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TEACHER MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS IN CONFLICT-PRONE AREAS: THE CASE OF BAWKU AND BUNKPURUGU SENIOR HIGH SCHOOLS

FRANCIS YENNUMI LAMBON

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A thesis in the Department of Educational Administration and Management Faculty of Educational Studies, submitted to the School of Graduate Studies in partial fulfilment of the requirement for the award of the degree of Master of Philosophy (Educational Administration and Management) In the University of Education, Winneba

NOVEMBER, 2021

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DECLARATIONS

Students' Declaration

I Francis Yennumi Lambon hereby declare that this research thesis is the result of my own original research and that no part of it has been presented for another degree in this University or elsewhere, except for quotations and information from other sources which have been duly acknowledged.

Signature: ……

Date: ……..……

Supervisor's Declaration

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

Name of Supervisor: Dr. Kwame Odei- Tettey

Signature: ……

Date: ……..……

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DEDICATION

To my mother, Madam Atta Ali and my wife Jacob Jennifer Nigamsua.

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This work could not have been successful without the support, cooperation and assistance of many people. My first thanks go to my supervisor, Dr. Kwame Odei-Tettey for devoting his precious time and energy to go through this piece of work. My second gratitude goes to my wife Jacob Jennifer Nigamsua for her massive support given to me in a form of prayers and encouragement, throughout my study of this programme. Also, I owe a debt of gratitude to the headmasters, and the entire staff of Bawku and Bunkpurugu Senior High schools for their cooperation and support given to me. In a nutshell, the contribution of the several writers and authors whose works I have quoted are hereby noted with deep appreciation.

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GLOSSARY

UNICEF	:	United Nations International Children's emergency fund
UNESCO	:	United Nations Educational, Scientific and Cultural Organisation
UNDP	:	United Nations development program
Bimobas	:	A Tribal Group in Ghana
Konkombas	:	A Tribal Group in Ghana
Kusaar	:	Language Spoken by the Kusasis
Moar	:	Language Spoken by the Bimobas
INEE	:	Inter-Agency Network for Education in Emergencies

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ABSTRACT

The study sought to investigate implications of teacher motivation and academic performance of students in conflict prone areas. The study used the mixed method approach, with the research paradigm being pragmatism. The researcher used a sample size of 120 respondents for the study including headmasters and teachers from Bawku and Bunkpurugu Senior High School. Questionnaire was administered, as well as interviews for the quantitative and qualitative data respectively, to the respondents in these schools. The instruments generated data which were used for data analysis, which helped to find out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu; to investigate whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance; to find out the motivational strategies that could be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools; and to explore how the motivational strategies found could be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students. The major findings of this research are as follows: Firstly, teachers in conflict prone areas take the same salaries and allowances as compared to their colleagues in conflict free areas. These teachers are not provided with risk allowances for keeping their lives at risk in those areas, no any form of insurance packages for them, as well as no safety measures and psychological support during and after the conflict. In fact, some of these teachers have ever been attacked during the conflict, putting the remaining teacher in a state fear and panic. Secondly, when the conflict occurs, it demotivates teachers which in turn affect students' academic performance in those areas. Also, teacher absenteeism in those areas is as a result of the conflict which in turn negatively affects students' academic performance. When teachers in conflict prone areas are provided with, or given shorter period to qualify for study leave, or provided with free scholarships by non-governmental agencies such as UNICEF, UNESCO, MTN and Vodafone among others to teachers in conflict prone areas can motivate them to stay and work in those areas. As a result, risk allowances, free insurance packages such as health and fire insurance and life assurance to teachers in conflict prone areas, and in-service training on how to manage students during conflict can motivate them to continue to stay and teach in those areas. Finally, motivational strategies such as fewer years for teachers in conflict prone areas to qualify for study leave, security facilities, supermarkets on campus to enable them buy things on campus during conflict, teachers accommodation on campus, extra allowances such as scholarships for teachers and in those areas are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This introductory chapter covers the background to the study, the statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, limitation, delimitations and organization of the study.

1.1 Background to the study

It is a commonplace that every parent or guardian will prefer his or her child to have access to education even in emergency situations, like wars, pandemics, volcanoes earthquakes and among others. Education is regarded as a promoter of human development and seen by many to be in the center of any society's life and concern, and also considered to be the key to every success. In fact, a child without good quality education is just like a house with weak foundation. Children in emergency situations like wars need better education for better academic achievement; this can be made possible by motivating teachers in that context. This is because studies show that, every motivated person puts up his or her best for the attainment of organizational goals (Marques, 2010). Education is seen to be very important in every establishment; its importance would only be realized when there is high performance of students. Meanwhile, the issue of poor performance of students is alarming nationwide in recent years, especially in conflict prone areas. Where ever wars or conflict occurs, performance of every activity is always affected of which academic performance of students is of no exception. Due to that, teachers in conflict prone areas in Bunkpurugu and Bawku need to be motivated. When extra motivation in a form of risk allowances insurances packages as well extra payment given them for

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working in such context, it can motivate them to stay and work in those areas hence boosting students' academic performance in those areas. This is because when extra incentives are not provided to them, most of them will opt for transfers to conflict free schools, leading to low teacher per student ratio in those areas, hence poor performance.

This might be one of the reasons for the poor performance of students in those areas. Recent research on the micro-level effects of violent conflicts has provided robust evidence of the negative effect of conflicts on the quality of education as measured by different educational outcomes, namely school enrollment, school attendance and school attainment (Buvinic, Das Gupta & Shemyakina, 2013; Leon, 2012; Justino, 2012; UNESCO, 2011). Whenever conflict occurs, both teachers and students will be psychologically disturbed leading to demotivation to teach and learn respectively. This argument is supported by Kuban and Steel (2011) that exposure to traumatic events such as the gunshots can impact learning, behaviour and social, emotional, and psychological functioning. This is further indicated in Maslow hierarchy of developmental that children whose physical needs are not met such as the needs for safety struggle to achieve their full potential (as cited in Duplechain, Reigner, &Packard, 2008).

As a result of this, the researcher sought to investigate the implications of teacher motivation on students' academic performance in conflict prone areas of Bawku and Bunkpurugu senior high school. According to Alarm and Farid (2011), motivation of teachers is very important as it affects the students directly. This fact is supported by Marques (2010) in her conclusion that motivation, satisfaction and performance are interdependent. Generally, students in the conflict prone areas in the north east and

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the Upper East Regions of Ghana are not performing well. In the North East region of Ghana, the Senior High Schools such as: Bunkpurugu Senior High School, Chereponi Senior High School, Nakpanduri and Bawku Senior High School, students in this schools are not performing well. This is evident with report from West Africa examination council regarding best schools in Ghana on yen.com on 18th June 2021, where none of these schools include the first hundred schools in Ghana regarded best in the country.

A motivated person in a job is the one who, to an extent, feels good about the job. The source of motivation and job satisfaction is not only a job and its related payment scale, but also created from the working conditions, supervision style, interpersonal relationship, and organizational cultural (Aggarwal, 2009). The working conditions refer to the environment in which one works. It covers a variety of issues such as work load, culture, structures, community relations, school operating procedures, teachers' salaries, physical and social infrastructure such as roads and water Sergiovanni (2004). The question is: are teachers in conflict prone areas satisfied with these working conditions? Teachers are motivated when they are able to leave in a peaceful environment to share a common body of knowledge. This can only happen when teachers have forum for discussions and training and development programs at any time and at any point where there is peace.

In Africa, tribal wars or conflict occurs in different countries such as Liberia, Chad, Libya, Democratic Republic of Congo etc. and it is imperative to find out how teachers in these countries cope with teaching and learning in such environment? Are they motivated to teach? If not, how can they be motivated? In Ghana, tribal conflict occurs in almost every part of the country especially the Northern and the Volta

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regions of Ghana such as Yendi, Bimbilla, Bunkpurugu, Bawku as well as the Nkonya- Alavanyo conflict in the Volta region. These conflicts have a lot of negative effects on the activities in these areas, which Academic performance is one of them Kuban & Steel, 2011).

In Bunkpurugu and Bawku, the issue of tribal or armed conflict has been there in the early 80'S which have affected academic activities in those areas. This is because, whenever this conflict occurs, schools are always closed down for weeks and most teachers are always demotivated leading to high turnover rates in those areas. This was also indicated by the District Chief Executive Hon. Sampoa Timothy in 2016 when he was interviewed by TV3 network on the conflict in Bunkpurugu, he said "teachers in the town has fled, new teacher trainees posted to the town have refused to come because of the conflict and all business activities have ceased due to the conflict". As a result, the researcher examined whether teacher motivation in these areas will have an effect on the academic performance of students in those areas. Recognition in the form of praise and constructive feedback from colleagues and the principal has a positive effect on teacher motivation, self-esteem, confidence and sense of security. Teachers long for recognition praise and feedback about their achievements and this is likely to motivate them professionally (Steyn, 2002). Sense of security is always lacking in this conflict prone areas; this makes the teachers not to be motivated. Based on these, the researcher is to examined teacher motivation and academic performance of students in Bunpupurugu and Bawku senior high schools.

Bunkpurugu and Bawku are towns located at the north east part of Ghana. The people in these towns are predominantly farmers and grow crops such as maize, groundnuts, beans, millets guinea corn and among others, they also real animals such as goats,

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guinea fowls, pigs, sheep, fowls and among others. The common drink prepared locally is pito, because they grow millet in those areas. These towns have experienced tribal conflict for the past two decades and this has affected a lot of activities, of which academic performance of students is one of them. Studying into this topic is very important to policy makers, educational administrators as well as the government on the need to motivate teachers in conflict prone areas as a tool for improving students' performance.

1.2 Statement of the problem

Even though there has been a significant research on the implications or effect of teacher motivation on students' academic performance in general, little has been said on implications of teacher motivation on students' academic performance in conflict prone areas. This has necessitated the current research which investigates teacher motivation and students' academic performance in conflict prone areas in Bunkpurugu and Bawku Senior High Schools.

For example, research conducted by Barasa (2015) using a descriptive survey with questionnaires being the research instruments of his choice, using a sample size of 224 respondents which included head teachers and teachers in the schools of Trans Nzoia West District on the topic; the influence of teacher motivational strategies on students' improved academic performance in day secondary schools, reveals that teacher motivation in Trans Nzoia west district indicates widespread low or decreasing levels of motivation, resulting in low student performance. This agreed with the findings of Bennell and Akyeampong (2007) that sizeable percentages of primary school teachers are poorly motivated in Sub-Saharan Africa and South Asia,

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also Orphlims (2002), is of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive.

Davidson (2005) focused on the role of teachers in providing good quality of education in primary schools through motivation where he suggested some initiatives to increase the teacher's level of motivation that will improve the performance. Also, Mustafa and Othman (2010) examined the perception of teachers about the effects of motivation on the teachers' job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example, the greater level of motivation the job performance will increase, but the absent of motivation to teachers always demotivate teachers, and lead to teacher absenteeism and poor performance. Their findings also agree with the findings of (Ayam, John, Kusi-Appia & Nyamekye -Tiwaa, 2012) where opinions of staff were sought as to whether motivation has an effect on their level of performance. Out of the total respondents, 29 representing 82.9% indicated that there would be a corresponding increase in their performance level if they were motivated to work; only 6 out of the total representing 17.1% responded in the negative. Thus, motivation is directly proportional to performance as revealed from the response. This result clearly presupposes or shows that, the more motivated the workforce, the higher their level of input into work and hence increase in performance. Therefore, it implies that, motivated teachers are determined to give their best to achieve the maximum output (quality education).

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From these studies, it is an evident that motivation of teachers boosts academic performance. As a result, the poor academic performance of students in conflict prone

areas could be as a result of the low motivation of teachers in those areas. However, there might be other factors that can be attributed to poor academic performance of students in that context such as large number of students admitted into the school, computerized system of placement of students with poor grades and the use of mobile phones by students (Lambon, 2017). It must also be stressed that; no student or teacher will be able to learn or teach respectively in an environment where there is no peace.

research on the micro-level effects of violent conflicts has provided robust evidence of the negative impact of conflicts on the quality of education as measured by different educational outcomes, namely school enrollment, school attendance and school attainment (Buvinic, Das Gupta, Casabonne and Verwimp, 2013; Leon, 2012; Justino, 2012; UNESCO, 2011). Who will be motivated working in an environment where guns are shooting and people are dying? This will in turn demotivate teachers, because their safety needs and psychological needs would not be met. It is also very clear that, a poorly motivated person will also perform very poorly. As a result, a poorly motivated teacher in conflict prone areas will also perform poorly. Due to that, poor academic performance in that context could be as a result poor motivation of teachers in that area. This study would help the researcher to know the implications of teacher motivation on academic performance of students in conflict prone areas. For example, in Bawku senior high school, which is in a conflict prone area, students, are not performing well. This is an evident on the data below by (Lambon, 2017).

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Table 1.1: Records of qualified students to tertiary education from Bawku Senior High School

Year	Number of males Presented to WAEC	Number of females presented to WAEC	Total number of students	Number of males qualified to tertiary		number of females qualified to tertiary		Total number of students qualified to tertiary	
				Freq.	%	Freq.	%	Freq.	%
2012	312	207	519	263	84	136	65	399	76
2013	860	388	1248	190	22	61	15.7	251	20
2014	376	300	676	146	38.8	97	32	243	35.9
2015	511	273	784	9	1.7	1	0.3	10	0.8
2016			979					64	6.5

Source: Academic records file of Bawku senior high school as compiled by Lambon (2017)

Table 1.1 shows academic records of Bawku Senior High School from 2012 to 2016.The Table shows the school presented 519 students to West Africa certificate examination (WAEC) in 2012, of which 312 and 207 were males and females respectively. Out of the number of males and females presented; 263 and 13 respectively were qualified to tertiary, making 84% of the males who qualified to tertiary and 65% females qualified to tertiary. This makes 399 out of the 519 students to qualify to tertiary, with a total percentage being 76%. However, that batch spent four years in school and might have gotten more contact hours in times of conflicts compared to those who studied for only three years.

