

UNIVERSITY OF EDUCATION, WINNEBA

**INFLUENCE OF MOTIVATION ON TEACHER PERFORMANCE:
A CASE STUDY OF AJUMAKO CATHOLIC BASIC SCHOOL IN THE
AJUMAKO ENYAN ESSIAM DISTRICT**



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UNIVERSITY OF EDUCATION, WINNEBA

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A CASE STUDY OF AJUMAKO CATHOLIC BASIC SCHOOL IN THE
AJUMAKO ENYAN ESSIAM DISTRICT**



**A thesis in the Department of Educational Administration And Management,
Faculty of Educational Studies, submitted to the school of
Graduate studies in partial fulfillment**

**of the requirements for the award of
Master of Philosophy
(Educational Administration And Management)
in the University of Education, Winneba**

2021

DECLARATION

STUDENT'S DECLARATION

I, **MARYLAND AWER GYESI**, hereby declare that this work is the result of my own research and has not been presented by anyone for any academic award in this or any university. All references used in the work have been fully acknowledged.

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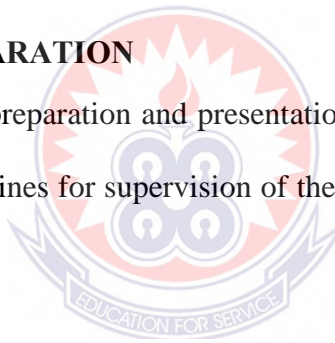
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SUPERVISOR'S DECLARATION

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



.....

DR. JUDITH BAMPOH
(PRINCIPAL SUPERVISOR)

.....

DATE

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DEDICATION

I dedicated this thesis to the Almighty God for being with me and seeing me through this work. I also dedicate this thesis to my loving and understanding husband, Mr. Emmanuel Baffoe and my son, Michael Makarios Baffoe for his support throughout this programme. And also to my mother, Getrude Ocran, and siblings, Eric, Shadrach, Jane and Natasha for their support.



TABLE OF CONTENTS

Contents	Pages
Declaration	iii
Acknowledgements	iv
Dedication	v
Table of content	vi
List of figures	x
Abstract	xi

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	8
1.6 Significance of the Study	8
1.7 Delimitation of the Study	9
1.8 Operational Definition of Terms	9
1.9 Organization of Chapters	11



CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction	12
2.2 Concepts and Their Meanings	12
2.2.1 Motivation	12
2.2.2 Forms of Motivation	15
2.2.2.1 Intrinsic Motivation	15

2.2.2.2 Extrinsic Motivation	17
2.2.3 Performance	18
2.3 Theoretical Framework	20
2.3.1 Abraham Maslow's hierarchy of needs theory	21
2.3.1.1 Limitations of Maslow Theory of Needs	23
2.3.2 Herzberg Hygiene Theory	24
2.3.2.1 Limitations of Herzberg Hygiene Theory	26
2.4 Conceptual Framework	28
2.5 Conditions of Teachers in Developing Countries	29
2.6 Factors that Affect Teachers' Motivation	31
2.6.1. School Environment and Teacher Motivation	34
2.6.2. Community Support and Teacher Motivation	37
2.6.3 The Effect of Policy and Its Implementation on Teacher Motivation	37
2.6.4 Teachers' Identities, Personalities and Motivation	40
2.7. Teacher performance	42
2.8 Factors That Affect Teachers' Performance	45
2.8.1 Lack of Interest in Teaching Profession	45
2.8.2 Inadequate Salary and Other Benefit	46
2.8.3 Student Disciplinary Problem	49
2.8.4 Administration Problem	49
2.8.5 Teacher's Motivation	50
2.8.6 Job Satisfaction	51
2.9 Effects of Motivation on Teacher Performance	56
2.10 Summary of Literature Review	58


CHAPTER THREE: METHODOLOGY

3.1 Introduction	60
3.2 Research Paradigm	60
3.3 Research Approach	61
3.4 Research Design	62
3.5 Study Institution	63
3.6 Population of the Study	64
3.7 Sampling Technique and Sample Size	64
3.8 Data Collection Instrument	65
3.9 Trustworthiness	67
3.8.1 Credibility	67
3.8.2 Transferability	68
3.8.3 Dependability	68
3.8.4 Conformability	70
3.10 Data Collection Procedure	70
3.11 Data Analysis	71
3.12 Ethical Considerations	72
3.13 Chapter Summary	73



CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction	74
4.2 Demographic Characteristic of Respondents	74
4.2.1 Gender of Respondents	74
4.2.2 Educational Background of Respondents	75
4.2.3 Designation of Respondents	75

4.2.4 Working Experience of Respondents	76
4.3 Research Question One	77
4.3.1 Recognition	77
4.4 Research Question Two	80
4.5 Research Question Three	84
4.5.1 Teaching and Learning Materials	84
4.5.2 Interpersonal Relationship	87
4.5.3 Working Environment	90
4.5.4 Pupil-Teacher Ratio	93
4.5.5 Other Challenges	96
4.6 Research Question Four	99
4.6.1 Inadequate Salary and Incentives	99
4.6.2 Job Satisfaction	104
4.6.3 Administration Problem	107
	
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	
5.1 Introduction	109
5.2 Summary of Findings	109
5.3 Conclusion	112
5.4 Recommendations	114
5.5 Limitations and Areas for Further Study	115
REFERENCE	116
APPENDIX I: Interview schedule for teachers	130

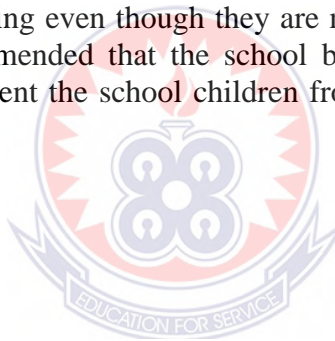
LIST OF FIGURES

Figures	Page
Maslow's Hierarchy of Needs Model	22
Conceptual Framework Diagram	29



ABSTRACT

Teachers play important roles in the educational system by developing their students to good resources for the country. Teachers' motivation is one of the important factors in realizing educational objectives in achieving high academic performance. The purpose of this study was to unearth the influence of motivation of school teachers on their performance in the Ajumako Catholic Basic School of the Ajumako Enyan Essiam District to aid the stakeholders of education identify the best motivational package for teacher. The objectives of the study were to know the various perceptions teachers have about motivation, to determine the various forms of motivation, factors that affect teachers' motivation and influence of motivation on teachers' performance. The study adopted Abraham Maslow's hierarchy of needs theory, Herzberg Hygiene Theory and David McClelland Need Theory. To achieve the objectives of the study, the study used a qualitative method. A total of fifteen (15) teachers participated in the study. The data collection instrument used was interview, and the gathered data were analyzed thematically. Some of the findings revealed that the teachers did not have adequate teaching and learning materials to teach the children. Again, teachers were being recognized of their performance through word of mouth and the school was not fenced causing fear and panic of the school children running unto the street during break time. The study concluded that some teachers are in the teaching profession because of the interest they have in teaching even though they are not satisfied with the salaries they receive. The study recommended that the school be fenced by the Parent Teachers Association (PTA) to prevent the school children from running unto the street during break time.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Understanding the importance of human resource is increasing in the present business environment (Davidson, 2005). Human resource is being considered as the nucleus of an organization; it is, no doubt, has become one of the biggest sources of competitive advantages for organizations (Rasheed *et al.*, 2010). In the competitive environment of today world, any competitive advantage achieved by the organization is copied or imitated by its competitors in the minimum time but there is very rare case to copy the talent and abilities associated with motivated staff, hence organizations need to invest more and more in human resource to improve qualities and skills of their workers for achieving organization's strategic goals and objectives (Robins & Coulter, 2005).

Motivation is something that influences a person's action and induces that person to continue in the course of action enthusiastically. According to Nelson and Quick (2003), motivation is the process of arousing and sustaining goal-directed behavior. Motivation is "the attribute that moves us to do or not to do something" (Broussard & Garrison, 2004). Robins and Coulter (2005) defined motivation as willingness to exert high level of inspiration to reach organizational goals, conditioned by the ability to satisfy some individual need.

Motivated teachers can deliver education and play other roles effectively. Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult and novel tasks".

The definition of motivation contains three essential elements, namely, need, motive or goal that triggers action, a selection process that directs the choice of an action and the intensity of effort that is applied to the chosen action. In essence, motivation governs behavior, attitude and performance, selection, direction and level of effort. Reeve (2001) stated that motivation usually comes from two sources: intrinsic and extrinsic. When people get motivation from the nature of work and the tasks assigned to them, the job design and work environment, etc., it is referred to as intrinsic motivation. Extrinsic motivation is linked with the factors like salary package, fringe benefits and other job perquisites

“Successful learning at school is the foundation of lifelong learning by individuals and the globalized, knowledge society of the future” (Skilbeck & Connell, 2014).

Teachers are central to the realization of all ambitious national and global educational goals. Therefore, it is very important that every pupil at school is well set on this path and primary school teachers are the ones who play the pivotal role in imparting knowledge to students in their formative years. According to Arifin (2012), teachers who are appointed today are not only molders of the leaders of the next generation, but they also act as role models to these future leaders.

Teachers play important roles in the educational system by developing their students to good resources for the country. Teachers are the levers to transform the hope into reality in a knowledge society. Teacher occupation is also considered one of the high job security careers (Kongcharoen, Onmek, Jandang, & Wangyisen, 2019). Therefore, teachers’ motivation is an imperative and inevitable objective of the institutions’ management in any educational institution.

Teacher motivation is one of the important factors in realizing educational objectives in achieving high academic performance. Low teacher motivation has led

to low student performance in academics. Thus, the learning environment and teachers' motivation upon knowledge development relatively need attention in our schools.

Teachers' motivation is an important player in the success and performance of an educational system. Teacher motivation is of paramount importance today than ever before. Teachers are considered the great givers fulfilling their students' knowledge and influencing their students' well-being. Since teachers are pivotal in an educational system, the government is struggling hard for teacher's motivation through various systematic approaches such as maximum possible compensation, career development programmes, teachers' empowerment, contemporary performance appraisal systems and maximum training sessions through conferences and workshops.

Arifin (2012) added that if teachers are happy, motivated and satisfied with their teaching profession, then greater student achievement will definitely be the end result. Teachers' decisions and attitudes are likely to affect the welfare and prospects of a country including the lives of the country's future generation.

Teachers' performance is a concern of everybody in the society. Performance is defined as "The act or process of carrying out something or executive of an action or a repetitive act or fulfillment or implementation" (Oxford Advanced Learner's Dictionary). The term teaching performance refers to the conduct of instruction: posing questions, providing explanations, giving directions, showing approval, engaging in the myriad instructional acts that a teacher performs in the classroom (Rao, 2001). In this regard, teacher performance affirms the teachers' role of teaching students in class and outside the class. The key aspects of teaching involve the use of instructional materials, teaching methods, regular assessment of students,

conduct of fieldwork. teachers' participation in sports, attending school assembly and guidance and counseling. As a result, teacher job performance is the teacher's ability to integrate the experience teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom (Ofoebgu, 2004).

Riaz (2000) pointed out factors that can influence teachers' work performance and motivation. Some of the factors are inadequate salary and non-salary benefits, work itself, the nature of work environment, personal relation with students and the teacher, disciplinary problems of the students, parents, community and teachers' perception to teaching, and administrative problems. Tealdi (2005) has found that motivation is a compulsory ingredient for job retention and motivation is the common element between job retention and job performance of employees. Therefore, this is much important for management of an institution to ensure that the employee is motivated enough to perform well and to be retained in the institution for longer period of time.

With regard to motivation factors and hygiene, many studies have found that motivation led to positive attitude, because people were willing to do things that gave them what they want, which is the ultimate goal of human existence (Herzberg *et al.*, 1959). Work motivation of a teacher could be determined by job description, function and internal factors, such as attitude and individual values. Teachers having high motivation should ideally work with a positive association. If teachers have good attitude to the job, they will teach effectively (Kongcharoen, Onmek, Jandang, & Wangyisen, 2019).

In Ghana, Universal Basic Education with suitable learning outcomes can only be attained if teachers are sufficiently resourced and motivated. Teachers are vital to

the realization of ambitious national and international education goals. Also, teachers are the bedrock of the education system. Nevertheless, there are growing concerns that teachers in Ghana as in other developing countries are increasingly demotivated which is reflected in deteriorating teacher performance and learning outcomes especially at the basic level of the educational system (Acha, 2010).

High teacher-student ratio, no car loan, maintenance allowance coupled with frequent delays in the payment of their remuneration, absence of staff accommodation, poor or no staff meals tend to reinforce absenteeism, low morale and lack of commitment to work (Wahab, 2012). Previous studies investigating why Ghanaian teachers leave the profession cited inadequate remuneration, low prestige for teachers and lack of opportunities for promotion as the major factors of teachers' de-motivation (Bame, 1991).

1.2 Statement of the Problem

There have been many attempts by governments to address the motivation concerns of staff of the Ghana Education Service. Examples include; offering good conditions of service, and good salary. These initiatives were aimed at addressing negative work-related behaviors such as lateness to work, absenteeism and vacation of post without notice. In spite of these initiatives to motivate teachers, in recent years, teachers still complain about low salaries. Studies have found poor or non-implementation of conditions of service and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors of lack of motivation for teachers (Cobbold, 2007).

Report by most Circuit Supervisors in Ajumako Enyan Esiam District (District Education Office Inspection Report, October, 2015) revealed that teachers were devoting

less and less time to extra-curricular activities, teaching preparation, and marking of external examination scripts due to dissatisfaction with motivation. Therefore, deteriorating standards of professional conduct, which includes serious misbehavior (in and out of the work place), and poor professional performance have been observed in some schools.

Studies have found poor or non-implementation of conditions of service and deplorable socio-economic conditions in rural areas where most teachers work, as additional factors of lack of motivation for teachers (Cobbold, 2007). All these research findings point to the fact that teachers in Ghana and other developing countries are not motivated enough to attract more people into the teaching profession. The apparent effect of this is lack of quality education delivery in schools, especially in the public basic schools.

In addition, teachers complain about poor conditions of service and lack of motivation. These situations have resulted in industrial strikes by teachers and consequently affected quality teaching and learning and performances of teachers' and subsequently, students on the whole. However, several studies have revealed salary payment as induced greater commitment to teaching (Ubom, 2002; Ayeni, 2005; Kazeem, 2017). The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of teachers and students in basic schools in Ghana including those in the Ajumako-Enyan Essiam District.

Lack of teacher motivation causes teachers to become unproductive, sometimes absenting themselves from school, unable to be creative and innovative cooperating negative culture in schools and can create conflict among teachers. Several researches have been done internationally by Tehseen and Hadi (2015), Yemiru (2016) and Novita (2010) on motivation with the focus on different people. In Ghana, few researches have

been undertaken by Osei-Adjei (2012), Kwapong, Opoku and Donyina (2017) and Donkor and Niamatu-Lai (2017) which focused on motivation of employees in different working sectors.

The problem is that, teachers who have been posted to Ajumako Catholic Basic School leave the school to different school frequently which is due to lack of motivation. Lack of teacher motivation leads to poor performance and negative attitude in schools. Some have researched on motivation in different institutions and on different groups of people but none has been done on motivation on teacher performance at Ajumako Catholic Basic School in the Ajumako Enyan Essiam District. This is why the motivation for this research and also to fill a void in the literature.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of motivation on teacher performance in the Ajumako Catholic School. The goal is to aid the stakeholders of education identify the best motivational package for teachers to boost their morale to give out their best at school.

1.4 Objectives of the Study

The objectives for this study were as follows:

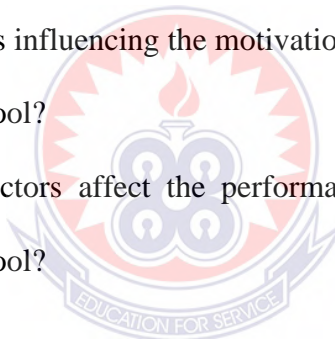
1. To explore the various forms of motivation for teachers in Ajumako Catholic Basic School.
2. To assess the various perceptions of motivation by teachers in Ajumako Catholic Basic School.

3. To discover the factors that affect teachers' motivation in Ajumako Catholic Basic School.
4. To assess the factors that affect teachers' performance in Ajumako Basic Catholic School.

1.5 Research Questions

The following research questions were formulated to guide the study.

1. What are the various forms of motivation for teachers in Ajumako Catholic Basic School?
2. How do teachers in Ajumako Catholic Basic School perceived motivation to be?
3. What are the factors influencing the motivation levels of teachers in A Ajumako Catholic Basic School?
4. Why do certain factors affect the performance of the teachers in Ajumako Catholic Basic School?



1.6 Significance of the Study

The study assesses the influence of motivation on teacher performance in Ajumako Catholic Basic School. This motivation was driven by the low level of concentration on teacher motivation as compared to employees of other organizations which have caused an acute shortage of qualified teachers in the basic and second cycle institutions due to high migration of teachers to other sectors that is high rate of teacher 'turnover' (GNAT Report, 2013). The findings of the study on the influence of motivation on teacher performance at Ajumako Catholic Basic School in the Ajumako Enyiam District

would help the district to put mechanisms in place to address and enhance teacher motivation.

The study provides stakeholders like Parent-Teacher Associations (PTA), Past Students' Association, School Management Committee (SMCs) and Assembly Members information that allow them to provide useful suggestions to the enhancement and learning in Ajumako Enyan Essiam District.

Finally, the study serves as a contribution to the body of existing literature related to motivational systems in the Ghana Education Service. Therefore, the findings serve as a source of reference and a guide for other researchers and contribute to existing knowledge in the field.

1.7 Delimitation of the Study

Ideally, research on such an important aspect of educational administration and management, the influence of teacher motivation and performance should have covered the entire population of teachers in the Ghana Education Service but this study is limited to only the Ajumako Enyan Essiam District of the Ghana Education Service in the Central Region. The researcher deemed it expedient to research on motivation and its effects on teacher performance of the school. The school was chosen because of proximity, accessibility and convenience for the researcher so that the effects of motivation on teachers will be assessed by their performance.

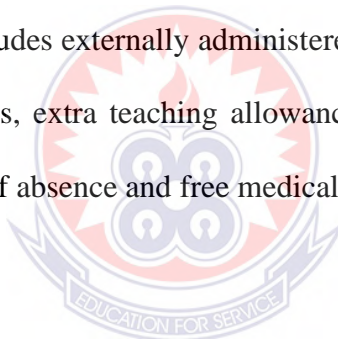
1.8 Operational Definition of Terms

There are two main concepts such as motivation and teacher performance used in this study. However, these concepts need to be clarified. That is, what the researcher means

by teacher motivation and teacher performance in order to draw meaningful conclusions about them. Moreover, definitions of concepts and their clarifications (conceptualization and operationalization) would enable the researcher to find ways to measure the variable of interest. For this reason, some concepts used in this study are defined to avoid misunderstanding or misinterpretation and also to help future researchers to replicate the study.

a. Extrinsic motivation

Extrinsic motivation, according to Sansone and Harackiewicz, (2000), results from the attainment of externally administered rewards including remuneration, material possession, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers includes externally administered rewards like remuneration, free accommodation, free meals, extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical.



b. Intrinsic motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and positively affects behaviour, performance, and well-being (Ryan & Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforces. In this study, intrinsic motivation of teachers includes job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

c. Teacher performance

Teacher performance it is the set of actions, attitudes, and behaviors in the teaching-learning environment that results in achieving educational goals for students. It is the assessment of a teacher's performance rating. As an evaluation factor, the teacher performance dimension is based on direct observations of a teacher's practice (including materials and other instruction artifacts) and walkthroughs that are performed by a credentialed evaluator.

