). Finally, 54 respondents representing 61.4% strongly agreed or agreed that they take part in training students in sports (M=3.41). Pinder (1998) asserted that there are factors that limit employees' performance and includes restricted practices of their superiors, limits of company policies and physical work environment – lightening, temperature, noise or availability of materials. Majority of the respondents agreed that they take part in staff meetings, records students' performance, assist in maintaining discipline in the school, always punctual, spend of time preparing lessons and take part in PTA meetings. This indicates a high level of motivation from respondents to partake immensely in the activities of schools. This also justifies the fact

that even though most of the extrinsic motivation factors are not met in the schools, majority of the respondents found solace in intrinsic motivation.

4.4 Summarized means on motivation

Table 4.4: Summaries

		Correlations for Summarize mean on motivation								
No		1	2	3	4	5	6	7	8	9
1	Salary	1								
2	Work environment	.272	1							
3	Reward scheme	.194	.266*	1						
4	Promotion	.087	.281*	.593**	1					
5	Job security	.328**	.324**	.170	.127	1				
6	Passion for teaching	.037	.297**	.049	.069	.308**	1			
7	Goal Achievement	.151	.073	.041	.226*	.433**	.373**	1		
8	Recognition	.067	.211	.351**	.391**	.406**	.483**	.385**	1	
9	Performance	.095	.040	.260*	.169	.280**	.125	.454**	.310**	1

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

Table 4.4 shows the correlational relationships of the summaries of motivational factors that influences teacher performance. Two-tailed spearman's rank correlation was calculated on salary, work environment, reward scheme, promotion, job security, passion for teaching, goal achievement, recognition and performance. A strong positive correlation was recognised between reward scheme and promotion ($r=.593$).

However, moderately strong correlation was seen between job security and goal achievement ($r=.433$); job security and recognition ($r=.406$); passion for teaching and recognition ($r=.483$); goal achievement and performance ($r=.454$); job security and salary ($r=.328$); reward scheme and recognition ($r=.351$); goal achievement and recognition ($r=.385$); and promotion and recognition ($r=.391$).

The discussions show the integral roles salary, reward scheme, promotion etc. plays on recognition, goal achievement, and eventually performance. Maximum effort must therefore be made to ensure teachers should be rewarded wholesomely, be given the right salaries and must be promoted duly to ensure maximum performance.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate the influence of motivation on teacher's performance in public senior high schools in the Bawku-East municipal. Specifically the study was to examine extrinsic and intrinsic factors that influence teacher motivation and job performance in public senior High School in the Bawku East municipal. Chapter five presents the summary of findings of the study, conclusion (achievement of objectives) and recommendations.

5.2 Summary of Findings

The significance of motivation in any field of endeavour cannot be underestimated. Motivation is a complex concept which had been extensively studied in diverse collection of academic disciplines including psychology, sociology, political science, economics and education. This study perused the extrinsic and intrinsic factors that influence teacher motivation.

The study revealed that majority of the respondents agreed that they enjoyed free meals from their schools and received salaries on regular basis. Moreover, most of the respondents disagreed that their salaries were enough or responded with their work and the schools provided financial support to staff. This implies that respondents received salary on regular basis but was not enough to cater for their needs.

Furthermore, majority of the respondents agreed to having strong relationships with their students, had access to the school libraries and ICT centres but lacked the

adequate teaching and learning materials. However, most of the respondents were based in accommodation facilities not provided by their schools. Respondents agreed that they stand chances of winning best teacher awards and were awarded certificates for their achievements. Unfortunately, there was not stipulated or formulated award scheme in the schools. Majority of the respondents agreed that the promotion process is cumbersome even though they had been promoted to different levels in the school. Most of the respondents had enough passion for the teaching profession as they were able to develop good relationships with people from different areas, rendered services to their respective societies, made for a good hobby and provided them with great satisfaction.

Subsequently, majority of the respondents believed in attaining higher goals in the teaching profession, were happy for being professional teachers and were able to influence decisions in the communities; that in respect gave them enough recognition from students and the community as a whole. Most of the respondents agreed that they were sure of retaining their jobs till retirement but were doubtful on their retirement packages as their retirement benefits were not enough.

Majority of the respondents agreed that they take part in staff meetings, records students' performance, assist in maintaining discipline in the school, always punctual, spend of time preparing lessons and take part in PTA meetings. This indicates a high level of motivation from respondents to get involved in the activities of the school.

5.3 Conclusion

The researcher draws the following conclusions from the findings of the study.

It can be deduced from the findings that most of the respondents are intrinsically motivated to carry out their tasks as teachers in their respective schools. This was clearly shown in their responses to issues relating to job security, passion for teaching, goal achievement and recognition. This underlines the impact of intrinsic motivation on performance not only in their teaching but their influence on the communities. Hence, there is the likelihood of teachers still engaging in the teaching profession because of job security and intrinsic motivational factors.

It can however be deduced from the findings that most of the extrinsic motivators were not available to teachers in their schools. Respondents had issues with salaries, retirement benefits and particularly learning benefits. With respect to the literature review, motivation implies higher performance and subsequent job satisfaction; thus teacher performance is likely to be reduced if they are not motivated well-enough to carry out their duties, with extrinsic motivation being an important factor.

With reference to the fact that majority of the respondents partake in staff meetings, record students' performances, maintain discipline, conduct tests, spend enough time with students, take part in PTA meetings, participate in extra-curricular activities and take part in training students in sports implies that teachers performed generally well even though most of the extrinsic motivational factors were not available. This also buttresses the fact that an improvement in the provision of extrinsic motivational tools to teachers will lead to teachers showing enough commitment to their duties which can subsequently result in the academic performances of students.