Also, in 2013, the school presented a total number of 1248 of which 860 and 388 were males and females respectively. Out of this number, 190 males, and 61 females, constitute 22% and 15.7% respectively who qualified to tertiary, making a total number of 251 students, constituting 20% to qualify to tertiary. Moreover, the school in 2014 presented 676 out of which 376 and 300 were males and females respectively. Out of this number of students ,146 and 97 males and females respectively, constituting 38.8% and 32% to be qualified to tertiary. In addition to, the school in

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2015 presented 784 students of which 511 were males and 273 were females. Out these total number of students presented to WAEC, only 9 boys and a single (1) female constituting 1.7% and 0.3% respectively to be qualified to tertiary.

Finally, in 2016, the school presented a total number of 979 students to W.A.E.C. out of this number; only 64 students qualified to tertiary constituting only 6.5%. Similar poor academic performance is in Chereponi, Nakpanduri and Bunkpurugu, which are also other conflict prone areas. This can be justified by report from West Africa examination council on yen.com on 18th June 2021 showing the best schools in Ghana, where none of these schools included in the first hundred schools in Ghana regarded best in the country.

Poor academic performance of students in conflict prone areas may or can be attributed to the fact that, teachers are not motivated in these areas as a result causing the poor performance of students. To further argue, no worker will ever be motivated when his or her life is at risk. This will have a negative impact on his or her performance then affecting his or her output. Also, (Jaycox, Stein, Wong, Sharma, Scott and Schonlau (2009), pp. 49-50) indicate that these children in conflict prone areas tend to have "attention problems, lower cognitive functioning, behavioral problems, decrease in school attendance, grade repeats, and achievement problems," including lower reading achievement. These also include the teachers and therefore will demotivate them. Some of the most visible impacts of violent conflict include the destruction of infrastructure, as well as the collapse of government provision of goods and services, including schooling, due to lack of financial resources or the diversion of finances to military efforts (Stewart et al., 2001a, 2001b). Reports from several

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conflict-affected countries show that schools, teachers and students are often targeted by violent attacks (O'Malley, 2007, 2010; UNESCO, 2011).

The conflict in Bawku and Bunkpurugu is problematic in a sense; conflict is destructive and causes fear and panic in teachers. The conflict demotivates teachers and lead to teacher transfers and unwillingness to accept postings to those areas which in turn affect academic performance of students. As a result, the main question of the study is what is the effect of teacher motivation on academic performance of students in conflict prone areas in Bawku and Bunkpurugu Senior High Schools? Based on this, the researcher has constructed a model to explain ways of motivating teachers and how it will have an effect on the academic performance of students. Mathematically, the researcher indicates how employees or teachers in conflict prone areas can be motivated using the formula below; i.e. teachers' satisfaction with (Basic and psychological needs) +motivators + hygiene factors =Teachers motivation. When this motivation is given to teachers in conflict prone areas, it will lead to higher inputs from them, hence affecting academic performance of students.

1.3 Purpose of the study

The study sought to investigate the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance, and to explore ways of motivating teachers in Bawku and Bunkpurugu Senior High Schools for effective performance

1.4 Objectives of the study

The study is guided by the following objectives:

1. To find out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu.

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2. To investigate whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance
3. To find out the motivational strategies that can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools
4. To explore how the motivational strategies found can be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of student

1.5 Research questions

1. What are the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu?
2. In what ways do motivational practice for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance?
3. What motivational strategies can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools?
4. How can the motivational strategies found be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students?

1.6 Significance of the study

The significance of this research comprises three main areas, which includes: practical, theoretical and methodological significance**.** Practically the research is very

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significant to users of research findings such as students, policy makers (government agencies), professionals, researchers/ scholars and stakeholders. with policy makers (government agencies) such as the Ministry of Education (MOE) and the Ghana Educational Service (GES), the findings of this study will provide a reliable guide in monitoring the effect of teacher motivation on students' academic performance in Ghana. It would provide a yardstick for achievement of their respective policy goals and objectives. With this regard, it would help the government agencies in their policy making and goal setting in the educational sector.

To academics and researchers, this research has provided a point of reference and useful contribution to the effect of teacher motivation in conflict prone areas on students' academic performance as a way to improve performance of students in Ghana. As a result, this would help them to also bring their contributions and suggestions on how government agencies can address the poor academic performance of students in conflict prone areas as a way to help boost students learning and academic performance.

To the stakeholders, this research provides valuable information that will allow them to provide useful ideas and suggestions to the improvement in academic performance at various educational institutions. It will also help some stakeholders to assist the schools in the conflict prone areas by providing teachers in such schools with certain motivational packages to encourage them to stay and work in those areas to provide a solution to the causes of low academic performance in those schools. Theoretically, this study is underpinned by theories of motivation such as Maslow theory of needs, equity theory as well as Herzberg two factor theory of motivation. These theories only focused on how to motivate workers in general without considering whether it can be

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applied in conflict prone context. This study is significant as it helps to provide theory on how to motivate teachers in conflict prone context and how it will affect academic performance of students in that context. This theory will be used by government as well as educational administrators in conflict prone areas

1.7 Limitation of the study

The respondents in both schools of the conflict prone areas find it uneasy to give information with regards to the conflict, because of the past experiences most of them had during the conflict. Due to that, some of them found it difficult to respond to certain questions. However, this limitation was address by the researcher by assuring them of their confidentiality, which gave them hope to freely respond to certain questions.

1.8 Delimitation of the study

Geographically, the study focused on two towns, which are Bunkpurugu and Bawku municipalities. Institutionally, the study was centered in Bunkpurugu and Bawku senior high senior high schools. Theoretically, this study identified the various motivational practices for teachers in two conflict prone towns in which the Senior High Schools are located. This study found out the motivational practices for teachers in the two Senior High Schools in the two conflict prone towns of Bawku and Bunkpurugu as well as investigate whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications on students' academic performance.

Finally, the study found out the motivational strategies that can motivate teachers in the two Senior High Schools in the conflict prone areas. Data for the study was gathered from teachers in Bawku and Bunkpurugu senior high school alone.

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1.9 Definitions of terms

Conflict prone areas: they are areas where armed or tribal conflict frequently occurs

Conflict free areas: they are areas where tribal or armed conflict does not exist or occur.

Monetary compensation: is a reward or pay an employee receive in cash form in return of their work done

Non-monetary compensation; these are rewards or incentives which do not involve direct money to employee in return of his/her work done.

1.10 Organization of the study

The study is organized into five chapters. Chapter One is the introductory chapter that covers the background, problem statement, research purpose and objectives, limitations of the study, delimitation of the study, definition of key terms of the study and structure of the study. Chapter Two is the review of relevant literature, which covers the effect of teacher motivation on academic performance of students in general as well as in conflict prone areas. Chapter Three covered the methodology section. It focused on the research approach, research design, population, sampling, research instrument, data collection and data analysis. Chapter Four is the presentation of data and analysis of result and findings. Chapters Five covered the summary conclusion and recommendations.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study sought to investigate the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance, and to explore ways of motivating teachers in the Senior High Schools for effective performance**.** This helped the researcher to answer the main question of the study that: "what is effects of teacher motivation on students' academic performance in conflict prone areas in Bawku and Bunkpurugu senior high schools?". This study is underpinned by theories of motivation such as Maslow theory of needs, equity theory as well as Herzberg two factor theory of motivation. These theories only focused on how to motivate workers in general without considering whether it can be applied in conflict prone context. This study is significant as it helps to provide theory on how to motivate teachers in conflict prone context and how it will affect academic performance of students in that context. This theory will be used by government as well as educational administrators in conflict prone areas.

The researcher used both published and other sources of literature for this chapter. These sources of literature included; journals, articles, textbooks and other research works or students' projects and so on. The literature is reviewed under the following concepts:

1. motivational practices for teachers in conflict prone areas
2. The effects of motivational practices for teachers in conflict prone on students' academic performance
3. Motivational strategies use to motivate teachers in conflict prone areas

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4. Useful motivational strategies for teachers towards enhancing academic performance of students in conflict prone areas
5. Researcher's model showing how teachers in conflict prone areas can be motivated which will lead to higher academic performance of students

2.1 Motivational practices for teachers in conflict prone areas

The discussion pertaining in this section hinges on the research question; "What are the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu?" in this section, detail discussion is given on meaning and types of motivation, as well as motivational practice that need to exist for teachers in those areas

2.1.1 Meaning and types of motivation

Motivation can be defined as a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow, 1993). This indicates, motivation is a force that energies one to do things that he or she would not normally do. In its more technical usage, motivation is a psychological process that enables an organization of behavior towards achieving some specific course. Motivation is defined as the process of inducing people to work for the betterment of an organization or institution. Motivation could also mean, what induces an individual to work with zeal and confidence to achieve something. When people are motivated, it helps them to maintain goal oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

2.1.2 Types of motivation

Motivation can be categorized in two types; extrinsic or intrinsic motivation. Extrinsic motivations are those that can be tangible rewards (salaries, bonuses etc.) or rewards

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(praise, compliments etc.) (Kusi, 2017). Extrinsic motivation arises from outside of the individual, and often involves rewards such as trophies, money, social recognition or praise. Extrinsic motivation is a behavior that is driven by external rewards such as money, fame, grade etc. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual. Intrinsic are those that arise from within the individual, such as doing a complicated cross-word puzzle purely for the personal gratification of solving a problem, then that would be an example of intrinsic motivation. Knowing the types of motivation is important as it will help to know whether those factors exist for teachers in conflict prone areas. Both intrinsic and extrinsic motivations are very important practices for workers in every establishment, of which conflict prone areas are of no exception.

2.1.3 Motivational practice that need to exist for teachers in those areas

Motivation is very important in every establishment or organization. However, there are things that can also demotivate workers in an organization. Some of the things that caused poor teacher motivation include; Student related problems where, poor discipline, laziness, lack of work ethics, disrespect of teachers and school rules, late-coming, high absenteeism and absconding. Others include; lack of peace or wars in school environment. Wars impede academic progress; drop in pass requirements, lowers standards, lack of professional development. As a result of that, certain motivational practices need to be given to teachers in those areas. Some scholars have suggested that the demand for schooling may be augmented by economic support interventions, including safety nets and cash transfer programs. Examples of ongoing programs include the food distribution program in Afghanistan (Beath, Christia & Enikolopov, 2012), the Familias en Accion cash transfer program in Colombia (Bozzoli & Wald, 2011; UNICEF and UIS, 2012a), the Punjab Education Voucher

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Scheme and the Benazir Income Support Program in Pakistan (UNICEF and UIS, 2013a) and the Samurshi Poverty Alleviation Program in Sri Lanka (UNICEF and UIS, 2013b). The Colombia studies show that the program attracts children to school particularly in conflict areas (Bozzoli & Wald, 2011) and reduces overall school absenteeism (UNICEF & UIS, 2012a). However, children in conflict areas do less homework and miss more days of school (Bozzoli & Wald, 2011).

However, in Ghana, teachers in conflict prone areas are not given extra motivation, but whether in conflict prone or conflict free area, they are given the same form of motivation, which are the salaries by the government, professional allowances and annual increment given to them. This does not promote equity among them. Equity theory (Adams, 1965) is concerned with the perceptions people have about how they are being treated as compared to others. This theory is also very important to this study in a sense; teachers in conflict prone areas will always compare themselves with colleagues in conflict free areas with regards to security at work, by so doing, the workers in conflict prone areas will feel they are not fairly treated as compared with their colleagues in conflict free areas. This will lead to teachers preferring to take transfers to conflict free schools, leading to poor academic performance in conflict prone schools, which is a case in Bunkpurugu and Bawku senior high schools. To be dealt with equitably, is to be treated fairly in comparison with another group of people (a reference group) or a relevant other person (John et al., 2012). Equity involves feelings and perceptions and it always a comparative process. Teachers in conflict prone areas need to be given other packages such as risk allowances, psychological support, free counseling during and after the conflict, as well as training to teachers on how to manage students during conflict. The question that comes to mind is; do these motivational practices exist in conflict prone areas?

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Tohidi (2011) indicated that, motivation is the driver of guidance and persistence in human behavior. According to Project Management Body of Knowledge (PMBOK) as cited in Tohidi (2011) "motivation is powering people to achieve high level of performance and overcoming barriers in order to change". This brings a question of whether teachers in conflict prone areas are powered to ensure high performance in those areas. Or are the barriers (conflict) overcome? Motivation is the inducement an individual gets either intrinsically or extrinsically to be able to work efficiently and effectively for the achievement of organizational goals and objectives.

a. **Risk allowances and promotions to teachers in conflict prone areas**

Elton (1984) identified the payment of salaries, allowances and promotions as the key factors that shape teacher altitudes towards their work. Base on Elton's view, teachers in conflict prone areas need to be given risk allowances and promotions in a form of shorter periods to qualify for study leave as well as regular payment of salaries to them. Amadi (1983) also concluded as cited in Oke et al., (2016) that the irregular payments of salaries are one of the major problems facing the teaching professional in Nigeria. I will agree with Amadi but also point that, not only irregular salaries will demotivate workers, but also, the nature of environment they work in. A teacher working in a peaceful environment will be more motivated than the one working in conflict prone area. As a result of this, motivational practice such as the risk allowances and promotions are very important motivational practices for teachers in those areas.