1.9 Organization of Chapters

The study was organized into five chapters. Chapter one which is the introduction covering the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and delimitation of the study. Chapter two focused on the theoretical framework and empirical literature review of the study. Published and unpublished works were reviewed on teacher motivation and performance.

Chapter three focused on the methodology which consisted of the: research approach, research, design population, sampling technique, sample size, data collection instrument, data collection procedures, how data were analyzed and ethical considerations. Chapter four discussed the data presentation and discussion of findings. Chapter five focused on the summary of the whole study, conclusion from the findings and recommendations based on the findings.

CHAPTER TWO

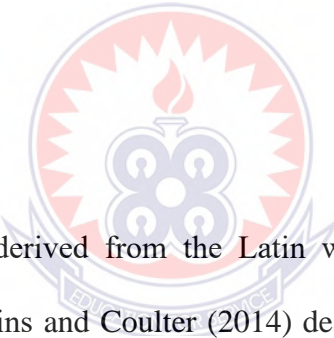
LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to review existing literature done by researchers with regard to motivation and teacher performance. This chapter discusses past literature that are relevant to the topic under study. Among the themes reviewed in this chapter are: the concepts and forms of motivation, theoretical framework, teacher performance, motivation and teacher performance, factors that affect teacher performance, effects of motivation on teacher performance and empirical review.

2.2 Concepts

2.2.1 Motivation

The logo of the University of Education, Winneba, is a circular emblem. It features a central lamp with a flame, set against a background of a sunburst. Below the lamp are three stylized human figures. The emblem is surrounded by a banner with text, and the entire design is enclosed in a circular border.

The word motivation is derived from the Latin word “movere”, which means to “transfer” or “push”. Robbins and Coulter (2014) describe motivation as a process by which a person’s efforts are energized, directed and sustained toward attaining a goal. Motivation is central to any discussion of work behavior because it is believed that it has a direct link to good work performance; it is assumed that the motivated worker is the productive worker (Riggio, 2014). Sansone and Harackiewicz (2000) define motivation as an internal mechanism that guides behavior. This can be referred to the catalyzer for individual employees to enhance their working performance to achieve organizational performance (Sekhar et al., 2013).

Motivation is a complex phenomenon which is influenced by individual cultural, ethnic and historical factors. Motivation has been defined by people from different angles.

Motivation is something that moves a person into action and induces that person to continue in the course of action enthusiastically. To Nelson and Quick (2003), motivation is the process of arousing and sustaining goal-directed behavior.

According to Latham and Ernest (2006), motivation was seen as only monetary in the 1900s. However, in the 20th century, it was discovered that motivation had to do with more than money. It was discovered that, there were different factors that motivate people. In their view, employees' satisfaction with their work is an important indicator for good work performance and happy employees. To them, motivation is a psychological factor which affects workers' mental attitude and health. Therefore, in order to be motivated, a person's needs must be fulfilled. If not, that person's self-esteem and self-actualization cannot develop.

Motivation is concerned with people's behaviours and actions to attain their goals and purposes in order to satisfy their needs and desires. It can be defined or characterised as the forces acting on or within a human being that cause him or her to behave or act in a specific goal-directed manner; it is an inner drive or an external inducement to behave or act in some particular way, typically a way that will lead to rewards and would reflect on the individual's outcomes (Taghipour & Dejban, 2013). Work motivation is one of the most important used tools to induce employees to achieve an efficient and effective result.

Employee motivation is one of the strategies of managers to enhance the effective job performance of the workforce in organisations (Taghipour & Dejban, 2013). Vroom (1964), as cited by Kreitner & Kinicki (2012:247), declared that "motivation boils down to the decision of how much effort to exert in a specific task situation". Work motivation is the process that links strategic goals with the effort made by the directed manpower or human resources. It is a set of energetic forces that originate within as well as beyond an

individual's being, and determines the form, direction, intensity and duration of a work-related behaviour.

Motivation is the characteristic that is required in order to achieve anything in life; without it one will give up at the first sign of adversity. From the previous definitions and interpretations, it is clear that motivation performs an influential role in promoting employees' job performance and productivity. It is also, to some extent, the way that managers evaluate employees' effort, behaviour, performance, productivity and efficiency. Managers, therefore, need knowledge about its different goals, types, situations, circumstances, and methods of utilizing and controlling it. To set up a realistic, appropriate motivation programme, managers should study the situation of the employees, production levels, workplace climate and other important elements which contribute in establishing an effective and efficient organisation motivation system. Choosing the right time and methods to motivate the employees to achieve what the managers are looking for, in order to achieve the organisation's strategic goals is an important task in an organisation's strategic plan (Boswell et al., 2006).

It therefore implies to motivate, activate and encourage a person to do their best. Motivation will compel a person to think "If I can't, then I must" and will cause them to do whatever it takes to become successful. Motivation is a drive that pushes an individual to act and perform specific tasks and actions. An individual, if motivated, will attain good results as compared to the others who lack motivation (Pinder, 2014).

Motivation is a critical ingredient in employee performance and productivity. Even when people have the right skills, clear work objectives, and a supportive work environment, they would not get the job done without ample motivation to meet those work objectives (Mullins, 2006). He elaborates those motivated employees are enthusiastic to exert a

certain level of effort (intensity), for a certain amount of time (persistence), toward a distinct goal or direction.

The cited definitions shared some implicative commonalities. Firstly, motivation is in-built in every human being and only needs to be activated or aroused. An example is a teacher having in-built love for teaching. Such a teacher will go far and give in the best when motivated either physically or psychologically or both physical and psychological. Secondly, motivation is temporal as a motivated person at one time can become demotivated at another time. Hence, teachers' motivation must be sustained and nourished after it has been effectively activated to enhance performance.

2.2.2 Forms of Motivation

Motivation, the drive to satisfy a need and to stimulate people and bring out that natural drive to do a good work ultimately comes from within an individual. People are motivated by a variety of things. There are two forms of motivation, which are intrinsic or extrinsic.

2.2.2.1 Intrinsic Motivation

Intrinsic motivation is an inducement derived from within the person or from the activity itself and, positively affects behavior, performance, and well-being (Ryan & Deci, 2000). Intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” as well as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000b, pp. 55-56). Intrinsic motivations include fun, enjoyment, interest, novelty, aesthetic value, and challenge as

opposed to external pressures or monetary rewards. Employees whose autonomy and competency are supported are more likely to develop intrinsic motivation.

Intrinsic motivation is said to exist when behaviour is performed for its own sake rather than to obtain material or social reinforcers. In this study, intrinsic motivation of teachers includes work satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and teaching as one's goal in life. Intrinsic motivations are self-generated factors that influence people to move in a particular direction. These factors include responsibility (feeling that the work is important, and having the work is important, and having control over one's own resources), autonomy (freedom to act), scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement.

Bandura's (1997) Self-Efficacy and Ryan and Deci's (2000) Cognitive Evaluation Theories throw more light on the subject of motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant (Mahadi & Jafari, 2012). According to them, intrinsically motivated employees with more autonomy and competence make efforts to decrease their burnout and turnover intention readily and voluntarily because their work is interesting and fun.

Frey and Osterloh (2002) distinguish between three forms of intrinsic motivation. In the first, people engage in an activity for its own sake, since they find the activity itself as a source of joy and satisfaction. Examples can be hobbies that one chooses to pursue, or in the work context fulfilling an interesting task. The second form is activities which are tedious and unexciting, but their accomplishment is a source of pleasure. For instance, meeting a deadline at work brings a sense of achievement, albeit the process is sometimes arduous. In the third form of intrinsic motivation, it is a matter of compliance with

standards for their own sake that propels people to act. These may be ethical standards one feels a need to respect, commitment to group members, or the desire to act according to values of material or procedural fairness.

2.2.2.2 Extrinsic Motivation

This is what is done for or to people to motivate them. This includes rewards such as increased pay, praise, promotion, and punishment, such as disciplinary action, withholding pay, or criticism. According to Armstrong (2006), extrinsic motivation can have an immediate and powerful effect, but it will not necessarily last long. It is therefore expected that if management gives extrinsic motivation to staff it would entice the staff to give of their best to the agency in terms of achieving organizational goals.

Extrinsic motivation refers to “doing something because it leads to a separable outcome” (Ryan & Deci, 2000b, p. 55). According to Sansone and Harackiewicz (2000), extrinsic motivation results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations from others. In this study, extrinsic motivation of teachers includes externally administered rewards like remuneration, free accommodation, free meals, weekly duty, extra teaching, allowances, advance payments in case of financial problems, leave of absence and free medical care. Extrinsic motivation comes from outside of the teacher. It is related to tangible rewards. Externally motivated people may become self-determined through the internalization and integration of externally motivated tasks (Ryan & Deci, 2000b). According to Grouzet *et al.* (2004), extrinsic motivation can either be autonomous or controlled in nature. Autonomous extrinsic motivation denotes an external regulation or, which a user determines to be personally valuable or endorsing (Grouzet *et al.*, 2004). In contrast, controlled extrinsically motivated behavior is related to activities that are mainly

conducted because of internal pressure (guilt, pride and ego) or external obligation (reward and punishment) (Vallerand & Blssonnette, 1992; Deci *et al.*, 1999).

2.2.3 Performance

Performance is one of the ways to measure the extent of its effectiveness. The need for the ability to set goals and objectives to achieve its performance and how to improve the overall organizational performance is undoubtedly the most important organizational goals and objectives. Self-determination Theory postulates that autonomous motivation should be conducive to optimal performance. When people understand the worth and purpose of their job and feel ownership and autonomy in carrying it out, they may perform better at work. Such motivation is derived from one's values and interests; it is purposive, enjoyable, amplifies energy and provides enough reasons to accomplish tasks more effectively (Deci *et al.*, 1999).

According to Aguinis (2009), performance is about behaviour or what workers do, and not what workers produce or the outcomes of their work. Performance is an effort along with the ability to put efforts supported with the organizational policies in order to achieve certain objectives. This concept differentiates performance from outcomes. Outcomes are the result of an individual's performance, but they are also the result of other influences.

Cole and Kelly (2011) describe performance as a continuous process for improving the performance of individuals by aligning actual performance with that desired (and with the strategic goals of the organization) through a variety of means such as standard-setting, appraisal and evaluation both informally or systematically through appraisal interviews and goal-setting. Job performance is defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational

goal accomplishment while task performance are employee behaviors that are directly involved in the transformation of organizational resources into the goods or services that the organization produces (Colquitt, Lepine & Wesson, 2014).

Performance of the teachers in schools is highly affected by motivation. Teachers are when motivated their performance automatically reached towards high level. In schools teacher's performance can be mapped well through arranging training programs for the teachers and they will get motivated and their confidences will also increase. Motivation has a direct and positive effect on job performance when we properly account for effort. Effort has a positive effect on job performance.

However, individual's performance is the result of both behaviour and accomplishment. The behaviour is also an outcome in itself, it is the product of mental and physical effort applied to the task, which can be judged apart from the outcome or result (Armstrong, 2006). The implication of this conceptualization is that behaviour alone is not sufficient to cause high performance. Therefore, performance has two parts, an activity (behaviour) and the outcome of the activity. Job performance, thus, is not just a matter of output, but also an internal state. It could, for instance, be associated with personal feelings of achievement, either qualitative or quantitative. It is also associated with other management factors such as motivation and work environment. The nature of job performance and its influence on work efficiency and productivity are difficult and complex issues; thus, its meaning can be interpreted differently, reflecting different individuals' perspectives. Individuals' needs, expectations, and norms are different. Consequently, their job performance perspectives will vary accordingly (Locke & Latham, 2002).

According to Comm and Mathaisel (2000), job performance can be seen as the difference between the process of achieving the job and the perception or expectation of how it should be performed. The complexities of job performance can be divided into different factors, e.g., management or supervision, job environment, and different types of motivations associated with the employee's workplace climate to determine whether the employees are motivated or not, and to what extent that is. To achieve the desired level of performance, individuals' behaviour needs to be channelled towards specified goals in order to produce the desired and useful level of accomplishments (performance). It is also important that the employee expects that a specific effort will result in achieving a particular level of performance. This expectation is important for employees to be motivated to exert much effort towards achieving better performance. Researchers and theoreticians from the previously discussed motivation theories' perspective, would appear to agree that employee work motivation leads to higher individual performance when compensation is contingent upon a measure of performance (Locke & Latham, 2002; Taghipour & Dejban, 2013).

2.3 Theoretical Framework

A theoretical framework is the 'blueprint' or guide for research (Grant & Osanloo, 2014). It is a framework based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study. It is a blueprint that is often 'borrowed' by the researcher to build his or her own house or research inquiry. It serves as the foundation upon which research is constructed. A theoretical framework guides the researcher not to deviate from the confines of the acceptable theories to make scholarly final conclusions. Eisenhart (1991) contends that the theoretical framework helps the researcher in considering alternative theories that might challenge his or her perspective,

thereby enriching the strengths of the study. The theoretical framework, thus, aids the researcher in finding an appropriate research approach, analytical tools and procedures for his/her research inquiry. It makes research findings more meaningful and generalizable (Akintoye, 2015).

There are several theoretical frameworks on motivation. The theories include McGregor's Theory X and Theory Y, Maslow's Hierarchy of Needs Theory, Herzberg's Motivator and Hygiene Factors and David McClelland Need Theory. For the purpose of this research Abraham Maslow's Hierarchy of needs Theory and David McClelland Need Theory was used.

2.3.1 Abraham Maslow's hierarchy of needs theory

Abraham Maslow's hierarchy of needs theory is one of the most popular needs theories. In this theory, motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. These needs exist in a hierarchical order. In other words, lower-level needs must be met before higher-level needs can be met. This theory can also be applied to help us understand employee motivation in the workplace.

The first need of human according to Abraham Maslow is the physiological needs. With the physiological needs which are the basics of every human survival include breathing, food, water, sleep homeostasis and erection. The second need of human according to Abraham Maslow is the safety needs. The safety needs include security of body, employment, resources, morality, health and property. Friendship, family and sexual intimacy belong to the third hierarchy of the theory which is the love or belonging need. Self-esteem need of human is the next level of needs which include confidence, respect of others and respect by others. Esteem for oneself that is dignity, achievement, mastery,

independence and the desire for reputation or respect from others are very necessary in one's life at one point or the other. The last of Maslow's Hierarchy of needs is the self-actualization. Morality, creativity, spontaneity, problem solving, lack of prejudices, acceptance of facts are the needs of self-actualization. Self-actualization is realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming".

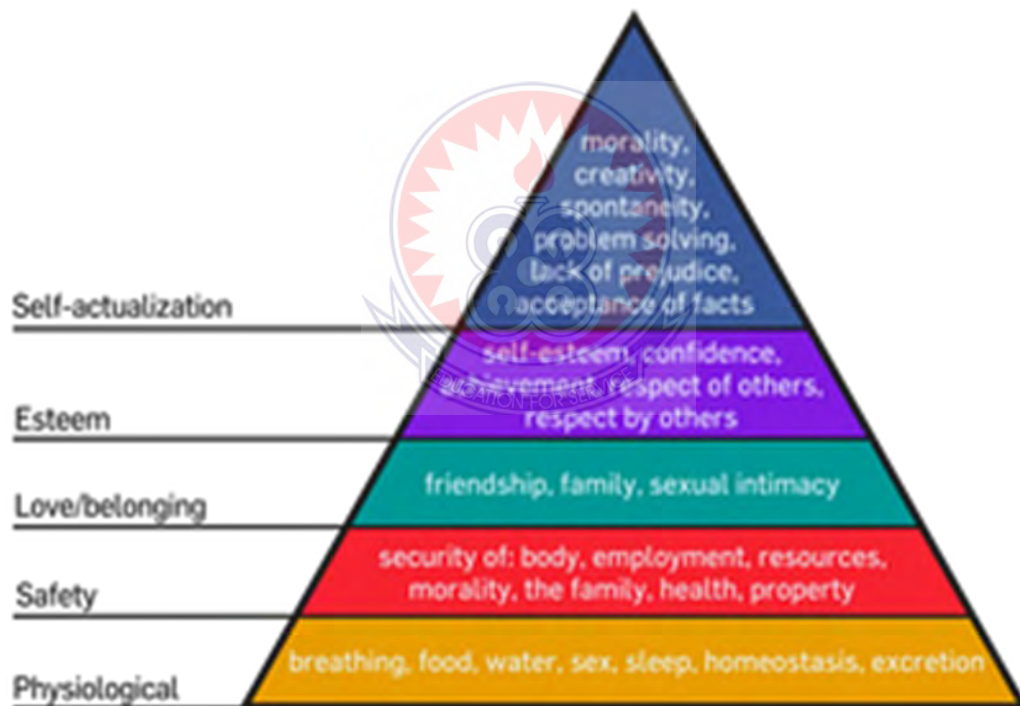


Figure 2.1 Maslow's Hierarchy of Needs Model

Almost all teachers need some kind of motivation in their work. Their motivation differs from teacher to teacher. What motivate a teacher might not motivate the other. A teacher's physiological needs might be food, water, sleep, breathing, clothing and many

more. If these needs are not satisfied the human body or the teacher cannot function optimally. The safety needs of a teacher may include security at school such as having conducive environment in the classrooms and on the school compound, fencing the whole school to prevent intruders and outside distractions. The need for belongingness on the side of teachers is the need to form association in the school so that teachers get the opportunity to interact with each other because they find themselves in a small group. Esteem for oneself is also necessary in every teacher's life. The need for dignity, achievement, mastery, independence and desire for reputation or respect from others are very important. Teachers need recognition for their work done and their efforts in school. They also need to be shown respect in their line of duties either by their colleagues or by the students. Self-actualization of teachers which is realizing personal potential, self-fulfillment, seeking personal growth and peak experiences are necessary for teachers.

2.3.1.1 Limitations of Maslow Theory of Needs

This theory is one of the useful guides for assessing the needs of humans, nevertheless, Maslow's theory has its share of criticisms. While Maslow's hierarchy makes sense from an intuitive standpoint, there is little evidence to support its hierarchical aspect. There is evidence that contradicts the order of needs specified by the model. For example, some people happen to place social needs first before any other need. Also, there is little evidence to suggest that people are motivated to satisfy only one need level at a time, except in situations where there is a conflict between needs (Reid-Cunningham, 2008).