5.4 Recommendations

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

1. The Ministry of Education should work out incentive packages for teachers to increase their motivation to teach in senior high/technical schools. Also, Special attention should be put at increasing teacher's salaries since the majority of them complained about the inadequacy of their salary to meet their basic needs. Increasing teachers' salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the students when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.
2. Secondly, accommodation needs should be provided for teachers to enable them live near schools since many of them reported to be living far away from their schools. PTA should be assisted by the government to put up decent teachers' houses so that teachers live within the schools and thus reduce lateness and absenteeism. This will help increase their motivation and eventually performance.
3. Thirdly, supervision by the Ghana Education Service should be strengthened and Heads of second cycle institutions should do vigorous supervision to ensure that teachers are not participating in secondary employment during instructional hours. The Heads of 2nd Cycle Schools should also be strengthened and adequately supported to carry out routine inspections in schools. Regular supervision in schools would motivate the teachers to be more regular and early in school. This will avoid absenteeism and divided attention of searching for secondary employment.

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

5.5 Areas for Further Research

The results of the study revealed inadequate extrinsic motivators of teachers. This lays emphasis on the fact that other studies to investigate strategies that can be implemented to improve teacher motivation and performance in Senior High/Technical schools is needed. This study was limited to teachers teaching in Public Senior High/Technical schools. It is useful that other educational fraternities are considered.

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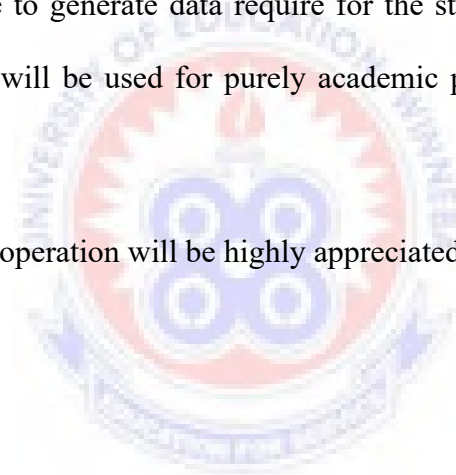
APPENDIX

QUESTIONNAIRE FOR TEACHERS

My name is Immrana A Baba a post graduate student pursuing Masters of Art in Educational Leadership at the University of Education, Winneba-Kumasi campus. I am carrying out research on” THE INFLUENCE OF MOTIVATION ON TEACHERS’ PERFORMANCE IN PUBLIC SENIOR HIGH SCHOOLS IN THE BAWKU EAST MUNICIPALITY “ in partial fulfilment of the award of M. A. Degree.

I would be grateful if you could kindly take some of your busy schedule to fill the attached questionnaire to generate data require for the study. Please be assured that the information provided will be used for purely academic purposes and will be treated as confidential.

Your assistants and cooperation will be highly appreciated.



SECTION B: EXTRINSIC MOTIVATION AMONG TEACHERS.

For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree with them, using the rating scale starting from strongly agree to strongly disagree.

Statement	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Salary					
1. I am paid salary that is enough to cater for my basic needs					
2. I receive my salary on regular basis.					
3. I enjoy free meal from the school.					
4. My salary commensurate with my work.					
5. My school provides financial assistants to teachers in case of ill health.					

Work environment					
1. I live in an accommodation provided by the school					
2. I have adequate teaching and learning resources.					
3. I have access to school library for lesson preparation					
4. The school has a clinic that provide medical services for me and my family					
5. I have a positive relationship with students.					
6. I have access to ICT center for my research work					

Reward Scheme					
1. My school provide scholarship for hard working teachers for further studies					
2. I stand the chance of winning the best teacher award.					
3. Teachers are awarded certificates for their achievements in the school					
4. The community provides awards to teachers for active participation in community development					
5. I am a member of the awards committee in my school					

Promotion					
1. My promotion comes on regular basis.					
2. I have been promoted to different levels in the school.					
3. I can be promoted to the position of a Headmaster					
4. The promotion process in Ghana Education Service (GES) Is very cumbersome.					
5. I am entitle to some additional incentives due to my position as a head of department					

SECTION C: INTRINSIC MOTIVATION AMONG TEACHERS.

For each of the following statements, please indicate (by ticking) the extent to which you agree with them, using the rating scale starting from strongly agree to strongly disagree.

STATEMENT	RESPONSES				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Job security					
1. I am sure of being retain in my profession till retirement					
2. The teaching job is always available to me					
3. There is good retirement benefit for teachers					
4. Teaching as a profession is less risky as compared to other professions.					
Passion for teaching					
1. I derive great satisfaction from teaching.					
2. Being with students					

makes me happy.					
3. Teaching enables me to develop good relationship with people from different areas.					
4. Teaching provides me with the opportunity to render services to my society.					
5. Teaching is my hobby					
Goal achievement					
1. I am happy for being a professional teacher					
2. Teaching provides me with opportunity for personal growth and development					
3. I can become a head teacher in the near future					
4. Teaching offer me					

opportunity to control over other people					
5. As a teacher, I am able to influence decisions in my community					
Recognition					
1. I am recognized for my profession as a teacher					
2. I am respected in my community as a teacher.					
3. My responsibility in the school gives me control over others.					
4. I am respected in my community by both students and teachers					
5. I am respected by students in the school					

SECTION D: PERFORMANCE OF TEACHERS

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

STATEMENT	RESPONSES				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I spend enough time with students in class every week.					
2. I spend a lot of time in preparing lesson plan that I use for teaching in class.					
3. I conduct tests for students on regular intervals.					
4. I mark and record student's performance for every test I conduct.					

5. I take part in staff meeting					
6. I am always punctual to school.					
7. I participate in most extra-curricular activities.					
8. I take part in training students in sports.					
9. I take part in PTA meetings in the school.					
10. I assist in maintaining discipline in the school.					