Also, research by Bratton (1994) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards

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i.e. the satisfaction of teaching children. As a result, all this factors need to be considered when motivating workers in conflict prone areas.

b. Recognition and good teacher community relationship in conflict prone areas

It must also be added that, a good community relationship between the teachers and the community members is one of the motivational practice that will motivate teachers. However sometimes, teachers may simply not have a good relationship with the community surrounding their school. This is always a case in conflict prone areas especially when the teachers are among the tribes fighting. For example, in Bunkpurugu in 2015, some Konkomba teachers teaching in Bimoba communities had to flee the town for their lives; the same was applied to Bimoba teachers in Konkomba communities. This practice can demotivate teachers in those areas.

Davidson (2007) identified teachers' motivation as a key factor that had been shown to affect the quality of education in Tanzania. At a basic level, he asserted, teacher motivation is linked to how teachers feel they are being treated and how they perceive their own living and learning conditions. I agree with Davidson by also pointing out that, how teachers in conflict prone areas would be treated, would determine their motivation. For example, if they are recognized and acknowledged for staying and working in those areas, might be of motivation to them. In the Essential Managers series, motivating people, author Robert Heller says "that people want recognition for their individual performance with pay tied to their performance". He further argues that; employees want people who do not perform fired and in fact, failure to discipline and fire non-performers is one of the most demotivation actions an organization can take - or fail to take. It ranks on the top of the list next to paying poor performers the

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same wage as non-performers are deflating motivation. Then, the question that comes to mind with regard to his last statement is; what of paying same salaries to employees or teachers in conflict prone and conflict free areas? Is there equity with that regard? It must be stressed that, such teachers in conflict prone areas will need recognition, good community teacher relationship and other packages for sacrificing their lives and working in that context. Does this motivational practice exist in those areas?

Whenever conflict or tribal wars occur, teachers and other government workers in conflict prone areas are always demotivated. Most of these teachers' lives are always at risk, hence affecting their safety. This makes the teachers not to be motivated, simply because their safety or security needs are not met. Maslow in his theory of needs noted that, the safety needs of employees are very important and must be satisfied, teachers in conflict prone areas do not enjoy this needs. This has made them to be demotivated leading to poor performance of students in these schools.

As a result, there is a need to motivate teachers in conflict prone areas. Teachers in these areas would be motivated by ensuring that, they benefit from high intrinsic and extrinsic motivation. The data and the findings of Schmidt (2005) indicate that an atmosphere of appreciation is important for teacher motivation. When teachers are recognized, rewarded and praised, principals reap a rich harvest of renewed professional. Therefore, when such a habit is practiced in conflict prone areas, it will help motivate teachers in those areas

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2.2 The effects of motivational practices for teachers in conflict prone on students' academic performance

The discussion pertaining in this section centers on the research question; "in what ways do motivational practice for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance?" in this section, detail discussion is given on key things to motivation and its effect on output, effects of teachers' motivation on academic performance of students in conflict prone areas.

2.2.1 The three key things to motivation and its effect on output

There are three major things to motivation: activation, persistence and intensity. These three things affect an individual performance negatively or positively depending on how they are done. Persistent motivation given to a worker will boost his or her performance hence leading to higher output. Low or no persistent motivation will demotivate workers hence affecting their performance. Activation involves the decision to initiate a behavior, such as enrolling in a philosophy of Doctorate (PhD) programme. Persistence is the constant effort toward a goal even though obstacles may exist, such as taking more education courses in order to get a degree although it requires a momentous investment of time, energy and resources.

Finally, intensity can be seen in the concentration and vigor that go into pursuing a goal. For example, in school setting, motivational practice can be activated with persistent effort to motivate the teachers might have a positive effect on students' academic performance, and low of that, will also have negative effects on teachers output hence affecting academic performance of students. The same can be said for teachers in conflict prone secondary schools. In conflict prone areas, there is a need

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for persistent motivation for teacher even in times of the crises or conflict, this can only help the students to achieve their academic goals.

2.2.2 Secured and safety place for teachers in conflict prone areas on academic performance of student

Performance is something a person does, which is normally affected by motivation. When teachers are motivated through the provision of secured and safety place of work, their performance automatically rises towards high level. In schools,' teachers' performance can be seen in their interaction with students, with other teachers and with their superiors. However, teachers in secondary schools in Tanzania have been reported to perform the least due to a number of challenges which hinder their effective working (Shahzad, 2007). Most teachers have reported their dissatisfaction as emanating from lack of housing, lack of improved salaries and other compensation needed to motivate and raise their performance (Kelvin, 2016).

Also, in Bawku and Bunkpurugu senior high schools, teachers in these schools are not motivated, which might be one of the reasons causing poor academic performance of students in those areas. Who will be motivated when his or her safety needs are not met? Analoui (2000) states that; low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teachers in conflict prone areas are not always safe outside their work, at times gunshot in Bunkpurugu and Bawku, makes most of them to flee from the town leaving students alone. So therefor, when teachers in these areas are provided with secured buildings like bullet proof buildings and better security during conflict, it will in a way motivate them leading to better output which in turn will have positive effects on students' academic performance.

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In conflict prone areas, teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort because of their safety. Teachers in these areas are devoting less and less time to extracurricular activities, teaching preparation, and marking, this can only be effectively done when there is peace in that area, as well as when teachers safety is guaranteed. There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns of the fact that, most of teachers working in public school systems in many developing and war prone countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem which is seriously compounded by political interference. Based on Bennells view, I will agree with him by pointing out that environmental interference is also a cause of low teacher motivation. This is because in a town of wars, teachers in those areas can never be motivated, of which we are aware Pakistan is one of the war prone countries. This could be another reason for poor teacher motivation in Pakistan as indicated by Bennell (2004).

2.1.3 Effects of pay increase and risk allowance for teachers in conflict prone areas on students' academic performance

Ayam et al. (2012) made interesting revelations with regard to the effects of motivation on employees performance, it was discovered that 24 of the respondents representing 68.65% were willing to increase their productivity level if only they are given extrinsic reward. Their findings affirm the need to provide teachers in conflict prone areas with extrinsic rewards such as risk allowances and pay increase. Also,

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Orphlims (2002) is of the view that motivated teachers always look for better ways to do their teaching job and as a result, they are more productive. Davidson (2005) focused on the role of teachers in providing good quality of education in primary schools through motivation where he suggested some initiatives to increase the teacher's level of motivation that will improve the performance. Also, Mustafa and Othman (2010) examined the perception of teachers about the effects, of motivation on the teachers' job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example the greater level of motivation, the job performance will increase, but the absent of motivation to teachers always demotivate teachers, and lead to teacher absenteeism and poor performance.

The above finding truly affirms the need to motivate teachers in conflict prone areas using extrinsic i.e. pay increase, risk allowance as well as intrinsic rewards which will have positive effects on teachers' performance as well as affecting academic performance of students.

According to Nadeem et al. (2011), social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers' mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong effect on female teachers' performance. I will agree with their statement by adding that, not only social and economic conditions that have effects on teachers' performance, but also, the nature of the environment. A peaceful environment will have a positive effect on workers performance. However, a violent or conflict prone environment will negatively influence workers performance leading to low performance. As a result, it

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is very important to ensure workers in conflict prone areas are motivated. This will lead to better performance of teachers, hence improved academic performance of students. At virtually every point in the growth and development of any education system, there is a reminder that, the quality of education depends principally on the quality of teachers and the peaceful nature of the environment.

However, conflict-affected areas are often underprivileged, with limited access to infrastructure and learning resources; in some cases, teachers may be the only source of education. This is a case in Bunkpurugu as a conflict prone town. When it happens like these, teachers in these areas need to be motivated in helping the affected individual in emergency. Emergency is defined as a natural or conflict disaster that impairs or violates the rights to education, impedes the development of education or holds back realization of education.

Education in emergency response is based on education role in providing protection and meeting the development needs of children. It is the provision of good quality training and/or education opportunities to meet the physical need, psychosocial, developmental and cognitive needs of people affected. Due to that, students in conflict prone areas of Bunkpurugu and Bawku need to be educated efficiently and effectively. This will be made possible when teachers in these areas are well motivated.

United Nations Development Program (UNDP, 2015) describes education as one of the building blocks of human development, not only as a basic right, but a foundation for progress in areas outside of education. Increasing or enhancing teacher motivation critically improves the overall quality of the education system as a way of promoting academic performance of students. Research indicates that the value of student

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learning is increased in classrooms with highly motivated and committed teachers. A motivated teacher is a satisfied man. Teacher motivation develops from the teachers' attitude towards their work. It focuses on the teachers' desire to participate in the pedagogical processes within and outside the classroom. A motivated teacher can facilitate an enjoyable and safe learning environment, with clear knowledge, passion, discipline and control. It is integral to study the motivation of teachers in conflict prone areas as motivation is strongly linked to many other education variables which are exceedingly valuable in emergency education, including student motivation, teaching practice, educational performance, professional development and both students and teachers' psychological fulfillment and well-being (Han & Yin, 2016).

Based on the assertion by Han and Yin, it is clear that teachers in conflict prone areas need to be motivated as it will have a way of satisfying both teachers and students. IIEP (n.d.) opines or state that, increased teacher motivation can have positive effect on the quality of candidates seeking the profession, which contributes to a better focus on the teaching and learning process by increased time spent preparing lessons or supporting students most in need. Based on the statement of IIEP, it can be added that, when teachers in conflict prone areas are given more motivation in a form risk allowances, short period to qualify for study leave and among others, it will encourage newly posted teachers to accept postings in that context, leading to improved academic performance of students.

It is clear that, the lower the teacher to student's ratio, the likelihood of poor academic performance, which is a case in most conflict prone or emergency situations. LIEP Furthermore indicated that, teachers with high motivation are more likely to be present, punctual and well-prepared for their lessons, and the likelihood of

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attrition decreases. Low motivation is prevalent in situations where the living or teaching conditions are challenging, such as rural areas and or conflict prone areas. The idea of LIEP is applicable in motivating teachers in conflict prone areas. There must be a focus on the enhancement of highly motivated and properly trained teachers in conflict prone areas which will lead to higher performance of these teachers hence, affecting students' academic performance

2.3 Motivational strategies used to motivate teachers in conflict prone areas

The discussion pertaining in this section hinges on the research question; "What motivational strategies can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu senior high Schools?" in this section, detail discussion is given on how the combination of basic or psychological needs, and the motivators and hygiene factors can be used to motivate teachers in that context.

2.3.1 Combination of basic or psychological needs and motivators and hygiene factors for teachers

Motivation can be defined as a driving force that compels an individual to take actions with a goal to achieve certain goals (Maslow, 1993). This indicates motivation is a force that energies one to do things that he or she would not normally do. In its more technical usage, motivation is a psychological process that enables an organization of behavior towards achieving some specific course. The above definition shows that, any activity an individual does, is backed by what motivates him or her. As a result, combining the three variables above will be a best strategy for teacher motivation in conflict prone areas. (Basic and psychological needs) +motivators + hygiene factors =Teachers motivation

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a. Basic and psychological needs

1. Secured environment, where lives of teachers are protected through the provision of more security for them. Even bullet proof walls for their bungalows.
2. Safety place of work during conflict.
3. Psychological support to teachers and students during and after the conflict. Especially affected victims during the conflict.
4. Adequate water and food to teacher and students during and after conflict
5. Provision of free shelter to teachers who were affected after the conflict

b. Motivators (Herzberg)

Herzberg et al. (1959) carried out several studies into the relationship between job satisfaction and productivity leading to the development of the two factor theory. These writers identified a number of factors and classified them into 'motivators/satisfiers' and "hygiene factors/dissatisfies. According to Herzberg et al (1959), "motivators" are those factors that drive people to work to achieve goals. Motivators include achievement, recognition for achievement, the work itself, responsibility, advancement (promotion) and possibility of personal growth. The researchers noted that when the motivational factors are present in the work situation, they result in strong satisfaction and good performance. However, they do not cause dissatisfaction when they are absent in the work situation. As a result, the researcher considers whether when these factors are applied in conflict prone context can actually motivate workers.

Hence, the following factors shall be grouped by the researcher as motivators for teachers in conflict prone areas

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1. Ensure Professional development of teachers in those areas by giving them less time period to qualify for stud y leave
2. Recognition by acknowledging their sacrifice and effort for staying and teaching in those areas

c. Hygiene factors

By hygiene factors, Herzberg et al (1959) refer to basic needs at work which in themselves do not motivate but their absence causes significant dissatisfaction. The hygiene factors are related to the context/environment and include; fringe benefits, office space, salaries and benefits, working conditions, job security and among others. According to the researchers when these factors are present in the work context, the employee will not necessary be either satisfied or motivated- he/she will simply not be satisfied (as cited in Kusi, 2017).