Another criticism of Maslow theory is seen by Kuo-Suo (2004). According to Kuo-Suo, Maslow's esteem and self-actualization needs are highly personal and individualistic in nature, whereas societies that are collectivistic in nature define esteem and self-

actualization in terms of one's service to the group, community, and the whole nation. Therefore, the application of Maslow's linear approach is limited in cross-cultural settings.

2.3.2 Herzberg Hygiene Theory

Herzberg's motivation-hygiene theory explores employees' motivators at work. It indicates two main factors: motivation and hygiene, which are related to job satisfaction and dissatisfaction factors that are created in the workplace. Herzberg was a supporter or advocate for job enrichment and encouraged people to build motivational factors into jobs (Bassett-Jones & Lloyd, 2005). Motivator factors are intrinsic factors such as achievement, recognition, work itself, responsibility, and growth. They help to increase satisfaction but have little effect on dissatisfaction.

Herzberg declared that promoting employees' satisfaction is very much influenced by and associated with motivating factors which would reflect on more effective performance (Deci & Ryan, 2008; Herzberg, 1968; Kunz & Pfaff, 2002). Hygiene factors, on the other hand, are extrinsic factors such as pay, benefits, material possessions, company policy and administration, supervision, interpersonal relationships at work, work environment, status, prestige, job security, etc (Van Herpen et al., 2005). These factors have little effect on long-term motivation, but their absence or inadequacy causes dissatisfaction. Motivation factors are associated with employees' experiences and the way they are permitted to perform their jobs.

The theory further explained that individuals will be motivated if their intrinsic achievement, work motivators, relationship, and advancement needs are satisfied (Kreitner & Kinicki, 2012). It is clear that both extrinsic and intrinsic motivation predict important organisational outcomes like job performance (Reio & Callahan, 2004).

Nonetheless applying intrinsic motivation factors alone does not generate and maintain a high level of preferred employee's behaviour; therefore, hygiene or extrinsic factors are essential and imperative (Agarwal, 1998). In fact, many scholars and practitioners assert that the primary goal of incentives and reward programmes is to enhance extrinsic motivation by satisfying the employee's needs or desires indirectly through means of pay, benefits, bonuses, status, job security etc. Most employees would prefer to acquire more incentives, e.g., the ability to receive cash bonus as well as having a percentage of their total pay in flexible bonuses. It is worth mentioning that the most important motivators to employees are those things that they value (Wiley, 1997).

Hygiene factors can structure an appropriate work environment for employees and help to avoid unfairness and unpleasantness at work (Anthony et al., 2014; Kunz & Pfaff, 2002). According to Fincham and Rhodes (2012), Herzberg's theory is mostly associated with and applicable to organisations due to its results, which come from a dual character of his work.

Herzberg's two-factor theory as advanced by authors such as Mullins (2005) and Armstrong (2006) show that employee satisfaction stems from two different sources. According to Mullins and Armstrong, these are hygiene or maintenance factors and motivations or growth factors. Mullins and Armstrong argued that if hygiene factors are available, they do not necessarily produce motivation but their absence can create employee dissatisfaction. Examples of these factors are salary, status, job security, working condition, company policy, peer relations and supervision.

These are extrinsic to the job and are similar to Maslow's basic needs as described earlier. The growth factors on the contrary are intrinsic that is, they are more related to employees feeling of accomplishment or job content rather than the environmental factors or job context. Examples of these factors are: achievement, recognition,

advancement, growth possibilities and opportunities. Certo (2000) in contributing to Herzberg's theory asserted that employees are most productive when a combination of desirable hygiene and motivating factors are provided in organizations. Certo (2000) concluded that employers cannot motivate employees by giving them just increasing pay every year but what matters most is to note that employees will have to be given the opportunity to experience motivating factors such as the ability to learn new skills and to assume responsibility.

In brief, this is to prompt employers that they need to consider a variety of ways to get employees motivated. The motivation-hygiene theory implies that managers must focus their efforts in two areas: ensuring that hygiene factors are sufficient to avoid any employee dissatisfaction, whilst also ensuring that the work is rewarding and challenging enough to motivate employees to work harder. The theory does not only describe employees' needs but also goes further and presents how to enrich jobs and make the human resource or manpower more motivated, which is one of the reasons for so much interest in the theory.

In relating the theory to teachers in Ajumako Enyan Essiam District, teachers should not only be motivated intrinsically but also extrinsically too. Intrinsic motivators such as achievement, recognition, growth should come with bonuses, job security, salary and others so that teachers in Ajumako Catholic Basic School in Ajumako Enyan Essiam District be motivated to perform their best.

2.3.2.1 Limitations of Herzberg Hygiene Theory

While there has been support for Herzberg's theory by many scholars and practitioners, Herzberg's perception of motivations and job satisfaction is simplistic and does not

account for employees' difficulties and complications at the workplace. Most empirical studies refute predictions based on this theory. Needs for income or pay, recognition and responsibility, for example, have been shown to operate both as motivators and as hygiene factors (Maidani, 1991). According to Wiley (1997), employees' motivational preferences changed over time. He indicated that extrinsic motivation rewards or factors are preferred by many employees. He concluded that good wages or high income was most selected as the top motivator (Wiley, 1997).

Herzberg hygiene theory also has its share of criticisms. Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors. This is because people will tend to claim that their own performance and role provides them with satisfaction, whilst blaming any dissatisfaction on factors outside their control, such as salary, managers and colleagues.

Another weakness is that Herzberg's methodology was flawed in that the sample size was not representative; so, the results cannot be generalized and his conclusions were not representative of even his flawed data. Contrary to what the theory suggests, most people in his sample did not fall into the extremes of orientation towards work he suggested but tended to be on a continuum between the two. Other weaknesses were that there was no overall measure of satisfaction, inconsistency in the determination of satisfaction and productivity. Despite its weaknesses, Herzberg's theory has been broadly read and its enduring value is that it recognizes that true motivation comes from within a person.

2.4 Conceptual Framework

When adequate extrinsic motivators in the form of good remunerations, free accommodation, free meals and allowances are given to teachers, it will increase their performance in their various schools in Ajumako Enyan Essiam District. In the same way, if intrinsic motivators in the form of job flexibility, promotion, recognition from the community and the love for teaching are adequate in the various schools in the district, teachers' performance will be enhanced in the form of regular attendance to school, regular marking of exercises and feed back to students and also effective instructional delivery. All these forms of motivations will enhance performance if the intervening variables like good human resource management, availability of instructional materials, school supervision and good physical infrastructure are in place to the basic schools in Ajumako Enyan Essiam District.

To establish the link between these motivations, working condition as a source of motivation and the teachers' performance, a theoretical framework was constructed. This study considers motivation as a dependent variable to working condition in one case, while in the second case, it is an independent variable to performance. In the third case, performance is considered a dependent variable to working condition. In the final case, working condition plays a moderating role between motivation and teacher's performance. The main characteristics of the framework include explicit descriptions of the variables pertinent to the analysis, a commentary on how the variables are related to one another (which is done in relation to the essential relations that are theoretically formed among these variables).

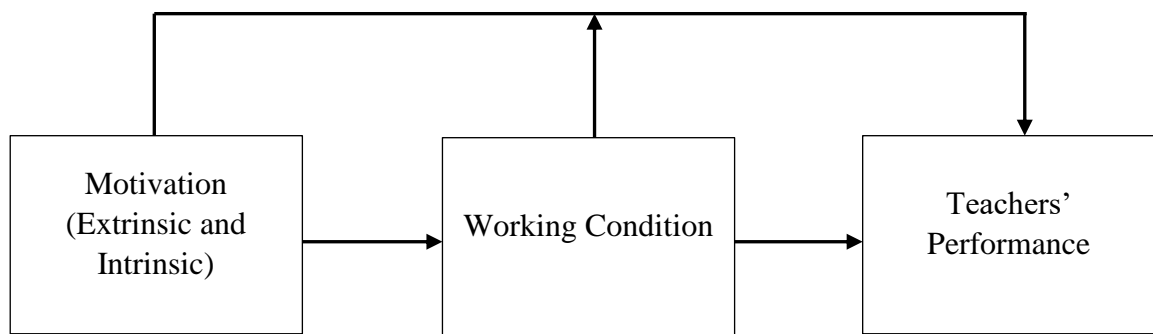


Figure 2.2 Conceptual Framework Diagram

2.5 Conditions of Teachers in Developing Countries

“Everybody values education, but nobody wants to be a teacher” (Towse et al. 2002 p637). Teaching – especially at basic level – is not considered to be an ideal job in developing countries, including Sub-Saharan Africa. There is a tendency for teachers not to stay long in the profession (Guarino et al. 2006; Inman & Marlow, 2004; Hanushek et al. 2004; Bennell 2004), as it is not perceived to be a long-term career (Hedges, 2000; Bennell 2004).

One of the reasons why developing countries have difficulty in retaining teachers is that their salaries are low and continue to deteriorate (Towse et al. 2002; Bennell & Akyeampong 2006). Along with the expansion of education and an enormous rise in enrolment, teachers’ salaries put immense strain on the economy, which inevitably leads to poorer pay (Hurst & Rust 1990). Indeed, Bennell and Akyeampong (2006) suggest that in some countries in Africa – including Ghana – a teacher’s salary does not meet basic household needs. As a consequence, teachers are often forced to take a second job (Lambert 2004; Hurst & Rust 2000; Kadzamira 2006).

Lambert (2004) argues that the low level of pay is a hangover from colonial administrations. Basic school teachers in Anglophone countries, unlike francophone ones, have relatively low salaries, while education coverage (i.e., enrolment) is high. In Anglophone countries, missionary education was considered to be part of the education system but teachers' salaries were not pinned to a government scale (Lambert 2004). This suggests that there could be a wide range of salaries among teachers within a single Anglophone country; and such a factor might equate to different levels of teacher commitment, as payment is the most basic form of reward for a teacher's work.

Another reason is the low status of basic school teachers. Due to the expansion of the teaching force, the profession has lost the elite status it enjoyed in the 1940s, 50s and early 60s simply because teachers are now no better educated than rest of the community (VSO 2002; Hurst & Rust 2000). Moreover, with rapidly expanding basic education sectors, the entry requirements for teacher training college have been lowered and the general educational competence of trainee teachers has deteriorated (Lockheed & Verspoor 2001). Governmental efforts to enhance enrolment – especially at the basic level – have also resulted in a massive demand for the recruitment of a large number of unqualified and untrained teachers, often on temporary and poorly remunerated contracts (VSO 2002). Finally, there is a marked difference in the status of primary and secondary school teachers (Hurst & Rust 2000); basic level teaching is a semi-professional profession. Basic school teachers' prospects of low salary and status do not attract the most educationally accomplished trainees. In a study of trainee teachers in Tanzania, Towse et al. (2002) suggest that one of the main reasons why students choose the profession is their poor academic background, which does not allow them to pursue university education.

The Multi-site Teacher Education Research Project (MUSTER) studies conducted from 1997 to 2002 also found that trainee teachers had low educational qualifications in terms of the secondary school leaving certificates of the countries under study – Ghana, Malawi and Lesotho. Studies in South Africa and the Gambia (Jessop & Penny 2008), and in Tanzania (Towse et al. 2002) have reached similar conclusions. Many teachers themselves tend to regard going to teacher training college as a second-best option to university entrance; it is a last resort or a stepping stone to a teaching career in secondary or higher education, or to other better paid jobs (Hedges 2000; Akyeampong & Lewin 2002).

The general situation of teachers depicted in previous studies is often actually that of trained teachers. Although untrained teachers are a big teaching force in developing countries, especially in rural areas (VSO 2002), little attention has been paid to their living and working conditions. Untrained teachers do appear in some studies (World Bank 2004; Mulkeen & Chen 2008; Mpokosa et al. 2008) but only as a subgroup in educational statistics. Akyeampong & Asante (2005) studied basic school teachers' motivation and incentives in Ghana with the use of a mixed methods approach, but conducted their analysis in terms of a comparison between rural and urban contexts. Thus, the manner in which untrained basic school teachers perceive the job has not yet been explored.

2.6 Factors That Affect Teachers' Motivation

According to Bermosa (2008), the most important factor in the teaching learning process is the teacher and without them education will not be possible. He continues to state that teachers are like computers who are always engaged in multi-tasking. They perform

various tasks not only as teachers but as facilitators, advisers, guidance counsellors, friends, confidantes, parents and many others. It had never been easy to perform the many and varied tasks of a teacher.

Teacher motivation greatly depends on several factors which include; high remuneration, effective in-service training, teachers' participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning materials, conducive working environment, morale support from parents, students' academic performance and effective co-operation from heads of school

Employees want to earn reasonable remuneration and payment, and employers desire their workers or staff to feel that is what they are getting. Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Sara *et al.*, 2004). The absence of money de-motivates teachers it has the preeminence to magnetize, maintain and motivate individuals towards higher performance. Frederick Taylor and his scientific management associate described money as the most fundamental factor in motivating the industrial workers to attain greater productivity (Adeyinka, 2007).

Rewards are management tool that hopefully contributes to organizations' performance by influencing individual or group behavior. All organizations use remuneration, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees (Reena *et al.*, 2009).

Poor school leadership de-motives teachers, also teachers' motivation can be hindered by some other factors such as; low wages when compared with other professionals, lack of career advancement opportunities, high teacher-pupil ratio, poor working environment, irregular payment of teacher remuneration and low status in the society.

Generally, all these hindering factors of motivation affect teachers at the basic school level, through low work performance, absenteeism and lateness to school.

In a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings was that teachers' motivation was fragile and declining. The report noted that "There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of national and international policymakers" (VSO, 2002: 2). The report added that addressing the factors that reduce teachers' motivation should be a major concern of policy makers; this was to create conditions for the success of other education interventions (VSO, 2002).

Akram (2010) stated that there are certain factors that affect the performance of teachers. They are of two types, the external factors and the internal factors. There are many external factors affecting how a teacher makes decisions in the classroom. According to him, while it is difficult to attach any order of significance to these factors, because every teacher is different, they will include to some degree, the expectations of the community, the particular school system in which the teacher is employed, the school itself, the grade policies, the parents and the students. The teachers own preferred ways of thinking, acting and seeing the world, learners and learning will also be affected by the availability of resources both human and physical (Groundwater & Cornu, 2002).

Teachers have considerable impact on a country's prosperity and its generations, given that they are traditional agents of education. Teachers' performance (quality of service) depends on many internal and external factors including individual, organizational and environmental ones. Although there are different theories suggesting various applications of motivational models, it is undeniable that teacher response can vary across cultures and professions

Teachers are surrounded by different layers of environment – school, community and government. They shape their identities as teachers in relation to such environments, as well as through their own self-perception. In this section, these three surrounding environments: school, community and organisational authority (various levels of government) – and teachers’ identities and personalities, are reviewed briefly in relation to teacher motivation.

2.6.1. School Environment and Teacher Motivation

The physical environment at school level is often mentally and physically challenging. The professional and social aspects of the school environment are focused here. Teachers’ professional relationships with colleagues play a key role in shaping how they perceive the job. When teachers recognise that they are supported, they seem to remain in teaching. Smith and Ingersoll (2004) studied more than 3,000 new teachers in the US and found that those who experienced induction and mentoring support in their first year were less likely to leave the profession or change schools. In their study, Johnson and Birkeland (2003) cited in Guarino et al. (2006) also suggest that those who left felt they had not been supported adequately, and those who changed schools had similar feelings but attributed them to their particular school settings rather than to the teaching profession. They also found that teachers in schools with an “integrated professional culture”, where, for example, teachers could take part in decision-making and school-based in-service training in a participatory manner, tended to stay. Moreover, research carried out by the Organization for Economic Co-operation and Development (OECD) in 1994 suggests that a combination of tenacious commitment to helping others learn and support from colleagues in the workplace keeps teachers in the profession, even if they do not receive adequate remuneration (Sivers et al, 2015).

The method by which schools provide support to teachers appears to be linked to the personalities of head teachers. Evans (1998) elaborates on this, suggesting that teachers are motivated by the recognition of their talent or efforts and demotivated by insufficient recognition. In addition, head teachers' personalities and consideration for their teachers are important (Nias et al. 1989). However, although good interpersonal skills in head teachers are necessary, they are insufficient in themselves. Nias (1989) and Evans (1998) suggest that teachers can become frustrated by head teachers who do not share their missions or give feedback. According to Goleman's (1996) definition, leadership involves *self-awareness, self-regulation, motivation, empathy* and *social skills*; and a head teacher who does not possess these qualities could be a potent demotivator (Nias, 1989; Evans, 1998).

The importance of the role of head teachers is not underestimated in developing countries. Teachers are more likely to try and adopt new pedagogical practice with the support of their head teachers (Taylor & Mulhall 2001; Chapman et al. 2002; Dyer 1996). From their case study in four developing countries in Africa and Asia, Taylor and Mulhall (2001) further suggest that a collegial atmosphere, in which teachers can voice their opinions freely, regardless of hierarchical position in the school, encourages them. On the other hand, a situation has recently arisen in which head teachers are expected to manage their schools and take on more responsibility and power, in line with decentralisation and community involvement. In the case of Ghana, Chapman et al. (2002) ironically suggest that greater responsibility is shifted to "the group of educational administrators least ready to accept it" (p187). In reality, head teachers may not be equipped with the necessary skills – such as planning and mobilisation – as they are used to a centralised system. Nevertheless, how head teachers operate in their actual contexts and how they might motivate their teachers need to be explored further.

Yet, general classroom realities also affect teachers' perceptions of the profession and thus, their identities (Osborn et al. 1997). One classroom reality concerns students' academic performance. Hanushek et al. (2004) suggest that teaching lower-achieving students is a strong factor in teacher turnover. Pryor and Ampiah (2003) give the example of a female teacher who chose to move from an urban area to a primary school in rural Ghana but regretted it because the children were less receptive to her teaching.

However, the style of teaching and learning might affect students' responsiveness. A child centred approach, for example, emphasises students' participation and understanding, hence receptiveness. Akyeampong et al. (2006) suggest that there are some experiences that teachers themselves identify as interactive processes with students. However, the relationship between the style of teaching and learning, and teachers' satisfaction has not been explored in the context of Sub-Saharan Africa, especially Ghana; and other classroom realities also need to be explored.

In summary, previous research suggests that teachers' professional as well as collegial relationships affect their perceptions and attitudes. However, few studies have been conducted on this aspect as it relates to developing countries. In addition, the context of the developing world is quite different from that of the West, as in the former, trained and untrained teachers commonly work side by side in the same school. Therefore, there is a need to explore this area, placing teachers firmly in the context. On the other hand, the general poorer performance of rural students compared to those in towns tends to be considered as a demotivating factor for teachers. Do those teachers committed to working in rural areas perceive the situation in this way? This study attempts to determine the school environment that again makes the „rural challenge models possible.

2.6.2. Community Support and Teacher Motivation

Bray (1996) considers three types of community to be relevant to school management: geographic communities, defined according to members' place of residence such as a village or district; ethnic and religious communities; and communities based on shared concerns such as children's education or the aims of the Parent Teacher Association (PTA). The present study is mainly concerned with geographic communities, being rural, with clear geographical boundaries and small populations.

Ankrah-Dove (1992) suggests that the high turnover of teachers in rural communities is partly due to weak relationships with communities. Moreover, Roberts (2005) shows that community relations with rural teachers are central to teachers' lives in Ghana. Hedges (2000) has argued that teachers tend to feel valued by the community when they are provided with foodstuff and accommodation, as some do. However, he raises a further question in asking why some communities are willing and able to provide these services while others are not. Indeed, there is a need to investigate teacher–community relations in order to reach some understanding of why they are shaped in varying ways.

2.6.3 The Effect of Policy and Its Implementation on Teacher Motivation

Previous research suggests that policy and its implementation affect teachers. Before reviewing such literature, let us consider what is meant by policy. A number of disciplines, including political science, attempt to define policy. Some definitions are comparatively narrow, in holding that policies are developed and implemented through state bureaucracies. Others opt for broader designations, such as the “authoritative allocation of values” (Ball 2000 p3). In this study, the researcher adhere to a narrower definition, since the researcher explore the role of the organisational authority as an environment that influences teachers. One of the policy changes implemented in many

developing countries is decentralisation: “An unprecedented wave of decentralization has swept the continents of Africa, Asia, and Latin America since the late 1980s” (Crawford 2008 p235). The rationale for such a policy is to become more responsive to local needs; to utilise limited resources efficiently; and to deliver services effectively (McGinn & Welsh 1999; Prinsen & Titeca 2008). Rondinelli (1981) argues: “*Decentralisation is necessary to accelerate the pace and spread the benefits of growth, integrate diverse regions in heterogeneous countries and use scarce resources more efficiently to promote development in poverty stricken or economically lagging areas*” (p133).

In addition, local empowerment is advocated (Conyers 2002 in Conyers & Matove, 2002). Decentralisation is another concept that is understood in different ways. It refers not only to a process but also a structural condition – how government is managed. In general, however, decentralisation is defined as the transfer of authority, responsibility and resources held by central government to its lower levels (Prinsen & Titeca 2008). Conyers & Matove (2002) identifies three basic levels to which authorities are transferred: state (e.g., province or region), district and community. She argues that the district level is the most important for administrative efficiency and effectiveness, but its power and influence may be concentrated on a small ‘elite’ that does not necessarily represent the views or interests of the majority. Therefore, she goes on to posit that the community is in fact the most crucial level in terms of actual local empowerment and development.

In decentralised education management, school level administrative systems have been adopted to enhance school autonomy, devolving decision making to teachers in collaboration with parents, community members and others (Behrman et al. 2002). There are three areas of school level management control: budgeting, personnel and staffing,

and curriculum/programme – although normally, school committees can only control the use of funds allocated by the central government (Behrman et al. 2002). Interestingly, decentralisation – including training at school level – is perceived by some sub-Saharan Anglophone educators to motivate teachers, as their level of participation tends to be increased and empowerment takes place (Commonwealth Secretariat, 1995).

Alternatively, in their research into 17 school management committees in three districts of Uganda, Prinsen and Titeca (2008) suggest that in practice, the District Education Office (DEO) has overall control in matters of school management, as it has more power and resources. This implies that autonomy, one of the motivating factors of teachers – especially that of head teachers – might not be ensured or is even undermined in the school's association with the DEO. Therefore, the relationship between the teacher and the DEO needs to be explored.

The other major development within the sector is educational reform, including curriculum restructuring. In education, there seems to be an emphasis on policy as a process in addition to policy as text (Ball, 2000). As policy involves actual practice with agency, teachers as agents are subjected to the influence of policy implementation. Ball (2000) argues:

Policy is both text and action, words and deed, it is what is enacted as well as what is intended. Policies are always incomplete insofar as they relate to or map on to the “wild profusion” of local practice. Policies are crude and simple. Practice is sophisticated, contingent, complex and unstable. Policy as practice is “created” in a trialectic of dominance, resistance and chaos/freedom (p10–11).

The implications and impact of policy – often in the context of education reform, including curriculum changes – on teachers' work have been researched as a part of the evaluation process, exploring teachers' perceptions (Taylor & Mulhall 2001; Chapman et al. 2002; Dyer 1996). This has led to some understanding of teacher motivation in

relation to policy implementation. On the other hand, little research has been carried out in developing countries in particular. One of the few such studies is Dyer's (1996) research into teachers' response to the new policy initiatives around a child-centred approach in India. She suggests that the negative perceptions of teachers were shaped by a lack of training and materials provision, thus irrelevant to the teaching context. She goes on to argue that, "many teachers felt they were fighting a battle with government that formulates policies which bear little relation to their situation" (p38). In Ghana, decentralisation has been in place for two decades and a new education reform act was implemented in the academic year of conducting this field research.

2.6.4 Teachers' Identities, Personalities and Motivation

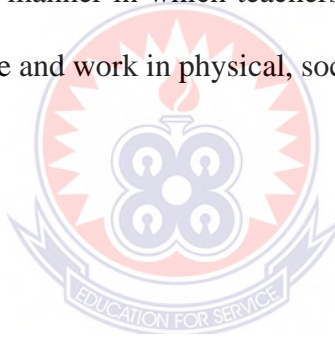
Evans (1998) suggests that motivators might be school-specific, but that the way individual teachers feel and perceive them, even in the same school, is not the same; in this sense, motivation is highly individual. Individual characteristics – one of the three settings that Steers & Porter (1983) suggest motivation is dependent on – is interpreted in this study as identity and personality. Identity is another concept with no common conceptualisation, while there is a substantial literature on identity. Nevertheless, Castanheira et al. (2007) suggest: *In some studies, identity is defined as being of a person within a group or the group itself, as a member of nation, state, family, class, peer group, social group, ethnic group, language group, and/or racial group. In others, identity is referred to as a characteristic of a person, as in academic identity, competent person, friend, scientist, mathematician, artist, and learning disabled/special needs student among others. Recently, some studies have begun to explore the concept of multiple identities, or identities as constructed and mutable* (p.173).

Teachers' identities may be influenced by membership of groups and regarded, for example, in terms of ethnicity, class and gender – and as a teacher. Ethnicity might play a role in teacher motivation. From research into primary school teachers in the state of Texas from 1993 to 1996, Hanushek et al. (2004) suggest that less experienced white teachers – unlike African-American or Hispanic teachers – are more likely to leave the profession altogether when they are posted to schools with high concentrations of minority group students. Akyeampong and Stephens (2002) suggest that in Ghana, teachers tend to come from higher socio-economic backgrounds than the average for the country as a whole. Young teachers' "disillusionment" in rural areas of Ghana might thus be related to their background, including social distance from rural areas.

Teaching might be a gendered occupation. Towse et al. (2002) suggest that in Tanzania, women are more likely to choose caring professions such as teaching and nursing. Kibera (1997 cited in Towse et al. 2002) claims that in Kenya, women "prefer to enter low level service-oriented occupations like nursing, secretarial service, clerical and teaching jobs that are perceived as low status and have poor remuneration as well" (p647), although he does not offer an explanation for this. Fallon (1999) argues differently. Through her study of an Akan rural community in Ghana, she suggests that one group of more highly respected women in the community is that of teachers.

Teachers' identities are developed in different stages through their experience of family, schooling and place of work (Knowles & Holt-Reynolds, 1991). Similarly, motivation is not static but changes as time goes by and, as Nias (1989) suggests, what satisfies teachers in their second decade of teaching is different from their first decade. From a comparative study of English and French primary school teachers, Osborn et al. (1997) also suggest that the concept of professional responsibility is deeply rooted in particular traditions. Therefore, in order to understand teacher motivation, it seems important to

research teachers according to their particular contexts and the stages of their careers. management; and teachers' personalities and identities. In other words, these are the motivating and demotivating factors and conditions that are related to teacher job satisfaction. Living and working conditions are more likely to be extrinsic and the individual may not be able to control them. Moreover, such preconditions could be the same for all teachers but the degree of comfort and/or difficulty may vary, as urban–rural disparities exist. Policy implementation, such as reform and incentive provision, and teacher management may influence all teachers equally, but teachers are different not only in terms of their qualifications but also with regard to their identities and personalities, which are shaped by values and beliefs, and even the places in which they live and work. Finally, the manner in which teachers perceive their jobs appears to be highly complex, as they live and work in physical, social and professional environments that are interrelated.



2.7 Teacher performance

Teacher motivation constitutes teachers' attitude to work. It is with teachers' desire to participate in the pedagogical processes within school environment. (Ofoebgu, 2004). Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that students, parents and the society will greatly benefit from their services. The researcher looks at teacher motivation as factors/incentives that bring about improvement in living and working condition of a teacher to encourage him or her to be committed to his or her work (teaching). Teachers are motivated if they are encouraged through improvement of their living and working conditions.

Performance is the achievement or result of a person's actions in carrying out their work. Mangkunegara (2001) explains performance as the quality and quantity of work achieved by an employee performing their duties in accordance with the responsibilities given to them. Performance is closely related to productivity, because performance indicates the efforts needed to achieve higher levels of productivity within an organization.

Teachers' performance is based on the learning objectives achieved. Their performance stems from their sense of responsibility in carrying out their duties, the mandate of their profession, and a sense of the moral responsibility they should bear. A teacher's performance will be seen in his/her loyalty and adherence to carrying out his/her duties in the classroom and his/her educational duties outside the classroom. The attitude is displayed by preparing teaching equipment before lessons, considering various strategies and methodologies to be used, utilizing educational media, and employing assessment tools to evaluate learning (Shulhan, 2018).

Improvement of living condition in this study includes: improvement of remuneration and allowances, and anything that improves the well-being of teacher's personality. Improvement of working condition also include: conducive environment for teaching and learning, provision or availability of teaching and learning materials (TLMs), promotions, opportunity for professional development and anything that makes teachers work easy, interesting and less hazardous. Other factors that lead to motivation are: Consultation in decision making, students' academic achievements and recognition or respect from society.

Bates (2001) explains that teacher performance is multidimensional and different authors and researchers approach it from very different perspectives. Poor academic performance of students in general has been linked to poor teachers' performance over the years.

Henshuk (2011) examined teacher performance from a purely economic value point. In his works, he defined teacher performance as a function of the depreciation rate of student learning, the total variation of teacher quality or student achievement on standardized tests, and the labour market return to one standard deviation of high achievement. Managing teacher performance has become an inseparable part of the government's job. In many countries, development depends largely on the performance of the educational sector which also depends significantly on the performance of individual teachers in the educational institutions.

According to Bagshawe (2011), employee productivity indicates the value added by him or her. Relative to teacher performance, Wright (2012) argues that there are significant difficulties and disagreements regarding the performance outcome. He explained that teacher performance has always been linked to and measured either by the student performance during national examinations, the quality of his or her service delivery, the level of efficiency or a combination of these.

Teacher motivation plays an important role in the promotion of teaching and learning excellence. Nyakundi (2012) stated 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 fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance.

In a study done by Ofoegbu (2004) in Nigeria on: Teacher motivation as a factor for classroom effectiveness and school improvement; he found that teacher motivation enhances classroom effectiveness and improves schools. Though different studies concentrated on different aspects, perspectives and variables, there is a consensus that teacher performance is the foundation of the learning outcomes of students as measured by their academic performance (Fredrick, 2011).

2.8 Factors That Affect Teachers' Performance

The quality of teacher performance is based on a number of factors. These factors that affect teacher performance include lack of interest in teaching profession, inadequate salary and other benefits, student disciplinary problems, administrative problems, teacher motivation and job satisfaction.

2.8.1. Lack of Interest in Teaching Profession

According to the teacher retention model of Gardy & Figueriaas cited in Manna & Tesfaye (2002), there are four stage processes that will help teachers to choose to stay or leave their profession. Of which selection is the stage, in which teacher first show their interest towards the profession. It is widely argued that the status of teachers in most countries, both developed and developing, has declined substantially during recent decades (Bennel, 2004). According to (Esteve), as cited in Getachew (1999), teaching is profession that people join when they are not capable of finding an alternative job which pays more. In this regard Motuma (2006) also confirmed that most teachers enter in to the profession because it is easier to get than other jobs or to make money (their earning) out of it till they get another job among other reasons. Commitment refers to the

attachment and loyalty. As defined by (porter et al., 1974 cited in Armstrong (1995), commitment is a relative strength of the individual's identification with, and involvement in, a particular organization.

Moreover, a review by Armstrong (1995) mainly North American literature, led him to the conclusion that: "high organizational commitment is associated with higher motivation and good performance". One of the causes of organizational commitment is job satisfaction. People who are satisfied with their job are more committed to their organization than those who are less satisfied (Mueller, Boyer, Price and Iverson, cited in Taye (2011). Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction. Sylvester (2010) held that the factors like location of institute, educational qualification and years of teaching experience of teacher educators have impact on their attitude towards teaching profession as well as level of job satisfaction. Attitude measurement has very wide currency, particularly in social psychology the new curriculum emphasizes that a curriculum should be based on the students' learning interests, life experience and cognitive levels, and that it can promote more educational processes of participation, communication and, enable specific learning targets to be followed.

2.8.2. Inadequate Salary and other Benefits

Teacher salary scale has an intimate connection with teacher retention patterns. When salary levels drop in relation to the level which pertain for similar qualified personnel, this gives rise to teacher dissatisfaction and less performance which, if unresolved can cause long duration difficulties and lack of motivation Coolahan (2003). Coolahan argued that, from a variety of perspectives the establishment of appropriate salary

provision for teacher will have short-term and long-term effects on teachers' retention pattern. Problems in work places occur due to wrong perception of employees or their lack of understanding about how organization link performance and pay system. Armstrong (1995) stated that problems arise in work place due to inequitable or unfair pay systems.

In this regard, Vroom's expectancy theory suggests that a pay-performance link is essential for motivating performance. Well paid poor performers may stay with the organization: they are well rewarded and will not be sought by other organizations. By contrast, top performers feel under-rewarded and will be sought by other organizations that appropriately value their contributions. There is considerable evidence that wages are almost equally important to teachers in their decisions to leave their jobs as they are to workers in other occupations. There is also an indication that teachers tend to give up their work or weak performance if their salaries are low relative to alternative wage opportunities. Especially teachers at the start of their career are highly influenced by wage discrepancies.

However, it does not imply that experienced teachers are not affected, because higher salaries also appear to attract better-prepared and higher-quality teachers (NCTAF, as cited in Getachew (1999). Inadequate salary has been mentioned as the main cause of teachers' lack of motivation in different studies (Getachew, 1999; Manna & Tesfaye, 2000 and Motuma, 2006). In addition to being the main cause of turnover, low pay is also put as one of the highest ranking reason for their departure (Motuma, 2006:97). Despite the revision of teacher's salary and career structure in 2007, inadequate salary has remained to be the major problem in Ethiopia (VSO, 2007).

Although teacher salary have improved in recent years, they remain low compared to those of other similarly educated workers (Ingersoll, 2001). Overall, teachers in the United States earn much less than other workers with the same amount of education and experience. Same is true in Ethiopia; teachers are paid less than others in non-teaching profession with the same experience and qualification. In addition to salary, fringe benefits like housing, free health care service and opportunities for further training or education plays major role in teachers' retention as it creates belongingness and commitment in the minds of teachers (Darge, 2002).

On the contrary, there is evidence that teachers' satisfaction was poorly related to salary and other benefits (Nces, 1997, cited in Motuma, 2006). Money does not augment the intrinsic nature of work. Indeed, in the most extreme cases it will not affect the employee's motivation at all (as with voluntary work, where the driving forces it related with commitment or Vocation). According to Armstrong (1995), lack of commitment and dissatisfaction, which is the main road to poor performance, can arise from very lack of clarity about performance, lack of group cohesion and dissatisfaction and conflict with managers and supervision.

Armstrong (1995) argues that dissatisfaction with career prospects is a major cause of weak performance. To certain extent, this has to be accepted. More and more people recognize that to develop their careers they need to move on and there is little that employers can do about it. Moreover, promotion criteria are also still based on qualification and years of service alone. In Ethiopia also teaching was career less job with only in the last few decades (Aklilu, 1967). Motuma (2006) identified that inadequate salary and lack of motivation including low base salaries, limited non - financial benefits, inconsistent implementation of career structure, lack of faire payment

for work done to extra time and lack of compensation such as; bonus, fringe benefits, incentives and rewards were the major causes of teacher's dissatisfaction in government secondary schools of Oromia regional state.

2.8.3. Student Disciplinary Problems

Some teachers are more dissatisfied with student's disciplinary problems which enforce them to quit their job. Students' disciplinary problems can be manifested through disruptive behavior and rowdy (Dunham, 1981). Dunham, (1981) pointed out that student characteristic and disciplinary problems include students who refuse to cooperate and do little or no work in class and who is openly aggressive toward other children and teacher. Esteve cited in Getachew (1999) also indicated that in the environment where students manifest disruptive behavior, teachers feel stressed unsafe and uncertain of how they should react.

In this regard, the finding of Darge (2002) showed that students' character is frequently stated as source of dissatisfaction for teachers particularly in the capital city Addis Ababa. It is easy to understand that student discipline is a very hard subject to deal with, as it involves parents, administrators as well as teachers. Each person may have a different definition of how to correctly discipline a child. In any case it should be handled because it is one of the major sources of teachers' dissatisfaction and weak performance.

2.8.4. Administrative Problems

Muluken et al. as cited in Tesfaye (1999) secondary school administrators should continuously upgrade and prepare themselves in order to meet the changing demands of their jobs. They further noted that organized and systematic training in educational

leadership and effective and transparent management that goes further than the infrequent workshop presently offered in most systems is urgently needed for principals. In connection with administrative problems, (Kyriacou and Sutcliffe, cited in Darge, 2002) stated that defective regulations or the failure to adhere to regulations is still another area of discontent for teachers. In this regard Manna and Tesfaye (2000) has indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. They further found that 66.5 and 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively. The Ministry of Education cited in Motuma (2006) stated that the school administrators (principals and vice principals) should be master degree holders.

2.8.5. Teachers' Motivation

Motivation of teachers helps to retain teachers at their work places and it includes “materials and psychological needs” as pay on its own increase motivation among teachers. Many writers are in the motivation of teachers help to Performance-based pay will increase teacher motivation by adequately rewarding productivity gains. This perspective links the attitude of teachers to student outcomes, by arguing that once the motivation and skill of the teacher determine salaries, teacher quality will be improved. Within the literature, Tomlinson (2000) argues that performance-based pay is about motivating people, and developing performance oriented cultures. Teachers, who are not motivated by financial rewards, can be encouraged with non-financial rewards these, rewards can include, for example: satisfaction from high student achievement, recognition, influence, learning new skills, and personal growth (Tomlinson, 2000).