Based on their argument, I will disagree with them by pointing out that, teachers in conflict prone areas will only be motivated when the motivators and the hygiene factors are combined and given to them. Will teachers in conflict prone areas not be motivated when given, for example, risk allowance, insurance packages and other better working conditions? My argument is supported by Thomas (2009) who indicates that whatever is your personal reason for working, the bottom line however is that almost everyone works for money. Fair benefits and pay are the keystones of an effective company that recruits and retain committed workers. As a result, the researcher considers the combination of the motivators and the hygiene factors as a strategy that can be used to motivate workers in conflict prone areas which will enhance students' academic performance. Examples of the hygiene factors by the researcher that are necessary for teachers in conflict prone areas include;

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1 Risk allowance for teachers in conflict prone areas

2 Better working conditions for them

3 Pay increase.

4 Provision of insurance packages such as: health insurance, fire insurance and life assurance

In conclusion items in A+B+C=teachers' motivation in conflict prone areas

2.3.2. Basic and psychological needs and teacher motivation in conflict prone areas

Teacher motivational level can rise when the teaching job enable teachers to satisfy the life supporting elements of his or her physical body like food, water, shelter (Kevin, 2016). It can also rise, when the teacher feels safe and secured in the environment he or she is teaching. Psychological support to teachers during and after the conflict is very important. In a sense, it will keep teachers satisfied mentally to work effectively and efficiently. For example, empirical studies (Bonanno, 2004; Bonanno, Galea, Bucciarelli & Vlahhov, 2007) indicate that, psychological resilience is in fact the standard response to traumatic life events for adults and is typically mediated by demographic and social factors occurring during and after the event. This indicates that psychological support during and after conflict will help them to quickly respond to the trauma they go through. Whenever teachers or every worker is in a safe and secured environment, he or she will do his work efficiently and effectively without any fear or panic. This is because conflict is very dangerous which affect both the teachers and students. (Jaycox et al., 2009,) indicates that these children in conflict prone areas tend to have "attention problems, lower cognitive functioning,

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behavioral problems, decrease in school attendance, grade repeats, and achievement problems," including lower reading achievement

In effect, a motivated person or worker should not only be looked at the physical body like food, water or shelter but should also include the safety, security and psychological needs of the person. Good performance among teachers in an organizational has many implications such as high motivation (Kelvin, 2016). Based on kelvin's view; it implies a motivated teacher or worker will mean higher performance. Therefore, are teachers in conflict prone areas motivated? Will there be motivation when safety and psychological needs of the person are not guaranteed?

Many fragile or conflict prone areas experienced an acute teacher shortage in an immediate post-crisis period. For example, in Bunkpurugu, whenever the tribal conflict occurs, many teachers from other parts of the country posted to there will move back to their home towns for weeks and even months before they could return. Due to this, teachers who sacrifice in staying and teaching in such areas need to be motivated, and knowing ways of motivating teachers in those areas is very important.

2.3.4 Motivators and hygiene factors on teachers' motivation in conflict prone areas

Teachers in conflict prone areas need to be given risk allowance, better working conditions, shorter periods to qualify for study leave for their professional development, as well as recognition and praise for working in those areas as a way of motivating them. It must be added that teachers in these areas are not motivated at all; who will be motivates staying at a place where his life is at risk during conflict? Safety needs is very vital to every individual in every establishment, hence the need

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for teachers in conflict prone areas to be given some form of free insurance packages such as health insurance and life assurance.

The teachers who are among the tribes of the affected conflict lives are always threatened and some will prefer to even leave that town to another area leading to teacher absenteeism. Teacher motivation is driven by incentives, some financial and physical, some more psychological and social, and still others professional (OECD 2005). Some incentives, like allowance, teaching resources, and career structures are common to all countries, but other more targeted incentives should be provided to teachers in conflict prone areas as a way of motivating them. Incentives such as risk allowances, safety buildings, and proper security service as well as psychological support should be provided to teachers in conflict prone areas as a way of motivating them. Teachers who work in fragile and conflict-ridden environments often receive very little or no compensation for extended periods (INEE 2009). Are teachers working in conflict prone areas of Bawku and Bunkpurugu given any form of allowance for working in such context?

Sommers' (2005) detailed account of education in pre-peace agreement in Southern Sudan paints a harrowing picture of teachers without payment leading to high rates of teacher absenteeism and shortening of the school year in order to earn money through other means. Sommers, perhaps observes, that "Not paying teachers has a direct and negative effect on educational quality," but that there are so many accounts of teachers continuing to teach in such circumstances despite not being paid. Clearly, a strong motivation is the hope, or expectation that they will be paid eventually, but it also suggests that there are many other factors that motivate teachers to continue teaching even when the hope of payment is pretty remote. This is also a case in

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Bawku and Bunkpurugu in the north east parts of Ghana. In fact, teachers in these areas will at times be teaching whiles guns are shooting. As a result, is there extra inducement is given to them as a way of encouraging them to stay and teach in that context?

The Figure below by World Bank (2010) summarizes potential factors that could influence teachers' willingness and ability to teach in fragile or conflict prone contexts.

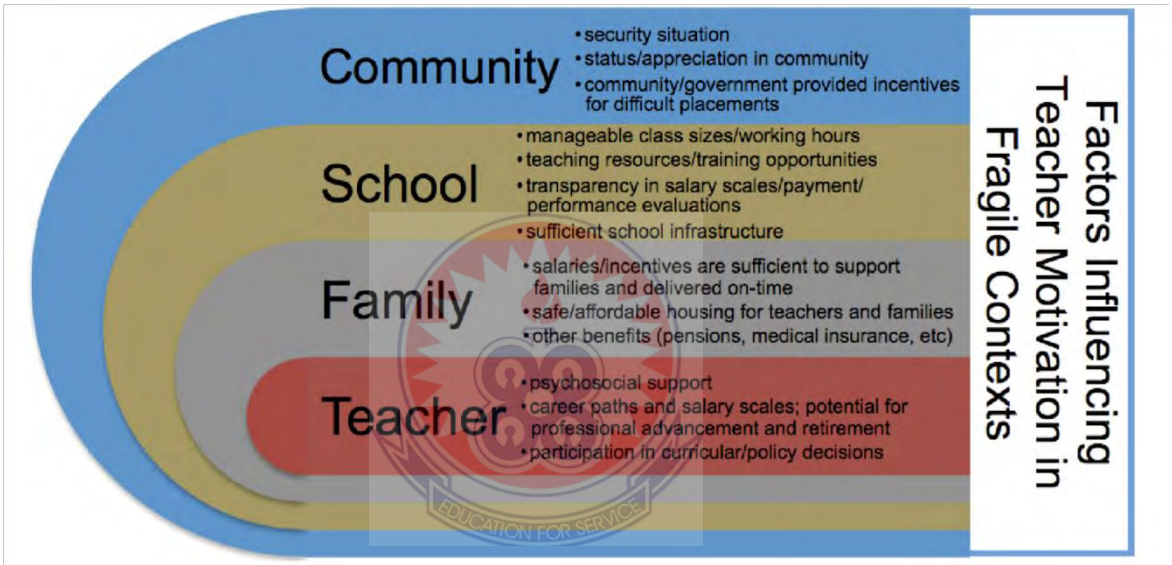

Figure 1: Factors influencing teacher motivation in fragile contexts

Source: World Bank Group (2010)

In many fragile contexts where governments lack capacity or financing to pay teacher salaries, communities make interim arrangements for payments or incentives for teachers (Koomen, 2017). In the DRC, parents paid an estimated USD$63 million as "teacher incentives". These incentives functioned as the only income for teachers who were not included on the official payroll (approximately one-third of teachers) and a wage supplement for government civil service teachers (World Bank 2008). Non-governmental organizations have helped to organize communities' support of teachers, such as the International Rescue Committee's (IRC) education program in

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the Central African Republic encouraged community support of teachers through contributions of $1 per family per month (UNESCO UIS, 2009). Similar motivation can be done for teachers in conflict prone areas of Bawku and Bunkpurugu senior high schools in Ghana.

This can be made possible with the help of non –governmental organizations and other corporate bodies such as UNICEF, UNESCO, MTN, Vodafone and among others in providing financial packages, scholarships to teachers in those areas as well as organize conferences in some of this communities to give motivational talks to teachers in those areas as well as help them with financial and security protections when the need arise. All this, will help to motivate workers in conflict prone context. While communities in some countries can develop and maintain arrangements to keep the education system functioning in the short term, governments ultimately have to develop and implement salary policies and payment systems to increase educational access and equity, especially for students in conflict prone areas in Ghana.

The Inter-agency Network for Education in Emergencies (INEE) recently released guidelines for compensation of teachers in fragile situations that emphasize that the government has "the principal responsibility for ensuring that teachers are compensated," but also notes that in fragile contexts, the government may not necessarily be the primary provider of education services or funding. They argue however that, the government is, at a minimum, responsible for a coordinated teacher compensation policy and the monitoring and enforcement of such policy

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2.4 Useful motivational Strategies for teachers towards enhancing students' academic performance in conflict prone areas

The discussion pertaining this section hinges on the research question; "How can the motivational strategies be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students?" in this section, detail discussion is given on how useful motivational strategies is used for teachers in conflict prone areas to enhance academic performance of students in those areas

It is important that teachers work contexts support, reinforce and shape the perceptions of themselves, both personally and professionally (Evans, 2001). Teachers have to be nurtured in various ways by the principal so that they become motivated and committed to their teaching job. Praise and recognition from their principals, the parents of their learners and their learners themselves to teachers for sacrificing to teach in war zones might be of motivation. Constant recognition from the principal encourages teachers to excel in their profession, leading to high performance, hence affecting students' academic performance

Research that focuses precisely on the motivation of teachers of refugees includes: Ring and West (2015) study, which incorporated an extensive literature review with a focus on education in emergency agencies. Ring and West filtered through 175 secondary source materials and grey literature and interviewed 13 international education experts. From this research, they recognized seven major compounding motivational factors present in refugee and emergency settings, of which Bawku and Bunkpurugu are also conflict prone areas. It implies that when the findings of ring and west are used in these schools, teachers in those areas might be motivated.

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These seven major factors of motivation by ring and west which can be applied in conflict prone areas as a strategy of motivating teachers in conflict prone areas. Those factors by Ring and west include; (1) teacher recruitment, selection, and deployment; (2) the teaching environment; (3) Certification; (4) Professional development; (5) Incentives; (6) Management structures; and (7) Status and social recognition.

Understanding experiences on a social and personal level from both teachers and education stakeholders provides an opportunity to identify the challenges teachers face in their life and the motivations behind their teaching. To ensure the structure of the results, the motivations framework provided by Ring and West (2015) using the 'seven major motivational factors', will be used to see if it can be applied in Bunkpurugu and Bawku as a strategy for motivating teachers, which can enhance academic performance of student

2.4.1 Teacher recruitment, selection, and deployment

In order for teachers to be motivated, the initial phase of recruitment, selection and deployment must be clear and fair for those teachers in the workforce (Komen, 2017). With the idea of selection and recruitment, teachers from conflict prone areas who are also natives of affected tribes fighting, always face a lot of challenges when the conflict occurs. For example, the tribal conflict in Bunkpurugu which has been there for the past three decades between the Bimobas and the Konkombas, when Bimobas and Konkombas are fighting, the Bimoba teachers in Konkomba communities are always panicking and cannot even teach likewise teachers who are also Konkombas, and are in Bimoba communities. Therefore, in other to motivate teachers in these areas, there is a need to ensure that such teachers are selected and placed at where their lives will not be at risk or ensuring appropriate measures are kept in place to

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protect their lives during conflict. For example, such teachers can be selected and placed in their own communities. That is to say, Bimoba teachers placed in Bimoba land and Konkomba teachers also placed in their land or society. All these, will protect their lives hence motivating them, which in turn may or can enhance students' academic performance. Also, better education should be given on how to exclude government workers from different localities during conflict, and penalties to given to anyone who goes go contrary to that. This will help to motivate teachers in conflict prone areas leading to higher output from them, hence affecting students' academic performance of students positively.

For effective and efficient management of teachers, effective data collection systems need to exist, in order to track categories of teachers, their ethnic /linguistic /religious backgrounds, subject specializations, experience and motives for entering and leaving the profession. Without this, governments know very little about teacher motivation and how to effectively recruit, select, and deploy teachers in any setting, and especially in emergency settings (Cooper & Alvarado, 2006). For teachers to be motivated to access recruitment, there needs to be an institutional framework for regularizing the legal status of teachers, which clearly states their employment rights, which is clear, predictable, consistent, accessible, rules-based, fair, and in the interests of the teacher (Ring & West, 2015). Selection processes and deployment need to be fair to ensure teachers remain motivated to enter the workforce, with hiring choices based on experience and skill before networking and nationality. Additionally, deployment choices should be based on skills, to ensure that there are quality teachers in all areas, especially in rural areas (Penson, et. al., 2011).

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There is difficulty identifying enough qualified teachers who are willing to teach in relatively inaccessible refugee camps, even if paid and supported by the ministry of education (Kirk, 2009). Based on Kirks view, will teachers in conflict prone areas be ready and willing to work in conflict prone areas even if given huge sums of money? As a result, there is a need to know what and how to retain teachers in conflict prone areas. Hence, there is the need to combine the two factor theory (combination of hygiene factors and motivators) as a useful strategy when trying to motivate workers in conflict prone context.

According to Herzberg as cited in Kusi (2017), motivators (satisfiers) include achievement, recognition for achievement, advancement (promotion) and the possibility of growth whilst hygiene factors (dissatisfies) include; salary and benefits, working conditions, among others. therefore, there is a need to combine these two factors as a strategy for motivating teachers in conflict prone areas, this is because some of the workers or teachers in those areas will prefer recognition than monetary rewards as well as other will prefer monitory rewards to recognition. This strategy will motivate teachers in that context which will also affect academic performance of students

2.4.2 Teaching environment

The teaching environment is fundamental to both teacher and student motivation. If teachers experience learning environments as safe and positive spaces, with supportive resources and appropriate facilities for teaching and learning, they may feel more motivated and contribute to the overall improvement of the school. Ensuring safe schools with solid infrastructure can be difficult in conflict prone contexts, and this can influence teacher motivation. The challenges that impede the

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formation of effective teaching environments are widespread in refugee and emergency settings (Ring & West, 2015). Therefore in conflict prone areas like Bunkpurugu and Bawku, teachers are in environment their lives are at risk, as a result will not be motivated. It is also clear that, a motivated worker puts on his or best to attain organizational goals, a worker in an environment or a locality with conflict putting his or her life at risk will not perform as expected which will lead to poor performance. As a result, teachers in conflict prone areas should be provided with highly secured accommodation with protective cloths such as bullet proof cloths during conflict, and assure teachers in the locality of full protection by the security during the conflict situation. All these measures will help ensure teacher retention in those areas leading higher performance of students in those areas. When there is lack of available safe infrastructure, insufficient resources, and public threats from military or different actors, can affect teacher motivation. Meanwhile, military threats are predominant in most of the conflict prone areas especially during the conflict.