Learning is a process of interaction between teachers and students as they both participate in the learning process, but with more weight given to teachers to show the way. Learning achievements can mainly be determined in classroom by motivated teachers who plan for teaching, put into practice what they have learned (Adea, 2006). Davidson (2005) focused on role of teachers in providing good quality education in public secondary schools through motivation where it suggested some initiatives to increase the teacher's level of motivation that will improve the education system. The organizational culture affects the performance of the employees positively or negatively. As in organization different employees from different culture and background and with different languages so there thinking level is also different. When organizations do not make a proper culture in organization so definitely employees will feel stress because of bad communication in between employees and their superiors and their performance towards their job will not meet the set standards. His study found that the bad working and living conditions have an adverse effect on the teacher's performance. It is essential to consider the terms and conditions of service for the purpose of motivating and retaining teachers (Kadzamira, 2006).

2.8.6 Job Satisfaction

Spear et al. (2000) highlights that the wide range of factors that influence teacher job satisfaction and motivation in the United Kingdom. The main factor found to contribute to job satisfaction of teachers is working with children whereas job dissatisfaction was primarily attributed to work overload, poor motivation, and perceptions of how teachers are viewed by society and these sources of dissatisfaction were called hygiene factors ,because they form the outer environment of work and keep things from getting to disturbing. The hygiene factors included:-company policy and administration,

supervision, relationship with supervisors, work conditions, salary and relationship with peers, personal life, and relationship with subordinates, status and security.

Manipulating those factors can make educators only respond on the range from dissatisfied to neutral. Only through the manipulation of motivators can improvement on a range from neutral to satisfaction be achieved. The workplace environment impacts on teachers' morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the teachers' so they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied they feel stress on themselves and it impacts on employee's job performance.

Performance of teachers in all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Mohanty (2000) explains that teacher performance as the most crucial input in the field of education. Teachers are perhaps the most critical component of any system of education. Competency is defined as the potential or ability of a person in handling their jobs and producing the best results. Competency is a criterion possessed by an individual who involves good behavior, knowledge and an attitude which is able to present excellent results. Competency is derived from the word "competence" which meant 'to be suitable' and can be defined as good and complete assignment and responsibility (Siddiqui, 2007). It is the ability in executing duties which are related to necessary activities.

Teacher experience is important for teacher's performance in secondary school. If teachers are asked what might be done to encourage them to work harder and to improve

the quality of their work, as long experience the teachers accommodate knowledge, skills and aptitudes on teaching learning process through your life. Teachers differ in terms of the knowledge, skills, aptitudes, attitudes, and values they bring to their classrooms. They also differ in their teaching experience (Anderson, 1991). The education of a teacher is based firmly on a foundation of general education including mastery of subject matter and insight in the interrelationships and professional preparation.

General education contributes to growth as a person, specialization provides scholarly knowledge of the subjects to be taught and integrated with professional education leading to new understandings and skills for professional performance Nayak and Rao (2002). Competent teachers apply broad, deep, and integrated sets of knowledge and skills as they plan for, implement, and revise instruction. Technology proficiency is one dimension of teachers' competence (Siddiqui, 2004). Singh and Shan (2005) described that in service training comprehends the whole range of activities on which teachers can extend their professional education, develop their professional competence and improve their understanding of educational principles and techniques. An effective teacher's characteristic is who quite consistently achieves which either directly or indirectly or focuses on the learning of their students (Anderson, 1991).

Attaining instructional excellence is a specific characteristic of an effective teacher most have basic command of his subject matter. He must keep abreast of his field and able to communicate his knowledge effectively to others at the level of comprehension. He must have an acquaintance with psychological principals and be able to make practical use of them in teaching. Above all, teacher must desire to improve. Effective teachers provide effective demonstration, give clear redundant explanation of complex material and

present specific a clear examples and similarity while directing student's attention to key ideas and relevant attributes.

Teacher development programs are used to describe the wider aspects of teacher's growth and continuous improvements and progressive changes throughout their life. Reimers (2003) holds teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically. The ministry of education also defines teacher development as the recruitment of appropriate candidates and the provision of adequate knowledge, abilities, skills and professional qualities both at pre-service and in-service levels, so that they will be able to provide quality education for rearing of competent.

The government of Ethiopia has taken different initiatives to improve quality of the education system at all levels with particular emphasis to teacher development program. In strengthening this effort, Ministry of Education (2003) has launched teacher education system overhaul (TESO) program. The main objective of this program was to strengthen teachers' professional competences and improve students' performance through continuing professional development (CPD). Ministry of Education (2002) stated the following major problems of the teacher training program: the recruitment, selection of teachers and educational managers was not based on interest and professional competence, the training of teachers lacks clear vision, mission and standard, and absence of continuous professional development program for teachers.

Teacher development program was launched to solve the complex situation of teacher training program. The major objectives of the Teacher Development Program are to produce teachers: (1) with appropriate academic knowledge, professional ethics, attitude, commitment and self-confidence,(2) capable of conducting action research, apply

participatory problem solving and learner centered teaching approach, implement continuous assessment techniques, practice democratic principles in class room and are competent to discharge social responsibilities,(3) responsible to encourage students particularly females who are interested and have the potential to join teaching profession,(4) who care for the physical, social and emotional development of their students and support students by preparing and applying educational technology and enhance students learning practices. Education reforms geared towards teacher development programs has significant contribution in transforming education system and quality of education.

The general education quality improvement package is a reform program that has been designed to further scale up government effort to improve the quality of the general education (MoE, 2007). In this package, teacher development program (TDP) focuses on improving the quality of instruction and student learning by enhancing the capacity of teachers in primary and secondary education through pre-service and in-service teacher education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia.

The far reaching objectives and intention of the program is to improve the quality of the general education and produce capable citizens who can contribute to and engage in the process of social, economic, and political development of the nation. In the education quality improvement program (EQIP), teacher development program is designed as one component to improve the quality of education because; teachers are one of the determinant factors in the improvement of students' achievement and quality of education. Teacher development program is also based on the deteriorating situation of the quality of education in Ethiopia (World Bank, 2004).

2.9 Effects of Motivation on Teacher Performance

Teachers are arguably the most important group of professionals for our nation's future. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

Intrinsic motivation is defined as “the doing of an activity for its inherent satisfactions rather than for some separable consequence” as well as “doing something because it is inherently interesting or enjoyable” (Ryan & Deci, 2000b, pp. 55-56). Intrinsic motivations include fun, enjoyment, interest, novelty, aesthetic value, and challenge as opposed to external pressures or monetary rewards. Employees whose autonomy and competency are supported are more likely to develop intrinsic motivation. Extrinsic motivation, on the other hand, refers to “doing something because it leads to a separable outcome” (Ryan & Deci, 2000b, p. 55). Intrinsic motivation can be coexisted with extrinsic motivation even though they are different. Externally motivated people may become self-determined through the internalization and integration of externally motivated tasks (Ryan & Deci, 2000b, p. 65).

Motivation theorists such as Maslow (1946), Herzberg (1968), Alderfer (1972) and McClelland (1988) have suggested specific things that managers can do to help their subordinates become self-actualized because such employees are likely to work at their maximum creative potential when their needs are met. They agree that by promoting a healthy workforce, providing financial security, providing opportunities to socialize and

recognizing workers' accomplishments help to satisfy the workers' physiological needs which in turn also increase their performance. These authors (Koch, 1990; Stuart, 1992) stated that recognition of a work well done or full appreciation for work done is often among the top motivators of worker or teacher performance.

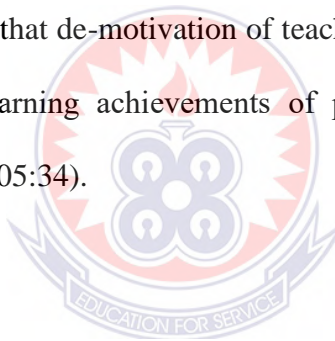
The self-determination theory suggests that the negative effects of external motivation on burnout and turnover intention would be weaker compared to the effects of internal motivation because externally motivated employees are controlled by external factors and are less willing to behave spontaneously due to insufficient autonomy (Ryan & Deci, 2000). Intrinsically motivated employees with more autonomy and competence make efforts to decrease their burnout and turnover intention readily and voluntarily because their work is interesting and fun.

By contrast, external rewards for jobs can be used as a means of control and coercion rather than the consequences of individuals' accomplishments. If organizational members perceive external rewards as a means of coercion and control, they would be less interested in the task and perceive work as more stressful (Robbins & Judge, 2014). Intrinsic motivation can be curtailed by extrinsic motivations, such as social demands, roles, and pressures, because people with high levels of external motivation assume responsibility for extrinsically uninteresting and pressured tasks (Ryan & Deci, 2000b, p. 60).

Equity theory has some important implications for ways of motivating people by not underpaying, overpaying and presenting information about outcomes in a thorough and socially sensitive manner. It states that, organizations that attempt to save money by reducing workers' remunerations may find that workers respond in many different ways to even the score; those that overpay some workers as a useful motivational technique to

increase performance may later realize that when you overpay one worker, you are underpaying all the others. When the majority of the workers/teachers feel underpaid, they will lower their performance, resulting in a net decrease in productivity and widespread dissatisfaction. In Ghana, teachers often compare their conditions of service with doctors and other professionals and often evoke the philosophy of equity in the general frame of remuneration among public sector workers.

Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer. The authors of the Tanzania country reported that de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students (Bennell & Muykanuzi, 2005:34).



2.10 Summary of Literature Review

The word motivation is derived from the Latin word “movere”, which means to “transfer” or “push”. To Nelson and Quick (2003), motivation is the process of arousing and sustaining goal-directed behavior. Both intrinsic and extrinsic motivations lead to high teacher performance when the underrating variables (good human resource management, availability of instructional materials, supervision and physical infrastructure) are in place.

Conditions of teachers in developing countries include low salaries, low status and low educational background. Factors that determine teacher motivation include school environment, community support and effect of policy and its implementation. According

to Aguinis (2009), performance is about behavior or what workers do, and not what workers produce or the outcomes of their work. Performance is an effort along with the ability to put efforts supported with the organizational policies in order to achieve certain objectives. Teacher motivation, therefore, is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services.

Inadequate remuneration, low prestige for teachers, poor or non-implementation of conditions of service and lack of opportunities for promotion are some of the major factors of teachers' de-motivation which affect their performance negatively. Good condition of service and good salary is some of the factors that affect teaches' performance positively.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

A research methodology is a set of systematic procedures for conducting a study so as to get the most valid findings (Kannae, 2002). Investigation, assessment or studies in educational and management are aimed at finding out solutions to a problem. The researcher spelt out the strategies or procedures followed in order to properly carry out assessment or investigation.

This chapter describes the actions taken in investigating the research problem and also identify procedures which was used in the selection, processing and analyzing the data gathered. The section answers questions such as: how was the data collected or gathered? And, how was it analyzed (Kallet, 2004)? This chapter outlines the research approach, research design, population of the study, sampling technique and sample size, data collection instrument, pre-testing of instrument, data collection procedure, data analysis and ethical considerations.

3.2 Research Paradigm

A research paradigm is a philosophical framework that your research is based on. It offers a pattern of beliefs and understandings from which the theories and practices of your research project operate. Research paradigms are important because they form the philosophical basis of a research project. Research paradigms influence how different schools of learning (such as the sciences versus the humanities) undertake their research. These paradigms reflect the researcher's beliefs about what is reality

(ontology), knowledge (epistemology), the means to obtaining knowledge (methodology) and the values of the researcher (axiology).

The interpretivist paradigm relies on a dialogue between the researchers and their subjects to negotiate, collaborate, and develop a meaningful understanding of reality; this understanding is specific to a particular time and context and cannot be generalized. The researcher used interpretivist paradigm for the study. Interpretivist approaches include interviews, observation, and textual analysis. The interpretivist believes that there is a constructed reality that is based on the experiences, circumstances, and situations. The reality is not a single reality and therefore the generalizability of one outcome to another similar situation is difficult. To study a phenomenon, you need to know about the situation that influenced it. Every phenomenon is different due to the situation which caused it to happen. The approach to solve problem is usually subjective and qualitative.

3.3 Research Approach

Qualitative research enabled the researcher to keep focus on learning the meaning that the participants hold about motivation and how it influences teacher performance. This helped the researcher to develop themes that reflect multiple perspectives of the participants in the study. The study adopted probing questions which helped in order to collate important responses from the participants thereby allowing them to express themselves in their own words rather than providing options for them to choose from which could limit the flow of information. Allowing respondents on free expression made information gathered rich and explanatory in nature.

A qualitative method was chosen to obtain information on the influences of motivation on teacher performance in the Ajumako Catholic Basic School of the Ajumako Enyan

Essiam District. Qualitative research takes place in the socio-cultural context of participants of a study and, therefore, it involves an interaction between the researcher and the researched (Kusi, 2012). Qualitative research is designed to enable researchers understand people and the socio-cultural context within which they live.

Qualitative research is used to gain a rich detailed understanding of a particular topic, issue, or meaning based on first-hand experience. This can be achieved by having a relatively small but focused sample size because collecting the data can be time consuming. Qualitative data is concerned with depth as opposed to quantity of findings. A qualitative research design is concerned with establishing answers to the *whys* and *hows* of the phenomenon in question. It requires the use of multiple methods to collect extensive data and gathers data in words rather than numbers.

3.4 Research Design

A research design is the conceptual structure within which research is conducted. In order to ensure the success of the investigation, an appropriate research design was selected to help the researcher's arrival at valid findings. Amedahe and Gyimah, (2013) describe research design as a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. It is the procedural outline for the conduct of any investigation. It is the researcher's overall plan for obtaining answers to the research questions or for testing the research hypothesis. In a similar light, Churchill (2001) explained that the research design is an outline for a study that guides the collection and analysis of the data.

The research design that was adopted for the study was the descriptive research design. The researcher therefore used the design to assess the influence of motivation on teacher performance in Ajumako Catholic Basic School. According to Cooper (1996), a

descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed for investigation of how different factors influence teacher motivation in the area of study. However, there are some disadvantages to this type of research design.

3.5 Study Institution

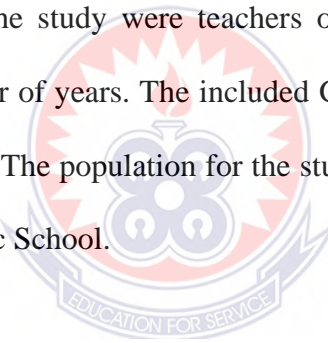
The Ajumako Catholic Basic School was established in the year 1945 by the Catholic Church. The vision on of the school is to become the center of excellence for quality learning with highly disciplined students and committed staff. The school's mission is to create a conducive learning environment to produce well rounded citizens with excellent results and moral fortitude for high productivity in the society. As one of the few schools in the town, Ajumako Catholic Basic School has produced several important personalities for the town and Ghana at large. Excellent academic achievement of the school in that period contributed to high enrolment figures which called for double stream system in the year 2007 by Mr. E.K. Tornyeviadzi who was then the headmaster.

Currently, the school has three (3) classroom blocks, a toilet, one urinal, a canteen, but lacks equipped library, ICT laboratory, K.G. playing equipment and many more. In terms of Academic Achievement, the school has excelled in B.E.C.E. in the past and recent times. Usually, the school achieved 100 percent success in B.E.C.E. and the best aggregate for the school stands at aggregate seven (7). One area that has also showcased the school is sports. The school has won several competitions at the circuit and district levels. The netball team is a force to reckon with and most times represent the district team.

3.6 Population of the Study

A research population is a well-defined collection of individuals or objects known to have similar characteristics. Population is the whole set of units for which the survey data are used to make inferences (Saunders, Thornhill, & Lewis, 2003). Amedahe and Gyimah, (2013) assert that population is a group to which results of the study are intended to apply. All individuals or objects within a certain population usually have a common, binding characteristic or trait. Castillo (2009) also defines a research population as generally a large collection of individuals or objects which is the main focus of a scientific query. The target population helped the researcher to gain information from subjects and then draw conclusions.

The population used for the study were teachers of the school who have been the profession for some number of years. The included Graduates, holders of First Degree and Diploma in Education. The population for the study was fifteen (15) teachers from the Ajumako Catholic Basic School.



3.7 Sampling Technique and Sample Size

Sampling technique is the strategy the researcher applies during the statistical sampling process. A sample is simply a subset of the population. Cooper and Schindler (2003) argue that the basic idea of sampling is for selecting some elements in a population from which conclusions can be drawn about the entire population. The sample must be representative of the population from which it was drawn and it must be of good size. In the view of Amedahe & Gyimah (2013), sampling is described as a process of selecting a portion of the population to represent the entire population. This enables the researcher to study a relatively small number of units in place of the target population, and obtain data that are representative of the whole target population. It allows the researchers to

conduct the study on individuals from the population so that the results of the study can be used to derive conclusions that will apply to the entire population.

For this study, the researcher did not employ any sampling technique in acquiring the respondents neither did the researcher had a sample size. The researcher used all the teachers as population for the study. This is because the actual teachers in the school were only fifteen (15) excluding from the head teachers and national service personnel. Therefore, all the fifteen (15) teachers were used. This approach is known as the census approach. This is where the researcher uses all the population for the study. This approach was used because the population was small and it was manageable.

3.8 Data Collection Instrument

An instrument is a tool or device used for collecting data. Instrument as described by Denscombe (2003), is a whole process of gathering data. It is a way in which information is obtained from chosen respondents, analyzed and interpreted to arrive at conclusions that may be the foundation or backbone of the research. According to Aina (2004), there are different instruments that one can use in social science research, namely questionnaire, interview, observation and documentary sources. Instrumentation, in the view of Hsu and Sandford (2007), refers to the tools or means by which a researcher attempts to measure variables or items of interest through the data collection process.

Interview was used as the instrument to collect data for this research. An interview is a conversation where questions are asked and answers are given. According to Kumar (2005), an interview involves a person-to-person interaction between two or more people. Interview is regarded as an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge

production, and emphasizes the social situatedness of research data. The main advantage of face-to-face interviews is that the interviewer can ask the required questions, clarify the questions to the interviewee and prevent misunderstandings. Direct interviews can also create room for the interviewer to be more flexible, for example, if the question is not understandable for the respondent the interviewer can easily rephrase it. In case the interviewee feels stressed or discomfort, it can be detected through his or her reactions and through body language, but not possible to know through telephone interviews (Sekaran & Bougie, 2010).

For all the teachers in the Ajumako Catholic Basic School which were used for the study, same set of interview guides were used for the same sets of people. For instance, the interview guide used for a teacher in class one was the same used for a subject teacher in the Junior High School (JHS). A face-to-face interview was used and data was collected by listening to individuals and recording their responses. The interview was structured to accommodate thematic areas such as perception of motivation, the forms of motivation, factors that affect motivation and effects of motivation on teacher performance.

Findings were gathered in a written format as opposed to numerical. This means that data collected from a piece of qualitative research cannot be analyzed in a quantifiable way using statistical techniques because there may not be commonalities between the various collected findings. However, a process of coding was implemented due to the common categories that were identified during analysis. Interview has advantages of collecting complete information with greater understanding, it allows higher response rates and allows more control over the order and flow of questions. Interview has the disadvantages of risk of bias due to fatigue and becoming too involved with interviewees, it becomes tiresome for large numbers of participants.

3.9 Trustworthiness

Validity and reliability are important for measuring research instruments. The main question regarding qualitative study is how to make sure that the conclusions made by the researcher are valid and trustworthy (Przeworski & Salomon, 1988, cited in Maxwell, 2013). Trustworthiness of a study is the qualitative version of validity and reliability in quantitative studies. It refers to the extent to which a qualitative study is said to have a diligent procedure and worthy results that can be trusted (Babbie & Mouton, 2001). Trustworthiness is, therefore, a crucial concern in every qualitative study hence begins right at the planning stages of the research to guide the processes in every step of the study. It accounts for how every aspect of the research controls and provides measures that consolidate how effective the research procedures and its outcomes are toward giving a very independent outcome through the respondents, the methodology and research design. Creswell (2009) suggested four constructs as an appropriate way of evaluating the trustworthiness of a qualitative study. These are Credibility, Transferability, Dependability and Conformability. In this study, trustworthiness is critical to ascertain the efficacy of social skills acquisition of pupils with congenital blindness for varied strategic endeavors.

3.9.1 Credibility

Credibility in qualitative research according to Korstjens and Moser (2018) is the confidence that can be placed in truth of the research findings. This strategy was crucial in minimizing distraction that comes with the taking of notes. In addition, this method helps in providing a verbatim account of the interviewees' responses. To establish credibility of the study as to whether the research findings represented plausible information drawn from the participants' original data, and whether the data were the

correct interpretations of the participants' original views, the researcher provided verbatim statements in the analysis to confirm the data. The credibility principle was also achieved by member checking or respondent validation. Here, the researcher returned the transcribed interview data and analyzed data to participants for verification. The researcher also used peer debriefing as a credibility check of the findings by giving the findings to colleagues who reviewed the transcripts and final report, and provided feedback. Above all, in ensuring the credibility of the findings of this study, the researcher personally carried out the data collection, data transcription, thematic coding and analysis the results.

3.9.2 Transferability

According to Connelly (2016), transferability is the extent to which the findings are transferable to other situations. Transferability is like generalizability in quantitative. Transferability addresses the applicability of the findings to similar contexts or individuals not to broader contexts. Transferability can be achieved by a “thick description” of the findings from multiple data collection methods. The nature of transferability, the extent to which findings are useful to persons in other settings, is different from other aspects of research in that readers actually determine how applicable the findings are to their situations (Polit & Beck, 2014).

3.9.3 Dependability

According to Streubert (2007), dependability in qualitative research refers to the consistency and reliability of the research findings and the degree to which research procedures are documented, allowing someone outside the research to follow, audit and critique the research process. To ensure absolute dependability of this study, the

following were also done. Firstly, after securing permission to collect data, a time and date was fixed with the teachers for the interview. Each interview was held in the teacher's classroom during break time. The interview lasted between 15 minutes to 20 minute and they were tape recorded. Also, the interview data were transcribed for analysis.

Also, to increase and ensure trustworthiness of the results, the researcher ensured the accuracy of participants' accounts in order not to miss essential details, making specific solutions useful for minimizing validity threats within the context of this study, thus recorded the interviews. Together with audio records, the researcher made short notes to maintain those aspects of the interviews, which could not be recalled only by the audio records such as facial expressions and the general demeanor of the interviewees (Maxwell, 2013).

Furthermore, the transcripts were checked several times because an accurate understanding of respondents' perspectives is central to this qualitative work, based on Cohen et al. (2007), citing Hitchcock and Hughes (1989), who argued that, because interviews are interpersonal, humans interacting with humans, it is inevitable that the researcher will have some influence on the interviewee and, thereby, on the data. To minimize these threats to the interpretive validity, during the interviews, checks were made to ascertain whether the participants' statements and opinions were properly understood, by asking highly semi-structured interview questions, followed by probing questions with the same format and sequence of words for each respondent.

3.9.4 Confirmability

Confirmability is the steps to ensure that the data and findings are not due to the participant and/or researcher bias. Unpacking personal bias can be accomplished by a bracketing interview or reflexivity. According to Connelly (2016), confirmability of qualitative data is assured when data are checked and rechecked throughout data collection and analysis to ensure findings would likely be repeatable by others. Confirmability can be documented by a clear coding schema that identifies the codes and patterns identified in analyses. This technique is called an audit trail. It can also be ensured through triangulation and member checking of the data as well as conducting a bracketing interview or practicing reflexivity to confront potential personal bias.

Confirmability is the neutrality or the degree findings are consistent and could be repeated. This is analogous to objectivity in quantitative research (Polit & Beck, 2014). Methods include maintenance of an audit trail of analysis and methodological memos of log. Qualitative researchers keep detailed notes of all their decisions and their analysis as it progresses. In some studies, these notes are reviewed by a colleague; in other studies, they may be discussed in peer-debriefing sessions with a respected qualitative researcher. These discussions prevent biases from only one person's perspective on the research. In addition, depending on the study, the researcher may conduct member-checking with study participants or similar individuals.

3.10 Data Collection Procedure

The study used primary and secondary sources of information. The researcher obtained an introductory letter from the Department of Educational Administration and Management which enabled the researcher to introduce herself and the purpose for

conducting the research to the respondents. A letter was given to the head teacher of the school to permit the researcher and also to allow the researcher to conduct interview with the teachers. The teachers were informed of the purpose and objectives of the study and a date and time were schedule to meet them. Emphasis was made on the fact that the findings of the study were primarily for academic purposes.

Interview was the instrument which was used to collect data. Before the interview was conducted, the researcher visited the school to familiarize with the environment in order to ascertain how best the interview sessions will be schemed to accommodate the resources and unanticipated events. Also, the researcher was taken around the school by the head teacher to meet the participants. A convenient date was scheduled with the prospective participants prior to the interview giving ample time for both the interviewee and the researcher to prepare well for utmost success.

The interviews were conducted within the months of 22nd June to 2nd July 2021 to collect data from the teachers of the Ajumako Catholic Basic School. The interviews were held in their various classroom during break time. The interview schedule was used to guide the interview in collecting views on motivation. Each interview lasted between fifteen (15) and twenty (20) minutes. Audiotape was used to record the interviewees' verbal responses.

3.11 Data Analysis

According to Cooper and Schindler (2003), data analysis is a means of lessening and arranging information to deliver discoveries that compel translation by the analyst. The researcher shares in the opinion of Bryne (2001) that a very large volume of detailed data emerges out of qualitative research, and since it is often subjective and contextually loaded, they would have to be revised to represent major themes or categories that

describe the phenomenon being studied. Data was thus analyzed according to the information gathered.

Data transcription was done immediately after the interview. The collected data was transcribed and coded based on the objectives. The audio-recorded interviews were transcribed. The researcher listened to the interviews and typed out both the questions and responses of each participant. These written transcriptions which consisted of the materials gathered from the interview helped the researcher to be able to interpret the verbal responses. The researcher moved from reading to describing, classifying, and interpreting the transcripts. This process is referred to as coding. During the coding process, the researcher described in detail, developed themes, and provided an interpretation of the transcripts (Creswell, 2007).

These codes represented core concepts, central categories, or themes related to stress of professional library staff (Crosby, DiClemente, & Salazar, 2006). Every code used was defined and kept in a codebook, which was a complete description of every code and how it related to the study. Some of the codes included salary and incentives, recognition, Teaching and learning Materials, Interpersonal relationship, working environment, pupils-teacher ratio, effective participation in extra curriculum activities, job performance and teacher performance Data was presented using themes. Themes result from the researcher taking important statements and grouping them into larger units (Okai, 2015). Representing the data using themes provide a complete description of the information collected.

3.12 Ethical Considerations

Ethics defines what is or is not legitimate to do, or what a ‘moral’ research procedure involves (Neuman, 2000). Ethical Consideration is an important part of the research.

According to Bryman and Bell (2011), prospective research participants should be given much information as might be needed to make an informed decision about whether or not they wish to participate in the study. Ethics are the norms or standards for conduct that distinguish between right and wrong. They help to differentiate between acceptable and unacceptable behaviors within a research context. Ethical issues catered for in the study were; right to privacy, no harm to participate anonymity and confidentiality and deception. Indeed, a person has the right to privacy and the right has to be respected.

A letter of permission was sought from Department of Educational Administration and Management which enabled the researcher have access to information from the institutions being studied. Consent of the participants was sought in the collection of data and their contribution to the research remained confidential. Participants were treated as anonymous that is, their identities were not revealed. All sources of information for the purpose of this research were acknowledged. All citations which were used in the study were duly acknowledged. The research was conducted and guided by University of Education, Winneba Code of Ethics.

3.13 Chapter Summary

This chapter presented appropriate methodology used for the study. This included various methods, techniques approaches and concepts that were used in collecting and analyzing data. Qualitative method was employed for the study. A census approach was used during sampling because the whole population of fifteen (15) was used for the study. Interview schedules were used to collect data from the teachers. Letter of approval was sort to allow field entry and the respondents. Qualitative data gathered from the researcher were analyzed using theme.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the analysis from the data that was collected from fifteen (15) respondents on their socio-demographic background, their responses towards motivation as teachers and how the factors that motivate them or the vice versa affects their job performance. The instrument for the data collection was interview. The interviews were conducted in the natural setting of the respondents at their various classrooms. during break times These were done to make them feel comfortable when conducting the interview.

4.2 Demographic Characteristic of Respondents

The background characteristics were very vital to the study as these could have an impact on the person's behavior, and hence, could help explain a person's view and opinion on an issue. A teacher is a person who provides education for pupils and students. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. This section presented information of the respondents on their gender, educational background, designation and working experience as a professional teacher. The analyses on the demographic characteristics were discussed below.

4.2.1 Gender of Respondents

Teaching is neither a solely masculine nor feminine profession, both sexes enter into the teaching profession. The total respondents interviewed were fifteen (15) teachers. Out of this number, eight (8) were males and seven (7) females. It is evident from the findings that there is gender balance in the school.

4.2.2 Educational Background of Respondents

Teachers are of varied backgrounds ranging from Elementary school to university level and their income levels are often determined by their educational background. Education is considered a vital key to socio-economic development of human beings in every nation. In this study, the educational background of respondents was important since the core responsibility of teachers is imparting knowledge and skills to pupils in the country. Teacher qualification is an important indicator in determining teacher proficiency in instructional practice. With regard to the educational background of respondents, they were asked to indicate their highest educational level. Out of the number, one (1) respondent had master degree, twelve (12) respondents had First Degree and two (2) respondents had Diploma certificates. This means that most of the respondents had First Degree to their credit.

4.2.3 Designation of Respondents

Respondents were asked of their designations or ranks in the school. From the data collected, it was realized that one (1) of the respondents was Senior Superintendent Grade II by designation, one (1) of the respondents was Senior Superintendent Grade I, eight (8) of the respondents were Principal Superintendent, four (4) of the respondents were Assistant Director II and one (1) of the respondents were Assistant Director I. It could be seen from the above information that most of the respondents fall in the Principal Superintendent category while the rest of the respondents shared the other four designations.

4.2.4 Working Experience of Respondents

With regard to the working experience of respondents, they were asked to indicate the number of years they had been working as professional teachers. Out of the total number of respondents, five (5) respondents indicated one to five years working experience, four (4) respondents had between six to ten years of working experience, five (5) respondents had between eleven and fifteen years of working experience and a respondent had between twenty-six to thirty years of working experience. It was observed that the majority of respondents had between eleven to fifteen years of working experience. Most teachers had been in the teaching service and in their current school long enough to gain experience and confidence thereby boosting their intrinsic' motivation for better performance in terms of classroom delivery (Dehalo, 2011).



4.3 Research Question One: What are the various forms of motivation for teachers in Ajumako Catholic Basic School?

The first research question of the study was to determine the various forms of motivation for teachers in Ajumako Catholic Basic School of the Ajumako Enyan Essiam District. Motivation can be in the form of intrinsic or extrinsic. This question sought to determine the nature of school teachers' motivation and the influence it had on the performance of teachers in the Ajumako Enyan Essiam District. This section presents and discusses findings on the forms of motivation.

4.3.1 Recognition

Recognition is one of the forms of motivation. Recognition is the acknowledgement of the efforts and dedication of workers in the workplace. Intrinsic rewards such as appreciation and recognition are important and have their own functions in stimulating employee attitudes and improving their performance. Employees assume that recognition is a valuable value in a career. This boosts up their morale and they are more motivated to increase their productivity in the organization. Recognition is an important aspect that needs to be in the organization to increase motivation and is also a catalyst for success in the workforce's performance. When this need is satisfied, it works as an excellent motivator. When someone is motivated through recognition, it boosts the person's confidence level and the zeal to do more including teachers.

Teachers are central to the realization of all ambitious national and global educational goals. Therefore, it is very important that every pupil in school is well set on this path and primary teachers are the ones who play the pivotal role in

imparting knowledge to students in their formative years. Some people do not recognize and appreciate the work of teachers while others do. Recognition today is highest need according to most of the experts whereas a reward which includes all the monetary and compensative benefits cannot be the sole motivator for employees' motivation programme. Employees are motivated fully when their needs are met.

In conducting the interview, respondents were asked how they were being recognized for the work they do. All the respondents said they do not receive any form of gift or money as a form of recognition for a work done other than recognition through the word of mouth. This is what a respondent had to say;

'since the school doesn't have enough money to appreciate and recognize hard working teachers in this, at the end of the term we do small contribution for the teacher who perform well during the term'. (Teacher 1)

From another respondent;

'for this school what we do is that during meetings, master praises the teacher or teachers who are performing well in the school and ask the rest to follow their examples. He also condemns the teachers who are not performing well'. (Teacher 3)

This is what another respondent said;

'the only way a teacher is recognized for doing

something good is when we are having meeting.

Since there is no more to buy something for the person, the person is praised and that is all'. (Teacher 4)

Again, a respondent said,

It is good to recognize the efforts we put in our work. recognizing someone's effort is good.

In this school, we are recognized through words of mouth, no physical gift to motivate us". (Teacher 6)

Recognition is an intrinsic reward that creates role models and communicate the standards which encourage great performance. From the data collected, it was realized that teachers in Ajumako Catholic Basic School were recognized and praised by the head master whenever they do the right thing. This serves as a source of motivation for the teachers in the school which encourages them to do their best in school. As stated earlier, teacher motivation is anything done to make teachers happy, satisfied, dedicated and committed in such a way that they bring out their best in their places of work so that both students, parents and the society will greatly benefit from their services. Therefore, teachers in Ajumako Catholic Basic School who are being recognized for their hard work motivates them a lot.

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. This confirms the research done by Berglund and Andersson, (2012).

To them, recognition and assessment throw light onto competence that may not have been highlighted before.

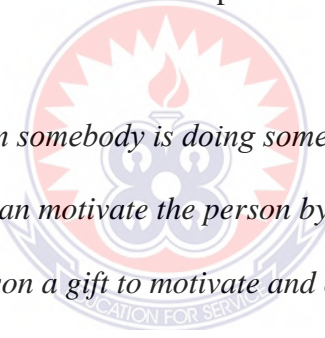
Similarly, Evans (1998) agreed to the findings of the study with the suggestion that teachers are motivated by the recognition of their talents or efforts and demotivated by insufficient recognition. Taylor and Mulhall (2001) also supported with an assertion that a collegial atmosphere, in which teachers can voice their opinions freely, regardless of hierarchical position in the school, encourages them. This makes them feel recognised for suggestions and initiation. The findings therefore corroborate Kasser and Ryan (1996) views that intrinsically motivated behaviour is alleged to derive from and satisfy psychologically needs, including needs for competence and autonomy.

Andrew (2004) in his works affirmed that commitment of employees is based on rewards and recognition. Also, Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. According to Purcell et al. (2003), job influence, team work, recognition and involvement in decision making lead to job satisfaction, positive attitude to work and consequently enhanced performance. Flynn (1998) also argued that rewards and recognition programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees.

4.4 Research Question Two: What are the various perception teachers in Ajumako Catholic Basic School have about motivation?

The second research question of the study was to know the different perceptions teachers in Ajumako Catholic Basic School have about motivation. Different people get motivated by different things. What might motivate someone might not motivate the other.

Motivation and reward are very important for an organization, as this can be used to direct the staff towards achieving the goals of the organization. In an organization, there will be employees working at different levels. Rewarding and motivating efficient employees will boost their productivity. People have defined motivation differently depending on how they perceive it. Robbins and Coulter (2014) describe motivation as a process by which a person's efforts are energized, directed and sustained toward attaining a goal. Motivation is a drive that pushes an individual to act and perform specific tasks and actions. Since people are motivated by different things, the respondents were asked to give their opinions on what motivation is to them. Every one of them had something to say on what motivate them or what they see as motivation. These are some of the responses from the respondents:



*'when somebody is doing something good,
you can motivate the person by giving that
person a gift to motivate and encourage
the person'. (Teacher 5)*

One of the respondents had this to say;

*'people see motivation differently. What
might motivate me might not motivate
another person. to me, motivation is like a
reward. It is to encourage the person to
do more'. (Teacher 7)*

This is what other respondents had to say about motivation when it is being mentioned;

'since motivate is relative, I see motivation as somebody doing something good and that person is being appreciated for the good work done'. (Teacher 11)

Another respondent said;

'as for me I know motivation to mean praising somebody in a form of gift or something else. When somebody is doing his or her best that person must be praised'. (Teacher 13)

Again, a respondent said,

'I know motivation is good for everybody. I know motivation to be empowering somebody to do more of what the person is currently doing'. (Teacher 14)

Motivation can be intrinsically or extrinsically. What might motivate someone might not motivate another. From the data collected, it was realized that teachers see motivation differently. Some see motivation as giving someone a gift while others see it as recognizing what someone is doing and appreciating and encouraging the person to do more. This is to say that everybody views motivation differently. This confirmed the research of Evans (1998). He suggested that motivators might be school-specific, but

that the way individual teachers feel and perceive them, even in the same school, is not the same; in this sense, motivation is highly individual.

The act of motivating employees is in the heart of organizations and involves the creation of conditions that encourage workers to achieve a high level of performance (Ajang, 2008). This is in conformity with what Robbins and Coulter (2014) described as motivation. They describe motivation as a process by which a person's efforts are energized, directed and sustained toward attaining a goal. The teachers believed that when they are motivated it will encourage them to do more even though they are doing their best now. This agrees with the work of Riggio (2014). According to Riggio (2014), motivation is central to any discussion of work behavior because it is believed that it has a direct link to good work performance; it is assumed that the motivated worker is the productive worker. Ifinedo (2003) confirmed that a motivated worker is easy to be spotted by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Kreitner and Kinicki (2004) also confirmed that motivation contains those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. Highly motivated employees are more productive, more efficient and willing to work towards the achievement of organizational goals than those with a low level of motivation. Motivating employees and rewarding them is one of the most important aspects and challenging activities of an organization. The highly motivated employees serve as the competitive advantage for any company because their performance leads an organization to well accomplishment of its goals.