2.4.3 Incentives

Motivation whether monetary or non-monetary compensation is vital to ensure both a safe and positive educational environment and an educational environment that contains motivated teachers (INEE, 2009). Monetary compensation can be difficult without funding from governments or international agencies; Sommers' (2004) argues that finding affordable payment structures for education staff is the most complex operational challenge. Although it is important, teachers are induced by non-monetary incentives, such as: food, water, accommodation, healthcare, personal items, transport, or maybe strategies for personal growth, including professional development. Low monetary incentives combined with an arduous workload of teaching large groups of refugees can attribute to low teacher motivation (Ring &

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West, 2015). However, teacher motivation does not rely on monetary compensation alone, so policy makers need to establish policy regarding non-monetary incentives that may keep teachers in the workforce.

2.4.4 Management structures

Schools must have appropriate and efficient management in place to ensure high standards and motivation for teachers. Learning spaces must identify the leadership team including managing teachers and apply clear expectations and consistent standards. Leadership should be in place to re-establish a predictable professional education environment for teachers in order to keep them motivated. It must be added that the management structure in conflict prone areas need to be democratic style of leadership to encourage every teacher to take part in decision making especially in times of conflict, this is because, one finger cannot pick up a stone. My argument is supported by Daft and Noe (2001), who indicate that the newest trend in motivation is "Empowerment", the delegation of power or authority to subordinates in an organization.

So if the decision is always left on only the head teacher in this kind of the environment, decision making will become difficult and will not also motivate teachers who are working under him or her. Due to that, if democratic leadership strategy is practiced, it will motivate teachers in that context leading to improved academic performance. This is further supported by Mullins (2002), who states that empowering is allowing employees a greater freedom, autonomy and self-control over their work and responsibility for decision-making. This way can be the best way to motivate teachers in conflict prone areas.

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2.4.5 Status and social recognition

The professional status of teachers remains a contested issue all over the world, however, in emergency contexts, where teachers may receive little or no remuneration, the status and recognition they receive from the community for their important work can meaningfully increase motivation (INEE, 2009). Teachers or workers who feel recognized and valued by their community are more likely to be dedicated to their work and develop great resilience and self-worth in very difficult circumstances. Attitudes and behaviors toward teachers, both from the community and students themselves correlate directly with teacher motivation and satisfaction (Ring & West, 2015). This implies that teachers teaching in conflict prone areas should be recognized and respected for their sacrifices of staying in those areas to work. This will help them to be motivated hence enabling them to put up their best for the total academic excellence of students in those areas. My suggestion is supported by Asiamah (2011) who indicates that, in spite of the number of creative options available to aid employee retention, companies cannot afford to forget the basics. And that, employees want to be recognized for the contribution they make in the organization. As a result, teachers in conflict prone areas will want to be recognize for sacrificing, risking their lives teaching in those areas.

Other useful strategies apart from the above mentioned factors by Ring and West (2015) that can be used as useful strategies for motivating teachers in conflict prom areas to enhance students' academic performance are; better working conditions and professional development of teachers

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2.4. 6 Better working conditions

According to Bennet (1995), job satisfaction is the extent to which employees favorably perceive their work. Working conditions and job satisfaction are like "thirst and water" as a thirsty individual is given water, he or she becomes satisfied and does his or her work perfectly. So it is to a teacher in conflict prone areas, if workers who sacrifices working in these areas are giving adequate working conditions, it will influence their performance hence affecting students' performance.

Working conditions and work environment in a job seriously regulate job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Ellis and Dick (2002) have suggested that the working conditions of teaching had to be improved in ways compared to other college graduates. For example, most secondary school teachers have limited access to an office, computer, telephone, or security. This is very true in most conflict prone areas. In these areas, sense of security is often lacking. An employee's overall satisfaction in his job is the result of a combination of factors. Management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen & Meyer, 1990). Okumbe (1998) says that workers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The question here is, are teachers in conflict prone areas comfortable with such an environment?

The environment should be peaceful, secured, clean, and modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction (Darling Hammond, 2001). The employees' morale will be high in tasks

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they are assigned to do. Work environment is made up of a variety of factors including peaceful and safety environment. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job.

When teachers in conflict prone areas feel satisfied, with working conditions, as well as the working environment, turnover rate in these areas will be low this is because when there is conflict in an area, employee turnover will be high leading to low performance as fewer employees will be overloaded. So it is with teachers in those areas; i.e. they are overloaded. For example, whenever conflict occurs, most of the teachers flee out of the town leaving only few to be left in managing the students. As a result, such teachers need to be given better working conditions to motivate them which in turn might promote higher academic performance of students

Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise. workplace environment greatly influence employee satisfaction, which in turn directly affects employee turnover rates Gerald (2016) According to Orodho and Waweru (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key for developing a high performance workforce. Based on their view, knowing how to motivate workers or teachers in conflict prone areas is a key tool of reducing turnover rate in this areas hence promoting academic performance.

Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can have effect on the working mental well-being, (Robbins, 2000). Robbins goes further to advocate that working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which

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influences job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

One of the challenges facing government secondary schools is to archive academic excellence. This academic performance is associated with many factors. However teachers working conditions have been considered as among the factors (Crossman & Harris, 2006). Based on Crossman and Harris view, I will agree with him by also pointing out that, teachers in conflict prone areas should be provided with better working conditions which will serve as a useful strategy to motivate them and thereby enhancing students' performance, if all other factors are help constant.

2.4.7 Professional developments of teachers

All teachers, whether they are experienced or not, need coordination and training on how to manage students in conflict prone areas. Effective professional development which can improve teachers' skills and improve learning outcomes, such as pre-service and in-service training, can effectively create a motivated teaching force (INEE, 2009). Therefore, teachers in conflict prone areas need to be given professional training on how to manage students in conflict prone areas. This can be done through coaching and training, which will be given by old teachers who have stayed in this conflict prone areas for a very long time to the newly recruited teachers on how students are managed during the outbreak of the conflict. This will boost the confidence of the newly trained teachers to effectively stay in those areas and offer their services to the students.

Also, for the professional development of teachers in those areas to be improved, which can motivate them to stay, there is a need to give teachers in those areas a short

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period of time to qualify for study leave, which in a way can encourage or motivate teacher to come and teach, or stay in those areas. This will lead to low teacher turnover in those areas. The motivation of allowing them to continue to learn and develop as a person can be crucial for those in emergencies as it becomes a non-monetary incentive. It is important to know that professional development is a very important tool of motivating workers and can be implemented in conflict prone areas in a form of giving short courses on managing students in conflict prone schools, training, organizing workshop on managing students in conflict prone areas, as well as providing the necessary materials for such training and support will help to motivate teaching force in those areas.

Professional development of teachers is a means for increasing teaching professionalism, which could have a positive effect on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2004) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. This notwithstanding, when teacher in conflict prone areas are given a form of motivation by allowing them to have continuous professional development by way of allowing them to have easy process for study leave, and even less number of years to qualify for study leave as compared to teachers who are not teaching in conflict prone areas will motivate those in this areas. It is clear without doubt that, most of the teachers in conflict prone areas always seek for transfers and leave students in these areas without teachers, hence causing poor performance of those students. This could be one of the main reasons why students in these areas are not performing at all, compared their follow students who are in

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conflict free areas. This affirms Madden and Mitchell (1993) as cited in Kusi (2017) that, one of the function of continuous professional development is developing personal and professional effectiveness and increasing job satisfaction and competencies in wider context with benefits to both professional and personal roles. Burns and Mary (2016) gave out seven (7) recommendations to improve teacher professional development in crises or conflict contexts which include:

1. Focus on teachers in low-income and crisis affected contexts as professionals, learners and individuals.
2. Develop, apply, measure and institutionalize standards for teacher professional development.
3. Create professional development opportunities that promote teacher collaboration
4. Provide teachers with ongoing support
5. Invest in high-quality teacher educators
6. Build instructional leadership at all levels of the educational system
7. Use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities.

From the above mentioned recommendations, it is clear that, when applied in conflict prone areas of Bawku and Bunkpurugu senior high schools can indeed boost the academic performance of students. For example, during the time of the conflict, teachers can be asked to stay home for their self-security, and adopt to the use of information and communication technology tools such as zoom, Skype, goggle meet, among others, to teach their students as this was the only means of teaching during the Covid -19 pandemic. It must be noted that, during conflict in Bunkpurugu and Bawku, students are always sent home without any intervention by government for months or

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weeks until the conflict is over. All this affect the contact hours leading to inefficiencies hence, poor academic performance by most of the students in this areas.

Also, teachers in conflict prone areas in Bawku and Bunkpurugu senior high school can be professionally developed through providing teachers in these areas with ongoing support by the government through Ghana Education Service. Here, teachers can be supported in diverse ways through the provision of adequate educational inputs, seminars and training on ways of ensuring safety during the conflict as well as teaching teachers' ways of handling or teaching students who are emotionally or psychologically disturbed during the conflict. All this will help motivate the teachers as well as boost their professional development, leading to efficiency and effectiveness in their delivery, thereby, promoting or increasing academic performance of students in these areas. It must also be added that, when teachers are trained as counselors or provided with free counseling service, it will help them to develop professionally. In conflict schools teachers can also be motivated when given or provided with counseling services. When they are given such service during or after the conflict, it will serve as a response to the crises.

The frustrations they undergo during the conflict will require some counselling. There are some striking examples within the counseling literature of the rapid development of counseling services in response to crises (McLeod, 2013). Applying this in conflict prone context will help to professionally develop teachers in that area leading to their motivation, hence higher performance of the teachers' thereby enhancing or likely to enhance students' academic performance.

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2.4.9 Basic, safety and psychological needs provided to teachers in conflict prone areas

Maslow's hierarchy of needs justifies motivation through organizational and behavior theory, discussing that individuals can only be motivated to work if their basic physiological and psychological needs are met. Then the question that comes to mind is that, are these basic needs (safety or security needs) as well as the psychological needs of teachers in conflict prone areas met? If No, and is obvious. So therefore, how can teachers in this areas be motivated which in a way will boost their performance leading to higher academic performance of students.

The foundation of Maslow's motivation theory considers that human beings are motivated by unsatisfied needs, and that certain lower factors need to be satisfied before higher needs can be satisfied .Maslow's hierarchy of needs is particularly relevant in relation to the study of ways of motivating teachers in conflict prone context, as teachers in conflict prone environment may struggle to receive their basic needs, specifically the physiological and safety requirements (Maslow, 1943). Maslow focuses on the physical, emotional, social, and intellectual qualities of an individual and how this may affect their learning and teaching (Mcleod, 2007).

When Maslow theory of needs is applied in the conflict prone context, it can be realized that, many of the teachers and students are living in unsafe environments: their safety has been demoralized and many have lost family and close friends during the tribal conflict which also affects their psychological needs, leading to demotivation. Before cognitive needs can be met, the basic and physiological needs must first be fulfilled. For example, if a teacher is tired, hungry and feeling unsafe in

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teaching or working in conflict prone area, he or she will find it challenging to focus on the teaching and learning process.

Teachers and students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. Two of the major concerns with Maslow's theory: It is important to note that Maslow's (1943, 1954) five stage Model has been expanded to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b).incorporate the individuality of the person, and that everyone has unique personal needs. In this sense the hierarchical structure is subjective, yet Maslow claims that needs are interdependent and overlapping.

Alternatively, researchers also advise that there is a lack of a direct cause and effect relationship between need and behavior. Even with its shortcomings, Maslow's theory proposes an interesting concept for educational stakeholders by providing an understanding of the motives or needs of individuals, and of what should be prioritized

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Source: Mcleod, (2016)

Figure 2: Maslow's hierarchy of needs

From the diagram above, it can be seen that, in conflict prone areas, teachers will not be satisfied in terms of their basic needs, and psychological need. As we also know that a motivated worker will work efficiently and effectively for the achievement of organizational goals. So therefore, when teachers are not motivated in conflict prone areas it will lead to low or poor academic performance of students' in those schools. This could be the reasons for the poor academic performance of students in conflict prone areas in Bawku and Bunkpurugu senior high school. as a result, satisfaction of the basic security or safety needs as well the psychological needs will motivate teachers in that context, leading to better performance, hence an enhancement of academic performance of students.

Arguably an other most influential theory of motivation is Frederick Herzberg's two-factor theory. In his Model, he distinguishes between hygiene factor (extrinsic

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motivation) and motivators (intrinsic motivation). Extrinsic motivation is a conceptual construct that pertains whenever an activity is done in order to attain some separable outcome. Hygiene factors include: status, job security, salary, fringe benefits, work conditions, good pay, paid insurance, and vacations. These do not give positive satisfaction or lead to higher motivation, though dissatisfaction results from their absence (Boundless, 2016). These are extrinsic to the work itself. Extrinsic motivation contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Riley, 2005).

Teachers in conflict prone areas will intrintically not be motivated at their work place. It must be added that, nobody will ever be motivated working in a war zone. Therefore the combination of higiene factors and motivators by Herberg will one way or the other, fully or partially motivate teachers or workers in conflict prone areas. For example when a teacher in conflict prone area is given higher pay to work in such environment, will such practice not motivate him or her to stay and work in such an enviroment? What of recognition, responsibility or advancement to teachers teachers in such an unsafe environment? Intrinsic motivation can be defined in the following manner: the doing of an activity for its inherent satisfactions rather than for some separate consequence.