Bourne & Bourne (2002) pointed out that an employee, irrespective of if he/she is working in an office or on a bench, will experience his/her tasks, as well as the workday totally differently if the attitudes toward the job are good or if they are bad. They argued

further that the employees' feelings toward their work have a significant influence on the success and failure of the company. Thus, during hard times the level of morale within the work force may determine whether a company will survive. In other words, motivated employees contribute to a company's survival (Stajkovic & Luthans, 2003). According to Hume, (1995) a well-motivated employee is expected to have a greater impact on the profitability of an organization than one that is unmotivated.

Teachers in Ajumako Catholic Basic School have different perception about motivation. Motivation means different things to the teachers in the school. The teachers believe their kind of motivation would be met so that they can be satisfied well in their teaching profession.

4.5 Research Question Three: What are the factors influencing the motivation levels of teachers in A Ajumako Catholic Basic School?

The third research question of the study was to determine the factors that affect the teachers' motivation in the school. Motivation can be either intrinsic or extrinsic. In whichever way whether intrinsic or extrinsic, motivation is needed to boost morale and to re-energize a person to do more at one point in life. Motivation helps one to perform better than when that person has not been motivated. Even though teachers are doing their best already, motivation helps them to perform better. There are certain factors that affect the motivation of teachers and respondents were asked to give their opinion about it.

4.5.1 Teaching and Learning Materials

Teaching and learning materials (TLMs) are very essential and are needed in the learning process. They are the tools that are used by teachers and instructors in schools to facilitate

learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans (Kapur, 2019). Examples of teaching and learning materials include textbooks, software, relevant reading materials, videos, recordings and many more. Respondents were asked how the availability of teaching and learning materials affected their motivation and their performance as well. All of the respondents said they do not have adequate teaching and learning materials to teach. Their responses were captured differently. This is what a respondent had to say on the subject;

'we do not have enough teaching and learning materials here. There is no capitation for the school which means there is no money in the school. There are no textbooks to teach the pupils unless we improvise. The drawings and paintings on the wall I did them myself to help the pupils to get a better understanding of what I teach'. (Teacher 2)

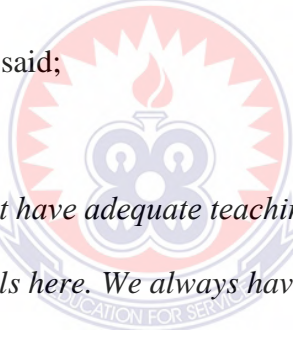
Another respondent said she buys the textbooks she uses to teach herself. This is because if she does not buy them herself, she would not get any materials on which she would use to teach. This is what she said;

'I bought the textbooks I use to teach myself. When I go somewhere and I see textbooks which will help me in mine teaching I buy them. I need to update myself before I teach. As for the teaching and learning materials here, it is not enough'. (Teacher 10)

This is what another respondent said as to whether there are adequate teaching and learning materials for them in the school;

'I don't have materials to teach especially when it comes to demonstrating to the children. For example, when teaching ICT because there is not physical computer so I have to draw the computer and its accessories on the board and point out to them instead of a physical computer'. (Teacher 9)

From another respondent, he said;



'We don't have adequate teaching and learning materials here. We always have to improvise to teach. We have to find best ways of getting accurate information to teach. This is not helping at all in the work'. (Teacher 12)

Teaching and learning materials are very necessary when it comes to learning. Without teaching and learning materials, students will not get the clear understanding of what is being taught. From the data collected, it was realized that none of the teachers in Ajumako Catholic Basic School had adequate teaching and learning materials to teach the school children. It was revealed again that the teachers in the school buy textbooks with their own money to teach the school children. They also buy card board papers with

their money, draw educational characters and symbols on them and paste them on the walls.

The little one in the nurse and kindergarten also needed playing toys to play with which was not available. The school children especially those in the upper primary and the Junior High School also needed materials like a set of computers, a globe to give a better understanding when teaching Information and Communication Technology (ICT) and other subjects. With the absence of this materials, teaching and learning becomes a little difficult since the school children will not get a better understanding of what was taught. This does not motivate teachers in the school especially when they have to use their own pocket money to buy textbooks and other things to teach to the school children whilst the school should have provided for them.

This finding corroborates Bunge's (1987) study. He pointed out that a feeling of not having adequate resources to meet a demand can be an occasion of worry. He explained further that managing the amount and nature of stress in one's life consist of attempting to achieve a balance between challenges and demands of one's life and the resources available to meet these challenges. He concluded that when we feel that there are too many demands or too few resources to deal with, we will experience excessive or painful stress, which is either strain or distress.

4.5.2 Interpersonal Relationship

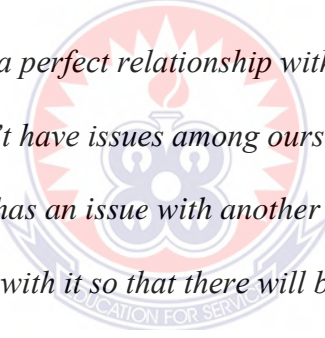
An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. It is good to have a cordial relationship with fellow colleagues. It fosters unity and peaceful atmosphere at work. Respondents were asked how they relate with their other colleagues

and the head teacher as well. All the respondents said they had good relationship among themselves. One of the respondents said;

'we respect each other and I am at peace with everyone here. People come from different background so I understand I have to tolerate them. Me tolerating them means I'm cool with everybody here. When it comes to master, I respect him a lot'. (Teacher 2)

Another respondent said;

'we have a perfect relationship with everyone here. We don't have issues among ourselves and even if someone has an issue with another person, we have a way of dealing with it so that there will be peace'. (Teacher 5)



This is what another respondent had to say;

'Everything is fine among us. We are okay here. We are adults so we know how to relate to each other so that we will have a cordial relation. As human as we are, we will have issues with one person at one point or the other. But we have a way of dealing with the issue'. (Teacher 7)

Again, a respondent said;

Having good relationship with everyone is healthy.

There exists cordial relationship here. We are at

peace with each other. We consult each other

when we need assistance'. (Teacher 8)

Having good relationship with colleagues at the work place promotes peace and unity. It is very necessary to have good interpersonal relationship with colleagues in the workplace because it brings about understanding and prevents chaos. The findings of the study revealed that all the teachers in the Ajumako Catholic Basic School had good relationship with each other. Also, all the teachers said they were at peace with the head master and they respected him very much.

Jones *et al.* (2000) confirmed to the fact that interpersonal relationships reduce the effect of dissatisfaction, encouraging customers to maintain the relationships. Uzzi and Spiro (2005) also confirmed that relationships between co-workers offer benefits to individual workers of reduced uncertainty in taking risks, learning from each other in work teams (Edmondson, 1999) and fostering effective co-ordination and communication (Carmeli & Gittell, 2009). Price (2013) also confirmed that in schools, teachers who are more deeply embedded with their work colleagues report higher commitment to their school. To the organization, positive relationships between co-workers facilitate organizational environments conducive to learning from failure (Carmeli & Gittell, 2009; Edmondson, 2011, 2018), promote innovation (Edmondson, 2011, 2018) and reduce job turnover.

Cordial interpersonal relations come under intangible motivator but they are significant because as colleagues, teachers are required to work as a team to the objective of training

students to become useful to society. If it turns out that the head of the school is unable to ensure unity and cohesion among teachers, there cannot be the spirit of cooperation to achieve desired goals, it is therefore hearty to see that teachers are largely satisfied that there existed cordial relations among teachers in the schools. Similarly, the teachers in Ajumako Catholic Basic School indicated that they were satisfied with the way they relate with each other as well as with the head teacher. According to some of the teachers in the Ajumako Catholic Basic School they said they had a way of resolving their issues when they come. This finding is in tandem with the expositions of Herzberg, Mausner and Snyderman (1993). They stressed that interrelationship among peers, superiors and subordinates' forms part of the Herzberg's theory on motivation. According to aspect theory, the absence of cordial relationship between a supervisor and subordinates brings dissatisfaction.

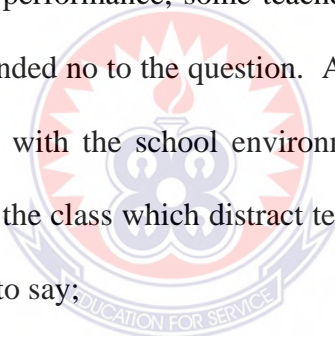
Gil-Monte (2005) argues that within organizations there are processes of contagion among the workers' emotions, in such a way that a bad environment as experienced by one person can be passed on to others by personal relationships. Thus, teachers' relationships with their coworkers are decisive in the work environment. Maslach (2009) and Esparza, Guerra and Martínez (2000) argue that the most destructive thing for a community are chronic, unresolved conflicts with others. Therefore, the more negative interpersonal relationships are, the higher the probability that there will be burnout. The teacher-coworker relationship seems to affect a teacher's efficacy in such a way that improving these relationships tends to improve their level of professional efficacy.

4.5.3 Working Environment

Environment plays a key role in job motivation and performance. Working environment should be such that it will be conducive for teaching. Environment partly contributes to

the output of teachers. When teachers find themselves in a good and conducive environment, they are able to work better than in environments which are not conducive to work. A conducive school environment is good for good academic work. Teachers like other category of workers require a satisfying working environment to be able to deliver the needed results society expected of them. Teachers are expected to train students who would not only pass their examinations well but would also become morally upright citizens. Therefore, teachers require an environment that is appropriate to discharge that responsibility. It has been made amply clear that the school environment has impact on the output of teachers.

As to whether respondents were comfortable with the school environment and how the environment affected their performance, some teachers responded yes to the question whiles other teachers responded no to the question. According to some of the teachers, they were not comfortable with the school environment. The reason is that there is constant noise coming into the class which distract teaching and learning process. This is what the respondent had to say;



'a lot of people come to sit under this tree and make noise. Almost all the time, you will see people sitting there making noise which affect me when teaching. And the children get distracted by the noise'. (Teacher 6)

Another respondent said her class is by the roadside so they get distracted by the cars that pass by. Also, the children cannot play so much at the other side of the school compound during break time because they might get so close to the road.

According to the respondent;

'the environment is not conducive especially for the children. We are by the roadside therefore we get distracted by moving cars. Also, because the school is not fenced, we are always afraid that a child might get unto the road without our knowledge'. (Teacher 1)

Some respondents said they were comfortable with the school environment. The environment was conducive for teaching and learning. This is what some of the respondents said;

'the school environment is okay for me especially when it comes to the compound. It has a big compound for the children to play on. For this reason, I am okay with the environment. This makes me feel safe and that makes me happy'. (Teacher 3)

From another respondent;

'I see the school to be attractive as compared to the other schools. Some schools are not fortunate to have such a structure. They do not have a proper structure as compared to us. Some schools are in a deplorable state as compared to us.' (Teacher 7)

The physical workplace environment affects worker satisfaction, productivity and well-being (Carlopio & Gardner, 1995). Understanding how different office workers perceive

their working environment helps in creating better places for work. This is a challenge as different individuals have different, sometimes even contradictory workplace related preferences (Rothe et al., 2011). This study revealed that some of the teachers in the Ajumako Catholic Basic School were comfortable with their working environment that is the school. They said the school structure and the big compound that exist for the school children to play on made the school comfortable for them to teach.

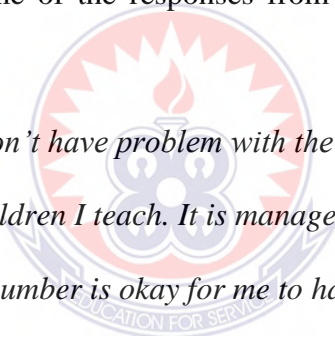
Some of the teachers also said they were not comfortable with the working environment. According to some of the teachers, there was always constant noise from outside to the classroom which distracts teaching and learning. Other teachers in the school also said their classroom was close to the road side which restricts their school children of not having the free space to play on the other side of the school compound.

The works of Getachew (1999) agreed to the fact that poor working conditions include problems such as inadequate equipment, poorly maintained buildings, lack of space, poor quality furniture, lack of suitable premises and poor staff room facilities. Muluken et al. as cited in Arega (2007) recommended that upgrading the work environment and working conditions for teachers is a favorable act towards increasing teacher motivation, making the profession more attractive, enhancing retention of teachers, and improving the quality of teaching and learning. As said by Rasila (2012), the way the workers talk about their working environment is important as it may give some hints about their attitudes towards the working environments and the way they respond to changes in the workplace.

4.5.4 Pupil-Teacher Ratio

Student-teacher ratio also referred to as Pupil-Teacher Ratio (PTR) is the average number of pupils per teacher at a specific level of education in a given school year. The

Right of Children to Free and Compulsory Education (RTE) Act, 2009, lays down the norms and standards relating, inter alia, to Pupil-Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours and many more. It provides for rational deployment of teachers by ensuring that the specified pupil-teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. Respondents, that is the teachers in Ajumako Catholic Basic School, were asked if their class size were more than the standard number of pupils that is supposed to be in a class or the size was less than the required number. All the respondents answered that their class size was manageable since it was not too large. None of them had issues with the class size. These were some of the responses from the respondents. According to a respondent;



'I don't have problem with the number of children I teach. It is manageable. The number is okay for me to handle in the school'. (Teacher 2)

Another respondent said;

'my class size is the largest in this school yet still I am cool with that. I am able to teach and mark their assignment so I don't have problem with the number of children in my class'. (Teacher 5)

This is what another respondent had to say;

'in this school, we don't have problem with the number of children here. I have a sizeable number in my class. They are not more than I could handle'. (Teacher 9)

Again, a respondent said;

'The number of children I teach is okay for me. The number is not too much on me. I can handle them so it is not a burden on my part'. (Teacher 13)

The number of school children a teacher teaches tends to motivate the teacher to do his or her best or not. The findings of the study revealed that all the teachers in Ajumako Catholic Basic School had quite a sizable number of school children in their class. According to the teachers in the school, they had an average of thirty (30) pupils in a class which is the standard number of pupil-teacher ratio. The findings supported a study by Bennell (2004) which found out that, larger classes and workloads acted as demotivators in African countries.

Bayo (2005) confirmed that smaller classes benefit all students because of individual attention from teachers, but low-attaining students benefit more at the secondary school level. Pupils in large classes drift off task because of too much instruction from the teacher to the whole class instead of individual attention, and low-attaining students are most affected. Finn (2003) also affirmed that the students became occupied in the small

class size, both academically and socially. Therefore, their strong engagement caused academic achievement improved. Lindahl (2005) also in his work supported the assertion that there are significant effects of smaller class sizes on student achievement.

Effectiveness of teachers in teaching their classes is a very important one of these factors that considered as the most important school related factor in increasing students' performance and success (Miles, 2011). Blatchford (2003) confirmed a study that class size noticeably affects the academic success of students in both mathematics and literacy. Johnson (2011) also confirmed that schools with smaller student teacher ratio, teachers can have more time to spend with each student and check the progress of every student they are responsible and can provide a more individualized teaching that is more suitable to each student.

4.5.5 Other Challenges

Almost every school or institution is faced with one challenge or the other. Challenges are part of institutions and for that matter Ajumako Catholic Basic School also face challenges. Almost all the respondents said they were faced with one challenge or the other. Some of the respondents were faced with inadequate teaching and learning materials, inadequate playing toys for the kindergarten children, inadequate money to buy certain things for the school such as textbooks, the unconducive environment for teaching and learning because of noise, no motivational packages for teachers. Some of the teachers gave an account of some of their challenges they face in the school. This is how some of the respondents expressed their challenges relating to teaching and learning materials and other issues affecting them;

'I don't have any challenge here aside the teaching and learning materials which are not adequately available here. It makes teaching difficult because what will help the children have a better understanding of what I am teaching is not there. It is really not helping'. (Teacher 1)

From another respondent;

'I am so much concern with the small ones. All the attention has been shifted to J.H.S. students and how well they will perform in the final exams. We need playing toys such as bouncy castle, puzzles, see saw and playing learning materials. The desk we have here are not suitable for the children. The distance between the seat and the table is wide. They have to stretch when writing'. (Teacher 2)

Again, a respondent said;

'the challenge I have here is that there is no money to do anything in the school. Everything we do in the school which involves money is through our own contribution including buying of textbooks. We buy our own textbook which is not motivating enough. (Teacher 3)

Another respondent said;

'the school is fine and we are doing our best here.

The problem I have is with the noise around the

school. The noise sometimes is so inconvenience.

It distracts teaching and learning process.

That is my problem here'. (Teacher 4)

Again, a respondent had this to say;

*'there are no motivational packages for us aside
praising teachers who do well and that is all. No
gift, no money and nothing apart from praising and
encouraging the person through word of mouth. It*

is sometimes discouraging'. (Teacher 5)

Teachers were faced with different challenges. When teachers are faced with work challenges, it does not motivate them which brings about low productivity. Some of the teachers in the Ajumako Catholic Basic School said they did not have the adequate teaching and learning materials to teach the school children hence, they always improvise to teach them which is not the best. Some of the teachers in the school said that the authorities had shifted their attention from the younger school children thus, nursery and kindergarten to the Junior High School (J.H.S.) children in the name of the students passing their final examination. They were to have playing toys but they did not have. They also did not have the appropriate tables and chairs in the classrooms.

Another challenge some of the teachers were faced was monetary issues. According to them, there was no money to do anything in the school. Therefore, everything which was

needed by the school was done through contributions from the teachers. This is not motivating enough. Other teachers had issues with the noise people make which distract teaching and learning. According to them, they have to shout louder and sometimes too the children's concentrations shift to where the noise is coming from. Others too wanted motivational packages other than motivation by word of mouth. They wanted something that they can see and touch as a motivator.

This affirms the work of Mumanyire (2005). According to Mumanyire (2005), the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers.

4.6 Research Question Four: Why do certain factors affect the performance of the teachers in Ajumako Catholic Basic School?

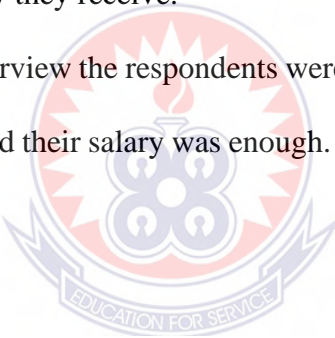
The fourth research question of the study was to know the factors that affected teachers' performance. To run a successful school or business, teachers or employees must feel valued. One of the most effective ways of accomplishing this goal is motivating teachers or employees through various types of incentives. In some cases, incentives might be monetary such as bonuses or gifts for exceeding performance standards. The following are the underlying factors that influence the motivation levels of teachers in Ajumako Catholic Basic School?