When intrinsically motivated, a person is moved to act for the fun or challenge entailed by the action itself, rather than because of external rewards consequent to the action. Motivators include challenging work, responsibility, opportunity to do something meaningful, involvement in decision making, sense of importance to an organisation. These give positive satisfaction, arising from intrinsic conditions of the job itself such as recognition, achievement, or personal growth (Boundless, 2016).

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According to Herzberg(1959) , intrinsic motivators and extrinsic motivators have an inverse relationship. Intrinsic motivators are inclined to stimulate motivation when they are present, whereas extrinsic motivators tend to decrease motivation when they are missing.

Extrinsic motivators are expected and are less likely to increase motivation when they are present, however, they will produce dissatisfaction when they are absent. At this point I will diagree with the fact by Herzberg (1959) that the motivators are what motivate workers in an organisation,without him considering whether the environment is peaceful enough for the worker to operate. Therfore, whether the hygiene or the motivators, will only satisfy or motivate a worker depending on the peacful or safety nature of the environment in which he or she operate.

My argument agrees with Maidani (1991) who conducted research based on Herzberg's motivation hygiene theory, which showed new interesting insights into the validity of Herzberg's theory and its rather normative approach. In short, the research conducted by Maidani concluded that both intrinsic motivation factors and extrinsic hygiene factors can influence overall job motivation. This stands in contrast to the original terminology of Herzberg, as cited in (John et al., 2012) where only motivation factors were theorized as factors increasing job satisfaction and motivation. Also, I agree with Herzberg with regard to the fact that, if the hygiene factors are absent, it will lead to no satisfaction of the employees.

To bring my argument to an end, I think teachers in conflict prone areas should be professionally developed by giving them shorter years of service to qualify for study leave for their professional development, providing them risk allowance for working in such areas, providing them good security and safety as sugessted by Abraham

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Maslow in his needs theory , and providing them with psychological support as well as better working conditions. All these will help to motivate teachers in conflict prone areas. Intrinsic motivators, on the other hand, can be a source of additional motivation. Intrinsic and extrinsic motivators for teachers vary significantly across developed and developing systems, and in conflict prone and emergency contexts.

Teachers who are intrinsically motivated are more likely to complete their duties (i.e. lesson planning and extra-curricular activities) because of the personal satisfaction it provides, it may be the feeling of accomplishment or that they are motivated by their love for their students. On the other hand, an extrinsically motivated teacher may perform well in their classes in order to obtain compensation. The goal of education stakeholders should be to enhance extrinsic and intrinsic motivation of teachers in conflict prone areas. For this to occur there is a need to create an environment where teachers are given a voice, hold positions of responsibility, and are supplied with room for personal growth and development.

Furthermore, there is a need to supply adequate extrinsic motivation including safety and security to ensure that teachers in conflict prone areas in Bunkpurugu and Bawku do not feel demotivated. Also, provide appropriate policies, procedures, supervision, and working conditions in conflict prone areas. To ensure that teaching staff are motivated and productive, administrators must pay attention to both sets of job factor. This will lead to higher performance of the teachers and in turn promote better academic performance of students

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2.5. Lambon's model showing how teachers in conflict prone areas can be motivated which will affect academic performance of students

The researcher constructs a model below to explain ways of motivating teachers and how it will have an effect on the academic performance of students. Mathematically, the researcher indicates how employees or teachers in conflict prone areas can be motivated using the formula below; i.e. teachers satisfaction with

(Basic and psychological needs) +motivators + hygiene factors =Teachers motivation.

When this motivation is given to teachers in conflict prone areas, it will lead to higher output from them, hence affecting academic performance of students.

a. Basic and psychological needs

1. Secured environment, where lives of teachers are protected through the provision of more security for them. Even bullet proof walls for their bungalows.
2. Safety place of work during conflict.
3. Psychological support to teachers and students during and after the conflict. Especially affected victims during the conflict.
4. Adequate water and food to teachers and students during and after conflict
5. Provision of free shelter to teachers who were affected after the conflict

b. Motivators (Herzberg)

Herzbberg et al (1959) carried out several studies into the relationship between job satisfaction and productivity leading to the development of the two factor theory. These writers identified number of factors and classified them into 'motivators/ satisfiers' and "hygiene factors/dissatisfies. According to Herzberg et al (1959), "motivators" are those factors that drive people to work to achieve goals. Motivators

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include achievement, recognition for achievement the work itself, responsibility, advancement (promotion) and possibility of personal growth. The researchers noted that when the motivational factors are present in the work situation, they result in strong satisfaction and good performance. However, they do not cause dissatisfaction when they are absent in the work situation.

As a result, the researcher shall consider whether when these factors are applied in conflict prone context can actually motivate workers, leading to strong satisfaction hence affecting workers performance positively, which in turn can lead higher academic performance of students.

The following factors shall be grouped by the researcher as motivators for teachers in conflict prone areas

1. Ensure professional development of teachers in those areas by giving them less time period to qualify for study leave
2. Recognition. Acknowledging their sacrifice and effort for staying and teaching in those areas

c. Hygiene factors

By hygiene factors, Herzberg et al (1959) refer to basic needs at work which in themselves do not motivate but their absence causes significant dissatisfaction. The hygiene factors are related to the context/environment and include; fringe benefits, office space salaries and benefits working conditions, job security and among others .According to the researchers when these factors are present in the work context, the employee will not necessary be either satisfied or motivated- he/she will simply not be satisfied (as cited in Kusi, 2017).

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Based on their argument, the researcher will disagree with them by pointing out that, teachers in conflict prone areas will only be motivated when the motivators and the hygiene factors are combined and given to them. Will teachers in conflict prone areas not be motivated when given for example risk allowance, insurance packages and other better working conditions? As a result, the researcher considers the combination of the motivators and the hygiene factors in his framework as a strategy that can be used to motivate workers in conflict prone areas which will enhance students' academic performance. The following are the items the researcher grouped under hygiene factors, which are some of the factors to be considered when motivating teachers in conflict prone areas.

1. Risk allowance for teachers in those area
2. Better working conditions for them.
3. Pay increase.
4. Provision of insurance packages such as : health insurance, fire insurance and life assurance

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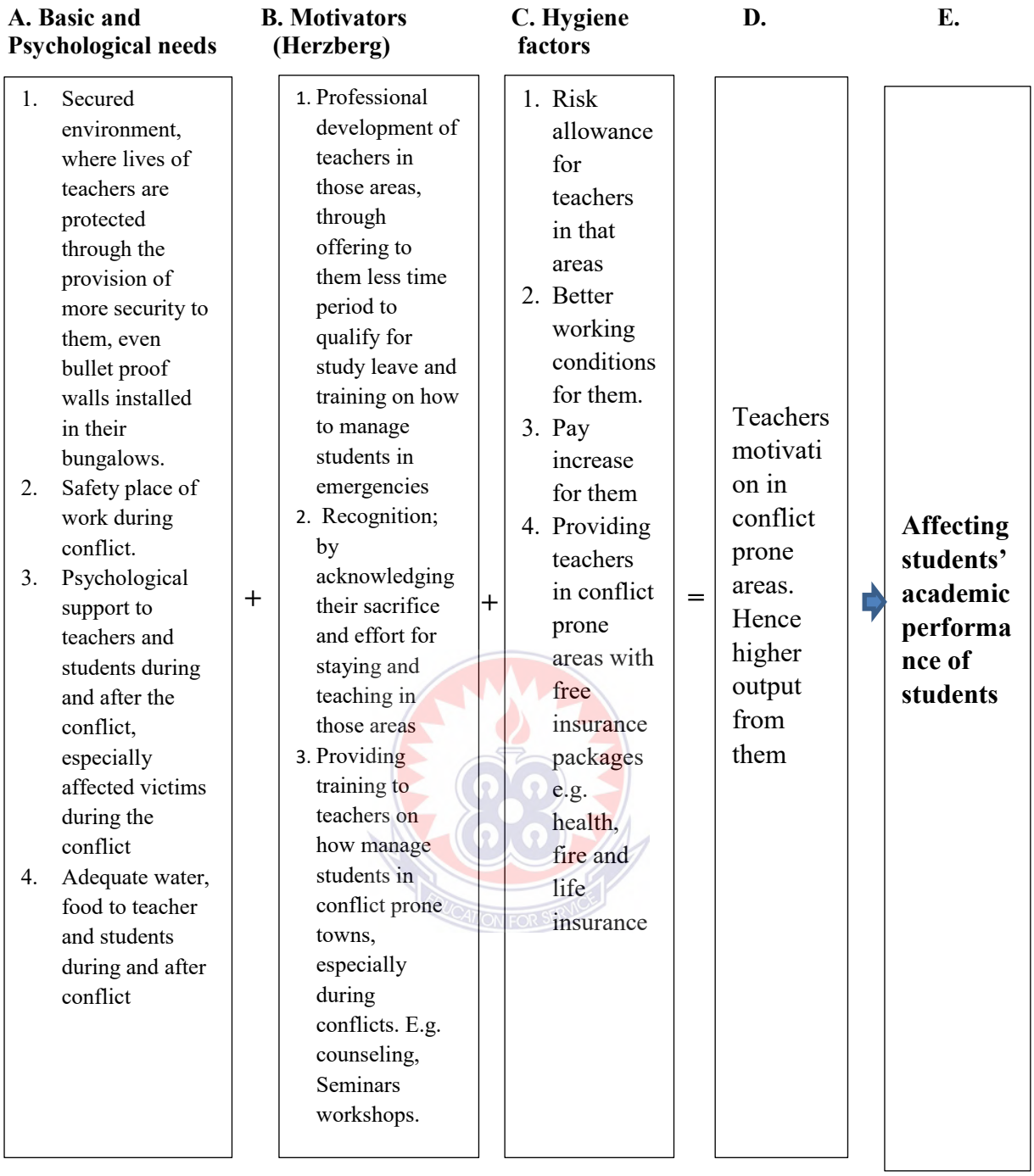

Figure 3: Researcher's model showing how teachers in conflict prone areas can be motivated which will affect academic performance of students

Source: Author (2021)

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The items listed under the heading A, B and C are independent variables which will affect the dependent variables teacher motivation and students' academic performance. Thus, an increase in the independent variables such as basic and psychological needs, motivators and the hygiene factors will lead to teacher motivation in conflict prone areas, which will affect academic performance of students in those areas. This assumption agrees with the findings of Mustafa and Othman (2010) where they examined the perception of teachers about the effects, of motivation on teachers' job performance in teaching and learning process, and they found out that there is a positive relationship between motivations and working performance of teachers.

Similar is said by Ayam et al., (2012) where opinions of staff were sought as to whether motivation has an effect on their level of performance. Out of the total respondents, 29 representing 82.9% indicated that there would be a corresponding increase in their performance level if they were motivated to work; so therefore when teachers in conflict prone areas are motivated, it will lead to higher performance from them, hence affecting students' performance

A+B+C=teachers motivation in conflict prone areas ⟶ there by affecting students' academic performance

2.6 Summary

The discussion started with the thesis of the research which is; the conflict in Bawku and Bunkpurugu demotivates teachers and this affects the academic performance of students in the Schools. Based on this statement, the researcher then asked the focal or the main question of the study which is; what is the effect of teacher motivation on academic performance of students in conflict prone areas in Bawku and Bunkpurugu

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senior high schools? This question then necessitated for the researcher to develop the following concepts for the study:

1. Motivational practices for teachers in conflict prone areas
2. The effects of motivational practices for teachers in conflict prone on students' academic performance
3. Motivational strategies used to motivate teachers in conflict prone areas
4. Useful motivational strategies for teachers towards enhancing academic performance of students in conflict prone areas

Based on the concepts mentioned above, the researcher then constructed a model below to explain ways of motivating teachers and how it will have an effect on the academic performance of students. Mathematically, the researcher indicates how employees or teachers in conflict prone areas can be motivated using the formula below; i.e. teachers satisfaction with (Basic and psychological needs) +motivators + hygiene factors =Teachers motivation. When this motivation is given to teachers in conflict prone areas, it will lead to higher output from them, hence affecting academic performance of students.

According to literature reviewed, it indicates that much research has been done on teacher motivation, but none has been done in conflict prone context i.e. implications of teachers' motivation and academic performance of students in conflict prone areas in Bawku and Bunkpurugu. Also, a methodological gap has to do with the research approach used. Most of the literature reviewed used quantitative aproach. As a result the researcher employed the mixed method approach to either support or add more meaning to the quantitative approach. For example, a research by Barasa, (2015) used a descriptive survey with questionnaires being the research instruments of his choice,

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using 224, which included head teachers and teachers in the schools of Trans Nzoia west district on the topic ; the influence of teacher motivational strategies on students' improved academic performance in day secondary schools, reveals that teacher motivation in Trans Nzoia west district indicates widespread low or decreasing levels of motivation, resulting in low student performance.

Therefore, the research gaps necessitated the current study on teachers' motivation and academic performance of students in conflict prone areas: The case of Bawku and Bunkpurugu senior high school.

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CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study sought to investigate the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance, and to explore ways of motivating teachers in Bawku and Bunkpurugu Senior High Schools for effective performance**.** This chapter included detailed explanation of how the researcher considered these areas in carrying out his research: research approach, research paradigm used, Research design, population and sampling used, the data collection instrument and methods used, as well as the data collection procedures followed and finally the data analysis.

3.1 Research approach

The researcher employs the mixed method approach for the study; and this is determined by the methods that are used for the study. These methods are survey and interviews. The choice of these methods was defined by the characteristics of the research questions. Pragmatism as a research paradigm is used for this study based on the research approach that is used. Pragmatism derives from the work of Peirce, James, Mead, and Dewey (Cherryholmes, 1992). Other writers include Murphy (1990), and Rorty (1990) as cited in Creswell (2014). There are many forms of this philosophy, but for many, pragmatism as a worldview arises out of actions, situations, and consequences. Pragmatism which involves the integration of the positivism and interpretivism for better understanding of issues will serve as a way of using one method to offset the weakness of another. Creswell, (2014) also noted that pragmatic worldview, involves collection of both quantitative and qualitative data sequentially

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in the design. He further on stated that, the researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either quantitative or qualitative data alone. Based on Creswell's assertion, the researcher employed the mixed method approach for better understanding of the research problem.

3.2 Research design

The researcher used the embedded research design, this research design is one of the designs under the mixed research approach which involves either the convergent or sequential use of data, but the core idea is that either quantitative or qualitative data is embedded within a larger design and the data sources play a supporting role in the overall design (Creswell, 2014). The justification for the selection of the design is determined by the methods that are applied based on the nature and type of research questions. The purpose of this design is to collect quantitative and qualitative data simultaneously but to have one form of data to play a supportive role to the other form of data; in this case, the qualitative data played a supportive role to the quantitative data. This design is relevant for this study as it will help the second form of data to augment or support the primary form of data.

The study begins with a broad survey in order to generalize results to population and then, in a second phase, focuses on qualitative interviews to collect detailed views from participants to help explain the initial quantitative survey (Creswell, 2014). And this is exactly what this study focused on.

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3.3 Study area

The site for this study is Bawku and Bunkpurugu Senior High Schools. The justification for the selection of these two schools is that, they are located or found in conflict prone areas which are very vital for the study, that is, helps the researcher to gather views of teachers in that context on ways they think when motivated will boost their performance which can have effects on students' academic performance. These schools are located in Bawku and Bunkpurugu, which are found in the north east parts of Ghana. The subjects in these schools includes; the teachers, students as well as the non-teaching staff. Both schools are boarding mixed schools. The students in these schools are predominantly Bimobas and Kusasis in Bunkpurugu Senior High School and Bawku Senior High School respectively. Whilst most of the teachers and students in Bunkpurugu Senior High Schools Speak moar as their local language that of students and teachers in Bawku Senior School speak Kusaar. In Bawku senior High School, the schools have a teacher population of 131 excluding national service personnel and interns. This school is a boarding school with a lot of infrastructure. Due to the adequate classrooms available they do not operate the double truck system. The school offers a lot of programs which include: business, visual arts, Agriculture, general Science, and Home economics. Also, in Bunkpurugu Senior High School, the school operates the double truck system with a total teacher population of 84 teachers. As a result 42 teachers teach each of the trucks. This school offers programs such as Technical, agriculture, general arts and home economics.

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3.4 Population of the study

The population consists of teachers in both Bawku and Bunkpurugu Senior High Schools. The Total population of the two schools is 173 teachers, which comprises 131 and 42 teachers in Bawku and Bunkpurugu senior high respectively. Bunkpurugu senior high school recorded lower teacher population because, the school operates the double track system and only those teachers were present for that track. Meanwhile their teacher population for all the two tracks is 84. The justification for considering only teachers in these two schools is that, these teachers have stayed and worked in these conflicts prone areas for years and can tell what can motivate them to stay and work in such areas which can have effects on students' academic performance. Also, because they are the subjects, the study is about them

3.5 Sample size and sampling techniques

A sample size of 120 respondents is chosen for the study which is made up of (85) teachers from Bawku Senior High School and 35 teachers from Bunkpurugu Senior High School. The sampling strategy used is simple random sampling for teachers in both schools. This strategy was done successfully by folding "YES" and "NO" papers in a box, such that, all those who picked "yes" were selected for the study. The sampling strategy or techniques is used for the quantitative data so that every teacher in the school has a chance of being chosen or selected for the study. Also, the justification for the choosing a sample size of 120 respondents is gotten from the Taro Yamane Formula which is one of the recommended formulas for calculating sample size from population.

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The formula is:

$n= N/ (1+N(e)^2)$

Where:

N = total population, n=number of samples and e =Error tolerance (level)

$n= 173/ (1+173(0.05^2))$

n=173/1.4325

n=120

A sample of 120 respondents were considered for the study with a margin of error to be 5% and confidence level to be 95%

For the qualitative aspect, judgment (or purposive) sampling is used by considering only 7 respondents (4 from Bawku senior high and 3 from Bunkpurugu senior high schools) who have had an experience of the conflict and know much about it, to give their views on ways they think can motivate teachers towards enhancing students' academic performance. The justification for considering those who have had an experience of the conflict is that, they are information rich with regards to conflict issues and will know what can actually motivate them to stay and work in those areas as well as how the motivation can affect their output and the academic performance of the students

3.6 Instrumentation

A five (5) point Likert scale ranging from 1"strongly disagree" to 5"strongly agree" with neutral option included, was used in the questionnaire to answer the first three objectives. The justification of using the questionnaire is to help the researcher have a broader view of finding and for that matter help the findings to be generalized. Also,

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that is the right instrument for a survey with regards to quantitative aspect of this study.

Also, interview guide is used to enable the researcher gather the views of the respondents on the ways they think when used, can motivate teachers in conflict prone areas towards enhancing students' academic performance. The justification for using the interview guide is that, it serves as the right instrument for the interviews. The interviews will also serve as method of data collection to support the quantitative data which was collected with the help of interview guide. This affirms the reasons for the researcher to use the mixed method approach and for that matter the embedded research design. This justification agrees with Creswell (2014) that, in an embedded mixed methods design involves as well either the convergent or sequential use of data, but the core idea is that either quantitative or qualitative data is embedded within a larger design (e.g., an experiment) and the data sources play supporting role in the overall design. In this case, the qualitative data played a supporting role to the quantitative data of this research

3.6.1 Validity and reliability of the instruments

3.6.1.1 .Validity of the research instruments

Validity can be defined as degree to which test measure what is expected to measure. According Ali, et al (2014) validity is the most important consideration in the selection and the use of any testing procedures. As a result, through piloting, the research instruments were pre-tested in order to allow the researcher to improve the validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaire. The items

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Found inadequate were discarded while others were modified. Secondly, the researcher sought assistance from the supervisor in order to help improve on content validity of the instrument.

3.6.1.2 Reliability of the questionnaire

Reliability is a measure of the degree to which a research instrument is consistent in giving same results after repetitive trials. According to Ali, et al (2014) reliability refers to the degree to which a measuring procedure gives constant results. The questionnaires were administered for pilot purposes to similar respondents in conflict prone areas in Bawku and Bunkpurugu junior high schools twice within a two week period after which analysis was done. The response obtained from testing using a retest was analyzed with the help of SPSS (Statistical Package for the Social sciences) and comparison done. To ensure measure the internal consistency, Cronbach's alpha was used with help of the SPSS. Which revealed the output below:

Reliability statistics	
Cronbach's Alpha	Number of items
0.746	35

The Cronbach's alpha of 0.746 agreed with Westergaard et al. (1989: 93) that alpha was 0.70 which they refer as satisfactory level. Also, Bethoud (2000b:169) writes that, minimum level of 0.60 is good and cite the case of an index of ill-health used in the BHPs that achieved a level of 0.77 (Bryman, 2012)

3.6.2 Trustworthiness of the interview guide

In quantitative studies, it marks out the choice of research designs, choice of participants and data analysis, making it clear to determine inconsistencies and biases. However, in qualitative research, the choices of methods particular with data analysis

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have to be expatiated in order to make readers to know the quality of the research. As a result of this, researchers applying qualitative approach need to explain how trustworthiness was ensured. Guba's model of trustworthiness is widely used by most researchers, this include: dependability, credibility, transferability and confirmability as elements of trustworthiness (Shenton, 2004; Elo Kaariarnen, Kanste, polkki, Utrianen & Kyngas; Moon, Januchowski- Hartley, Adams & Blackman, 2006).

In view of this study, the research problem, methodology, data collection as well as data analysis was made known. These ensure replication of the study by other researchers to produce consistent result as dependability commands. Also, to ensure confirmability, personal values and interest were not included in the study. Results from the interview guide were presented based on the verbatim transcription from recordings. With transferability, since the research problem apply to more than one context, appropriate procedures such as; ethics, and selection of participants are considered purposively by choosing participants who have stayed in conflict prone areas to give their views based on the research questions. These enable the findings and recommendations to be used by those with similar problem or are in similar context. That's, it will help them to know ways to motivate teaches in other conflict prone areas and this explains the essence of transferability. Transferability is the extent to which results from particular context can be applied in different context (Bitsch, 2005). Also, Houghton, Casey and Murphy (2013) assert that member checking and establishing credibility. This is where the researcher returns to the participant with the transcript of data collected for them to verify the responses they provided (varpio,Ajjawi Monrouxe, O'Brien & Rees, 2017). As a result, data recorded from each participant is transcribed and returned for cross-checking. This will ensure

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credibility; so therefore, this procedure will be followed in carrying out the research for the qualitative aspect

3.8 Data collection procedures

The researcher obtains a letter of introduction from the University of Education, Winneba, to seek entry into the two schools of the study. Questionnaires were distributed to the targeted respondents in the study area. The questionnaire was given to the teachers in both schools. The questionnaire is made up section A and B. AS Section (A) consist of respondent's bio- data, section (B) consist of forty (40) profile questions addressing each of the three objectives of the study. Thus, the questionnaire items helped the researcher to find answers to the research questions. Questionnaires were used for quantitative data collection, which was issued to respondents and appropriate questions provided on the questionnaire for respondents to tick their view on the questionnaire. The reason for using this data collection instrument is that, it serves as the right instrument for the survey and it is less time consuming as compared with the other instruments, also it helps in generalizing findings. Considering ethical issues, the teachers were notified on the questionnaire that the research is for academic purpose only, and that their identities and responses will not be disclosed.

Also, interview guide is used to gather the qualitative data, here the researcher develop semi structured interview to gather the views of the respondents based on the research questions. The justification for the interview is that, it helps the researcher to gather views of the respondents to support the quantitative results. This interview is done face to face with the help of the interview guide.

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3.9 Data analysis procedure

The data was recorded, presented and analyzed using SPSS (Statistical Package for Social Sciences) in chapter four. The SPSS helped the researcher to record the data in chapter four by providing detailed information of the respondents based on their gender, age, marital status as well as their qualification or ranks as indicated in the questionnaire. With the use of the SPSS, tables, frequencies graphs as well as pie chats were used to record the information of each respondent. This makes it easier and simple to analyze the data of the study based on the objectives of the study for the quantitative aspect. Also, for the qualitative aspect of the study, which is made up of interviews, was analyzed thematically. This helped the researcher to know how their responses during the interview support or disagree with the responses in the questionnaires. This then affirm the reason for the choice of the embedded research design

3.10 Ethical considerations

Renik (2009) defines ethics in research as the discipline that studies standards of conduct, such as philosophy, theology, law, psychology or sociology. Babbie (2004) defines ethical issues as the agreements, shared by researchers about what is proper and improper in the conduct of scientific enquiry. Therefore, ethics in research is doing the right thing or what is considered right when conducting research. These include seeking permission, voluntary participation, no harm to participants, informed consent, anonymity and confidentiality (Strydom, 2002; punch, 2009). As a result, in carrying this research, the researcher followed ethical procedures suggested by Bryman (2006). Bryman (2006) advises that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. The researcher followed or addressed the following in

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carrying out the research: informed consent, protection and consent of participants and their responses, plagiarism, ensuring confidentiality. In this era of Covid 19 pandemic, the researcher provided respondents with Sanitizers as soon as a questionnaire is given out to them to sanitize their hands against the spread of the virus.

a. Informed consent

According to Rossman and Sharon (2010), informed consent is one of the principal ethics in research. Because of this, the study ensures that, at the data collection stage, participants are given the necessary information regarding the research i.e.; at the introductory part of the questionnaire and the interview guide, indicate the purpose and objectives of the research. Cohen, Manion and Morrison (2007) posit that the researcher has to explain and describe issues such as purpose, significance content and procedures of the research, participation and withdrawal right.

b. Access

Researchers must not see access into educational institution as a right; they must show that they merit being given permission to carry out the research (Cohen et al., 2007). This implies that, the researcher must seek permission from the college, university or the establishment before engaging in any research activity. As a result, in carrying on this research, the researcher took a letter of introduction from the department of Educational Administration and Managemnt to the Headmasters of Bawku and Bunkpurugu senior high schools for acceptance before carrying out the research.

c. Confidentiality and anonymity

Confidentiality refers to the situation where the researcher does not make the information provided by the participants' public and the latter suggest, the

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information provided must not be linked to a particular respondent. This implies the readers must not be able to link the responses to any participant. Bailey (2007) supports this assertion as she argues that, there is a possibility that, the researcher knows the identities of the research participant, however it must not be revealed. As a result, in carrying out the researcher the researcher indicated in the questionnaires and the interview guide for respondents not to include their names and phone numbers. This helps to ensure confidentiality and anonymity.

d. Avoidance of plagiarism

According to Kumar, Priya, Musalaiah and Nagasree (2014), plagiarism means deliberately or not deliberately passing someone's idea or piece as one's own. That is, the act of not recognizing an idea or information gotten from a particular source. For this study, the researcher ensured plagiarism is avoided by properly citing and referencing all the materials necessary for the research .Also, the research is an original work which has not been presented somewhere for an academic degree or publication

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CHAPTER FOUR

DATA, ANALYSIS AND DISCUSSION

4.0 Introduction

The study sought to investigate the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance, and to explore ways of motivating teachers in Bawku and Bunkpurugu Senior High Schools for effective performance**.** This helped the researcher to answer the main question of the study that: "what is the effect of teacher motivation on students' academic performance in conflict prone areas in Bawku and Bunkpurugu senior high school?" This chapter comprises of the background analysis of the bio data, results of the study, discussion of the results and findings

4.1 Background analysis of the data

Background analysis is very essential for analyzing and understanding the results of the study. The background analysis helps the researcher to know the number of respondents and their characteristics, whether they are males or females, their age range as well as their positions. For the purpose of this research, the background analysis is found in the table 4.1, 4.2 and 4.3

Table 4.1: Gender of respondents

Gender	Frequency	Percent
Male	74	61.7
Female	46	38.3
Total	120	100

Source: Fieldwork data (2021).