4.6.1 Inadequate Salary and Incentives

Employees feel rewards such as salary and recognition are also important in order to

increase the employee's motivation and satisfaction. The reward is a catalyst for encouraging individuals to work harder and better. Salary is the money that someone is paid each month by their employer, especially when they are in a profession such as teaching, law, or medicine. A salary is a form of payment from an employer to an employee, whether specified in the contract of employment or not. The expectation is in return for the contribution of the employee, in which the employer expects of their employees. Wasiu and Adebajo (2014) state that when employers pay low salaries and payment methods are not fixed, it will affect the performance of employees. Employees' performance will decline because employees will not be satisfied. Teachers also receive salaries at the end of the month. The researcher wanted to know whether the respondents were content with the salary they receive.

By so doing, during the interview the respondents were asked if their salary was enough. None of the respondents said their salary was enough. One of the respondents said about his salary;



'as for the salary, I don't want to even talk about it. You can't use it for anything. You receive your salary today and the next few days the money is finish. You have to economize till the end of the month'. (Teacher 8)

This is what another respondent said;

'as we all know, the salaries of teachers is one of the least in Ghana. The salary is not enough. who is ever sufficient with his or her

salary? I don't know of anyone who is okay with his or her salary. No one's salary is enough, we are all managing'. (Teacher 11)

Another respondent said;

'I was supposed to be upgraded long ago after I completed school. Up till now I have not been upgraded. With this, do you think my salary will be enough for me. Knowing that I could have taken more than I am taking now'. (Teacher 14)

Also, a respondent said;

'the salary I receive is quite manageable. It is not enough but what can we do, we just have to manage since there is no money coming from anywhere till the next salary comes'. (Teacher 15)

Generally, it is said that salary alone is not sufficient enough to take care of one's personal needs and that of the family. That is why people look for other sources of income in addition to the normal salary. Asked whether they receive any incentives or allowance in addition to their salary as a form of motivation, this is what one of the respondents had to say;

'initially, we did get some monies from the extra Classes that we were doing. Since the government stopped that, we don't get anything from anywhere.

Not from the government and not from the school.

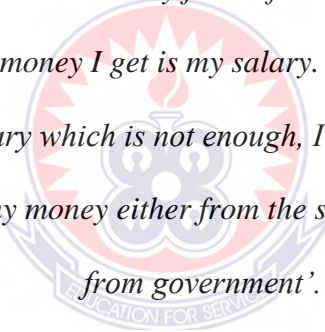
We depend solely on the salary’.

This is from another respondent;

‘I only take my salary and that is all. Not only me but all the teachers here. No allowance, no incentive, just the salary which is bad. It doesn’t motivate us enough to work but what can we do?’

Another respondent said;

I do not receive any form of allowance. The only money I get is my salary. Apart from my salary which is not enough, I don’t receive any money either from the school or from government’.



Also,

‘aside salary we the teachers here do not receive any form of allowance or incentives in this school. the only money we get here is salary and nothing else. this is not motivating at all’.

A lot of people work to get income to take care of their needs just like the teachers in Ajumako Catholic Basic School. These incomes come in a form of salary, incentives and from money generating businesses. Money is needed for human survival. The findings of the study showed that salaries of the teachers in the school were not enough to take

care of personal needs as well as family needs. This does not motivate the teachers enough to teach which brings about low productivity. It was also established from the findings that none of the teachers in the school got incentives or remuneration from management or from the Ghana Education Service. This also de-motivates the teachers in performing their duties in the school since they do not receive any kind of monetary motivation.

Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Sara et al., 2004). The absence of money de-motivates teachers; it has the preeminence to magnetize, maintain and motivate individuals towards higher performance. Frederick Taylor and his scientific management associate described money as the most fundamental factor in motivating the industrial workers to attain greater productivity (Adeyinka, 2007).

This supports a research done by Dozier (2015) who revealed that job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She also observed that salary was a strong force that kept teachers at their jobs. The researcher feels that this is a recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance. Bame (1991) in his work asserts that a reward in a form of pay has a strong impact on the employees' performance. Ubom (2002) also confirmed and stated that pay is one of the most powerful motivating tools.

Broad (2007) also supported that tangible incentives are effective in increasing performance for task not done before, to encourage "thinking smarter" and to support both quality and quantity to achieve goals. Incentives, rewards and recognitions are the prime factors that impact on employee motivation. As the employees engage in their

working activities purposely for own's sake then they will feel intrinsic motivation in their behaviors as their activities will essentially be enjoyable and satisfactory (Vansteenkiste, 2005).

Therefore, all the teachers in the school have the desire to be satisfied at work financially and once all teachers are satisfied financially, their performance will definitely increase which will also boost the morale of the teachers. When teachers are good salaries and enough incentives, they would be financially sound which will enable them sound mind and the needed concentration to teach well.

4.6.2 Job Satisfaction

Job satisfactions are the things people do which make a positive impact and contribution to the employer's business. The most powerful achievements are those which are quantifiable, so include numbers or percentages where possible. Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important. When students perform well, teachers are happy and fulfilled. The researcher wanted to know from the respondents whether their students' achievement satisfies them and motivates them to get on well with their jobs. Some of the respondents said they are being motivated by their students' performance. This is what one of the respondents had to say;

'I get motivated a lot when my students perform well especially in the final exams. I get so excited

when they do well in the exams because I feel I am part of their success because I taught them’.

From another respondent;

‘my students’ achievement at times motivate me to do well with this teaching work. It motivates me to perform well. I feel their performance encourage me to do my best’.

From another respondent;

‘in this teaching field our achievement is seeing our student excelling academically. It gives us joy. When they pass their B.E.C.E., it tells we have done a good job. And this motivates us especially me to do more’.

Again,

‘Everybody gets satisfied and motivated when the children they taught pass with flying colours. This is what happens to me when my children pass my subject very well’.

Doing something and successfully achieving that thing excite the person. All the teachers said they were happy when their students pass well in their final examination and also anytime their students did well in class. The achievement of their students

passing the final examination and doing well with the classroom work motivate the teachers a lot. Bame (1991) explained that job satisfaction is the state of joy, acceptance and commitment towards the performance of a duty that one has been trained to do and particularly that which provides one's source of decent livelihood. To him, this joy, acceptance and commitment to discharge such duties often hinged on a number of factors, including needs, wants, desires, aspirations, values, interest and attitudes. These factors, he said, then activate or arouse and direct the behavior of the person concerned towards the attainment of some goals. This satisfaction can be equated to the word motivation.

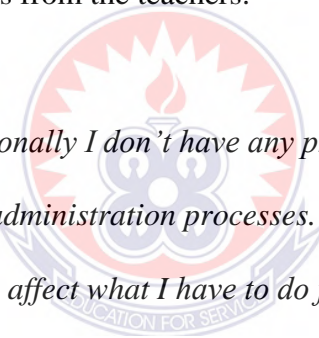
This confirms the works of McShane and Von Glinow (2000). They asserted that it is a popular belief that happy workers are productive employees. Also, they established that job satisfaction and task performance are related because satisfied employees engage in more organizational citizenship behavior. Job satisfaction affects a person's general mood and employees who are in good morale are more likely to communicate positive feelings and less likely to quit their jobs. Motivated employees empower and strengthen an organization, allowing all the work processes to run smoothly and enable the organization to meet its goals within the targeted period of time.

Csikszentmihalyi (1990) posits a view that the state of satisfaction and happiness is achieved by the employees only when they maximally put their abilities in performing the activities and functions at work. In this way, motivated employees are retained with the organizations thus reducing extra costs of hiring. The basic purpose of recognition and reward programme is to define a system to pay and communicate it to the employees so that they can link their reward to their performance which ultimately leads to employees' job satisfaction. Where there is job satisfaction, there is a pleasurable positive emotional state as a result of work appraisal from one's job experiences.

4.6.3 Administrative problem

Administration is the range of activities connected with organizing and supervising the way that an organization or institution functions, in this case Ajumako Catholic Basic School. An administrator who is the head teacher provides office support to either an individual or team (the teachers) and is vital for the smooth-running of a business. Their duties may include fielding telephone calls, receiving and directing visitors, word processing, creating spreadsheets and presentations, and filing. Despite these roles that the head teacher performs there might be some administrative problems in the school. To know whether the teachers had problems with how things were done in the school, the respondents that is the teachers in the school were interviewed on the issue. The following were the responses from the teachers.

From a respondent;



‘Personally I don’t have any problem with the administration processes. It does not really affect what I have to do for the day’.

From another respondent;

‘The master here is the involving type of person. He involve us decision taking and he take our concerns in good faith. I don’t think I have problem with his administration.’

Again;

‘Very administration and their rules and regulations. Some decisions and directives

*will not all favor all of us but in all we
take it in good faith. I don't have too much
problem with this current administration'.*

This study found out that the teachers did not have any problem with their administration issues within the school. The teachers had various reasons why they were comfortable with the present administration. Among the many reasons included the head teachers being transparent and involving the teachers in decision making and other issues concerning the governing of the school to promote teaching and learning in a conducive and stabilized environment. This, in a long run, will enhance the performance of the teachers in Ajumako Catholic Basic School since they do not have any issues with the administration of the school.

This study agrees with the work of Manna and Tesfaye (2000). They indicated in their study that satisfaction of employees with effective administration and support and supervision are major predictors of job satisfaction and there by career decision of teachers. Contrary to the results of this study, Manna and Tesfaye (2000) stated that 66.5 to 35.2 percent of teachers involved in their study were unhappy in their relationship with the school administration and colleagues respectively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This final chapter provides a snapshot of the entire work by providing a summary of the key findings, conclusion and recommendations of the study. The chapter ends by giving its conclusions and suggestions for further studies.

5.2 Summary of Findings

The purpose of this research was to assess the influence of motivation that inspires teachers to perform in Ajumako Catholic Basic School. In view of this, the study findings showed that:

Different people have different perceptions about motivation. Some of the respondents saw motivation as being monetary, some also saw it as being words of encouragement while other respondents knew motivation as recognition.

Both extrinsic and intrinsic motivations were considered important by teachers who responded to the study instrument. People are motivated by different things at different times. What might motivate someone might not motivate another.

Recognition is good and needed to boost a person's morale. It brings out the best in the person and one will wish to do more. The only form of recognition that teachers receive from the school is recognition through word of mouth which is normally done during meetings by the headmaster. From the data gathered, there is not enough money in the school to give to teachers or buy a gift for teachers to show as a form of recognition to appreciate a teacher. Therefore, the school has resorted to appreciating and recognizing

teachers in the school by word of mouth. This form of motivation is not enough to motivate the teacher in the school.

There are certain factors that motivate teachers to be highly productive with their work. Absence of such factors affect the work negatively. As stated earlier, teaching and learning materials are very essential and needed in the learning process. Teaching and learning materials are the tools that are used by teachers and instructors in schools to facilitate learning and understanding of concepts among students. These are the educational materials that are used within the classroom setting to support the learning objectives, as set-out within the lesson plans. None of the teachers had adequate Teaching and Learning Materials to teach the school children. The ones they had and were using were bought by themselves with their own monies. Without them buying the materials means the teachers would not have the requisite information to teach the school children. The situation teachers have found themselves in is because the school does not have money since the school children do not pay school fees and money is not coming from the government regularly. This is not a good situation in the school and it is not motivating enough.

Interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. It is good to have a cordial relationship with fellow colleagues. It fosters unity and peaceful atmosphere at work. All of the teachers had a cordial relationship among each other. There might be some issues or confrontations at one time or the other but they know how to address those misunderstandings when they come. With how the teachers relate with the head teachers, it was established that they all have a cordial relationship with the head master.

The physical workplace environment affects worker satisfaction, productivity and well-being. The school environment was convenient to some teachers looking at the large compound and the structures that the school had. To them, the school is attractive. Some of the teachers too were not comfortable with the school environment due to the noise making from outsiders, inability of the nursery and kindergarten children playing around at certain portion of the school due to the fear that the children will get on the road and might be knock down by a car.

The pupil-teacher ratio refers to the number of pupils for every teacher in a school. This number is about more than just class size. The pupil-teacher ratio reflects the teachers' workload and how available they are to offer services and care to their students. The school does not over populated pupils. The number of pupils per a class is of a moderate size. This makes the teachers to get enough time for the pupils in the school which is also healthy for the pupils too.

Almost all the teachers in the school had one issue or the other. Though it has been mentioned earlier, these are the challenges the teachers face. The challenges ranges from teaching and learning materials, attention shifting from the nursery and kindergarten children to the Junior High students especially the final year students, non-existence of money in the school to do anything to lack of motivational package in the school to motivate teachers.

Motivation is good and it is needed in a person's life at one point or the other. When teachers are motivated, that they turns to give out the best. The factors that affected motivation of teachers in the school to perform include inadequate salary and incentives, job satisfaction and administrative problems in the school

From the data gathered it could be seen that almost all the teachers in the school do get salaries which were not enough to cater for some of their basic needs. The expenses they do were more than their salary so they are always in financial difficulties which will in a long run affect the work. Also, none of the teachers receives any form of incentives in a form of cash or kind as a motivation. It is solely their salaries that they get and nothing else from the work that they do.

Every human being is happy when he or she is satisfied with the positive outcome of whatever done. Job achievement brings about great satisfaction to the individuals. Teachers of the school were highly motivated by the performance of their pupils especially during their final examination that is Basic Education Certificate Education (B.E.C.E.). According to the teachers, the final year students pass their final examination with flying colours and this makes them motivated knowing well that they have taught the pupils well. It is one of their sources of motivation.

Administration is the management of any office, business, or organization. As stated earlier in the previous chapter, administration is the range of activities connected with organizing and supervising the way that an organization or institution functions. Some of the administrative practices come with certain issues. Fortunately, the study revealed that almost all the teachers in the school did not have problem with the current administration and how things are done. The teachers said they like the way they were involve in decision making and other issues concerning the school.

5.3 Conclusion

Based on the evidence from the main findings, the following conclusions were drawn: some teachers are in the teaching profession because of the interest they have in teaching

even though they are not satisfied with the salaries they receive. Some of the teachers are not too satisfied with the school environment while other teachers are also comfortable with the school environment. With the issue of recognition, teachers of the school were only recognized through word of mouth by the head teacher during meetings.

Teaching and learning materials which are used to teach the pupils were not fully available. Teachers have to use their own money to buy the books, card board papers, markers and other to teach the pupils. This is not motivating enough. Again, there was a cordial relationship among teachers in the school and among the teachers and the head teacher. This made a healthy relationship in the school. The working environment which is the school environment is also an issue that the researcher looked at, as to whether it motivated the teachers or not. Some of the teachers were comfortable in the school because the school had a big compound and looked attractive as compared to other school. Some teachers too were not comfortable with the school environment because the school is sited near the road where children cannot play as they ought to. Again, some teachers had issues with the noise people make around the school which distract teaching and learning. The school also did not have any issue with the number of pupils admitted in the school. On a whole, the pupil-teacher ratio in the school in line with the standard ratio of 30:1. That is, every thirty pupils are to one teacher. This was motivating because teachers were not stressed by the numbers of pupils they taught.

With the issue of the performance of teachers in the school, inadequate salary and incentives were issues the teachers in the school look for the betterment of it. Job satisfaction was there even though all that the teachers want in the school to make teaching and learning better were not readily available. Some of what the teachers wanted such as good interpersonal relationship, the school's structure was available while

inadequate teaching and learning materials and non-availability of incentives cause job dissatisfaction to the teachers. The teachers get motivated and satisfied when their pupils perform well in school especially during final examination thus, Basic Education Certificate Examination (B.E.C.E.). Also, administratively, the teachers in the school do not have problems with the way the school was managed.

5.4 Recommendations

Following the various findings of the study, the researcher made the recommendations below;

The school should be fenced by the school management or the Parents Teachers Association to prevent the school children from running unto the street during break time and also prevent people from sitting under the tree near the classroom to make noise whiles teaching and learning is going on.

Furthermore, the conditions of service of teachers in the school should be improved by the management or Parent Teachers Association (PTA) by providing adequate teaching and learning materials, playing toys for the nursery and kindergarten children and well as getting proper desks or tables and chairs for the nursery and kindergarten children to use.

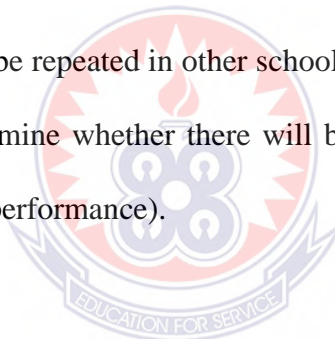
Finally, the study has revealed that there are not enough teacher recognition schemes. The best teacher award scheme mostly occurs at the national, regional and sometimes district levels. For years, it could go undone in the district and this is not good enough. The district should ensure that this scheme is organized even at the circuit levels to ensure motivation is brought to the local levels.

5.5 Limitations and Areas for Further Study

The study was confined to only determining the effect of motivation on teachers' performance in only one school in the Ajumako Enyan Essiam District. Hence, most mediating variables that can significantly link the dependent and independent variable as well as explain these variables were ignored. In order to determine the impact of mediating variables, a further study on motivation and its effect on teacher's performance should be undertaken where academic upgrade, recognition and incentive and living condition are recommended as intervening variables.

Future research can use the longitudinal design approach to assess if the findings are the same as the need and expectations of people because needs change overtime.

Finally, future studies can be repeated in other schools and at a higher education within the same industry to determine whether there will be positive influence among these variables (motivation and performance).



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APPENDIX 1

INTERVIEW SCHEDULE FOR TEACHERS

As a teacher of this school. I would be grateful if you could spare a few minutes of your time to be interviewed on the **INFLUENCE OF TEACHER MOTIVATION ON PERFORMANCE: A CASE STUDY OF AJUMAKO CATHOLIC BASIC SCHOOL IN THE AJUMAKO ENYAN ESSIAM**. The aim of the study is to know how motivation affect the performance of teachers in this study.

Please be assured that your responses are completely anonymous and would be used solely for academic purposes. Your co-operation is fully appreciated. Thank you.

Name or Code of Interviewee

Venue Date..... Time.....

Gender

Educational background

Length of service

Questions guiding the interview interaction

1. What comes into mind when motivational is made mention of?
2. Do you have adequate Teaching and Learning Materials?
3. How does work environment affect teacher motivation?
4. How are teachers recognized for the work they do?
5. Is there any welfare support system in this school?
6. Is your salary enough to meet your basic needs?
7. Apart from salary, do you receive any incentive which you deem it as a tool to help perform well on your job?
8. What is your relation with other colleague teachers and the head teacher?
9. Do your students' achievement motivate and satisfy you to get well with your

job?

10. What motivational problems or challenges do teachers face in this school which influence their performance?

11. Were these performances as a result of teachers being motivated in various form?

Kindly explain your answer.

12. To what extent do motivation affect teachers' morale to perform (thus, directly or inversely or no impact at all)?

13. What would you recommend to be done by the following categories of people to improve teacher motivation?

Head teacher:

Government:

Thank you for taking time of your schedule to have this interaction with m