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Table 4.1 presents the gender of the respondents for the study. A total number of 120 respondents were used for the study, out of which 74 were males representing 61.7% and 46 were females representing 38.3% for the study.

Table 4.2: Age group of respondents

Age group	Frequency	Percent
<20	1	0.8
21-25	11	9.2
26-30	41	34.2
31-35	35	29.2
36+	32	26.7
Total	120	100

Source: Fieldwork data (2021).

The Table 4.2 represents the age group of respondents who were chosen for the study. From the table, the total number of respondents who were selected for the study were 120 out of which those who were below 20 years was just 1 person representing 0.8%, meanwhile, those who were between the ages from 26 to 25 years were 11 representing 34.2%. Also those who were between the ages from 31 to 35 were 35 respondents representing 29.2% and finally those who were above 36 years were 32 representing 26.7%.

Table 4.3: Status of respondents

Rank	Frequency	Percent
Teacher	107	89.2
Head / Administrator	13	10.8
Total	120	100

Source: Fieldwork data (2021).

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Table 4.3 indicates the position or ranks of the respondents who were selected for the study. Out of the 120 respondents, 107 of them were teachers representing 89.2% and 13 of the remaining were heads or administrators representing 10.8%

4.2 Motivational practices for teachers in conflict prone areas of Bawku and Bunkpurugu Senior High Schools

The data presented in this section is for objective 1 which sought to find out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu.

Table 4.4: Motivational practices for teachers in the conflict prone areas of Bawku and Bunkpurugu Senior high schools

S/N	Variables	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F %	Strongly Agree F(%)
	Risk Allowances	87(72.5)	13(10.8)	4(3.3)	8(6.7)	8(6.7)
	Insurance packages	81(67.5)	14(11.7)	9(7.5)	8(6.7)	8(6.7)
	Safety	58(48.3)	28(23.3)	10(8.3)	14(11.7)	10(8.3)
	Counselling and psychological support	66(55.0)	27(22.5)	15(12.5)	8(6.7)	4(3.3)
	Better working conditions	71(59.2)	23(19.2)	9(7.5)	9(7.5)	6(6.7)
	Recognition	48(40.0)	30(25.0)	18(15.0)	18(15.0)	6(5.0)
	Higher pay	92(76.7)	9(7.5)	9(7.5)	4(3.3)	6(5.0)
	Shorter period for study leave	62(51.7)	26(21.7)	14(11.7)	6(5.0)	10(10.0)
	Same salaries	27(22.5)	15((3.8)	13(10.8)	23(19.2)	53(44.2)
	Good Community relationship	19(15.8)	18(15.0)	29(24.2)	32(26.7)	22(18.3)
	Teachers attacked	21(17.5)	15(12.5)	23(19.2)	25(20.8)	36(30.0)
	Demotivation	18(15.0)	8(6.7)	7(5.8)	29(24.2)	58(48.3)
	Appreciation	13(10.8)	26(21.7)	30(25.0)	28(23.3)	23(19.2)

Source: Fieldwork data (2021).

From Table 4.4, when respondents were asked the extent they agree or disagree with the following to be the motivational practices that exist for teachers in conflict prone

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areas with a likert scale of 1-Strongly Disagree 2- Disagree 3 -Neutral 4-agree 5-Strongly Agree reveal the results above. When respondents were asked whether teachers in conflict prone are provided with risk allowances for staying and working in those areas, 87 out of the120 respondents representing 72.5% strongly disagree and 13 representing 10.8% also disagree. Meanwhile, Only 4 representing 3.3% were neutral and 8 each of the remaining respondents agree and strongly agree representing only 6.7% respectively. The results then implies that, teachers in the conflict prone are not provided with risk allowances for working in those areas

Also, when respondents were asked whether teachers in conflict prone areas are provided with insurance packages, given safety measures and psychological support during and after the conflict, 81(67.5%), 58(48.3%) and 66(55.0%) of the respondents respectively, strongly disagree to that, as well as 14(11.7%), 28(23.3%) 27(22.5%) of the respondents also disagree. Meanwhile, only 8(6.7%), 10(8.3%) and 4(3.3) also strongly agree with respect to the above questions. The results then implies that, the motivational practices such as: insurance packages, safety measures during conflict and psychological support do not exist in these conflict prone areas.

In addition, when respondents were asked whether teachers in conflict prone areas are provided with better working conditions, given recognition in a form of acknowledgement and shorter period to qualify for study leave for staying and working in conflict prone areas, 71(59.2%), 48(40.0%), and 62(51.7%) of the respondents respectively, strongly disagree to that, as well as 23(19.2%), 30(25.0%) and 26(21.7%) of the respondents also disagreed. Only 6(6.7%), 6(5.0%) and 10(10%) also strongly agreed with respect to the above questions. The results implies that, the motivational practices such as better working conditions, recognition and

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shorter period for teachers in conflict prone areas to qualify do not exist in these conflict prone areas, making teachers in this areas not to be motivated.

Moreover, when respondents were asked whether teachers in conflict areas are given the same salaries as compared to their colleagues in conflict free areas, 53(44%) strongly agree and 23(19.2%) agree. Meanwhile, 27 (22.5%) strongly disagree and 15(3.8%) disagree. The results imply that, teachers from both conflict prone areas and conflict free areas are given the same salaries and allowances.

When the respondents were asked as to whether there is a good community relationship at the school they teach in times of conflict, or whether teachers have ever been attacked by community members during conflict. 19(15.8%) and 18(15%) strongly disagree and disagree respectively that there a good community relationship, meanwhile 32(26.7%) and 22(18.3%) agree and strongly agree respectively that there is a good community relationship. Meanwhile, 29 (24.2%) of the respondents were neutral. This implies, the responses to this question were evenly distributed, and conclusion can't easily be drawn. However with regards to whether teacher have ever being attacked during conflict, 36(30%) and 25(20.8%) strongly agree and agree respectively, meanwhile 21(17.5%) and 15(12.5%) strongly disagree and agree respectively. However, 23(19.2%) were neutral. The results implies some of the teachers have ever been attacked which puts their life at risk. Also, because some of these teachers are not natives and are not part of the conflict, might be the reasons for the contrary view. The neutral option might also be the responses by the newly posted teachers who might have not experienced the conflict.

In a nutshell, 58(48.3%) and 29(24.24%) strongly agree and agree respectively that the conflict actually demotivates or discourages them from working in that context.

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These Implies teachers in conflict prone area are not motivated because of the conflict. This conforms with the purpose of the study which investigates the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance and to explore ways of motivating teachers in Bawku and Bunkpurugu senior high schools for effective performance.

4.2.1 Discussion of results of the findings for research objective 1

With regard to the first objective for this study, the researcher in carrying out the researcher aimed at finding out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu. Results from the study reveal that, when respondents were asked whether teachers in conflict prone are provided with risk allowances for staying and working in those areas, 100 out of the 120 respondents representing 83.3% disagree. This then implies that, teachers in conflict prone are not provided with risk allowances for working in those areas. Therefore, teachers in conflict prone areas are not fairly treated as compared to their colleagues in conflict free areas. This is because when a worker is working in an environment of risk, allowance for risk needs to be given. My argument is supported by Equity theory (Adams, 1965) who was concerned with the perceptions people have about how they are being treated as compared to others. This theory is also very important to this study in a sense, teachers in conflict prone areas will always compare themselves with colleagues in conflict free areas with regards to security at work, by so doing, the workers in conflict prone areas will feel they are not fairly treated as compared with their colleagues in conflict free towns leading to teacher turn over in those areas. Also, Elton (1984) identified the payment of salaries, allowances and promotions as the key factors that shape teachers attitudes towards their work.

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Based on Elton's view, teachers in conflict prone areas need to be given risk allowances

Also, when respondents were asked whether teachers in conflict prone areas are provided with insurance packages, given safety measures and psychological support during and after the conflict, 95(79.2%), 86(71.6%) and 93(77.7%) of the respondents respectively, disagree. This implies that the motivational practices such as: insurance packages, safety measures during conflict and psychological support does not exist in these conflict prone areas. This means that, the safety needs, and psychological needs of the teachers in that context are not met. This goes contrary to Abraham Maslow theory of needs. Maslow's hierarchy of needs is particularly relevant in relation to the findings of this study. Teachers in conflict prone context, struggle to receive their basic needs, specifically the physiological and safety requirements (Maslow, 1943). Maslow focuses on the physical, emotional, social, and intellectual qualities of an individual and how this may affect their learning and teaching (Mcleod, 2007). Therefore, the absence of these motivational practices affects the performance of teachers in Bawku and Bunkpurugu senior high schools of the conflict prone areas.

In addition, when respondents were asked whether teachers in conflict prone areas are provided with better working conditions, given recognition in a form of acknowledgement, 94(78.4%), 78(65.0%), and 88(73.4%) of the respondents respectively, disagree to that. better working condition recorded 78.4%, meaning there is no better Working conditions as a motivational practice. Meanwhile better working conditions is like thirst and water as a thirsty individual is given water, he or she becomes satisfied and does his or her work perfectly Bennet1995). The absence of this motivational practice goes contrary with Management's role of enhancing an

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employee's job satisfaction by creating positive work environment (Allen & Meyer, 1992). Okumbe(1998) says that workers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The absence of working conditions in those areas causes inefficiency. Also recognition as shown in findings does not exist for teachers in those areas. The status and recognition they receive from the community for their important work can meaningfully increase motivation (INEE, 2009). However recognition from the community to teachers in those areas is not there; this is evidenced from the findings.

Shorter period to qualify for study leave for staying and working in conflict prone areas does also not exist for teachers in conflict prone areas this is evidenced by 88% of the respondents who indicated that such motivational practice does not exist for them for working in conflict prone areas.in the findings. Meanwhile professional development is very important. This practice will help the teachers to develop professionally.

In addition to, when respondents were asked whether teachers in conflict areas are given the same salaries as compared to their colleagues in conflict free areas, of which 76(63%) agree to that. This implies there is no extra allowance or motivation for teacher in conflict prone areas. This goes contrary to Equity theory by (Adams, 1965) and conforms with (INEE 2009) that; Teachers who work in fragile and conflict-ridden environments often receive very little or no compensation for extended periods. In this case, no extra allowance is given to them for working in a risky environment.

Moreover, when the respondents were asked as to whether there is a good community relationship at the school they teach in times of conflict, or whether teachers have

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ever been attacked by community members during conflict. 37(30.8%) disagree that there a good community relationship, meanwhile 54(45%) agree that there is a good community relationship. Meanwhile, 29 (24.2%) of the respondents were neutral, the responses to this question were evenly distributed, and the conclusion is that, there is a need for better community relationship, because the numbers that disagree is quiet huge. However, with regard to whether teachers have ever being attacked during conflict, 61(50.8%) agree meanwhile 36(30%) disagree. However, 23(19.2%) were neutral. This means that, some of the teachers have ever been attacked which puts their life at risk. These imply that, the safety needs of these teachers are not met. So therefore, the Abraham Maslow theory of needs will be the focal theory with regards to ensuring the safety of teachers in conflict prone areas. Maslow believes that, after basic needs is safety and security, so this theory will be used when trying to satisfy the safety needs of these teachers.

In a nutshell, 87(72.54%) agree that the conflict actually demotivate or discourage them from working in that context. These Implies teachers in conflict prone area are not motivated because of the conflict. This conform with the purpose of the study which investigated the conflict in Bawku and Bunkpurugu as a demotivation for teachers attitudes and its implications for students' academic performance and explored ways of motivating teachers in Bawku and Bunkpurugu senior high schools for effective performance.

4.3 Effects of motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu on academic performance.

The data in this section is for research objective 2 which sought to investigate whether motivational practices for teachers in the two Senior High Schools of the conflict

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prone areas of Bawku and Bunkpurugu have implications for students' academic performance

Table 4.5: Implications of motivational practices for teachers in the Two Senior High Schools

S/N	Variables	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F(%)	Strongly Agree F(%)
	When secured houses are provided to teachers	10(8.3)	6(5.0)	11(9.2)	37(30.8)	56(46.7)
	Free water electricity and food	4(3.3)	1(0.8)	9(7.5)	41(34.2)	65(54.2)
	Extra incentives	6(5.0)	4(3.3)	10(8.3)	36(30.0)	64(53.3)
	Risk allowance effect	5(4.2)	2(1.7)	8(6.7)	31(25.8)	74(61.7)
	Preferential treatment	3(2.5)	1(0.8)	12(10.0)	53(44.2)	50(41.7)
	Conflict demotivate	4(3.3)	8(6.7)	7(5.8)	39(32.5)	62(51.7)
	Well-motivated teachers	6(5.0)	4(3.3)	8(6.7)	40(33.3)	62(51.7)
	Poor academic performance	11(9.2)	17(14.2)	21(17.5)	43(35.8)	28(23.3)
	Teacher absenteeism	6(5.0)	13(10.0)	12(10.0)	46(38.3)	43(35.8)
	Peaceful environment	3(2.5)	4(3.3)	2(2.7)	40(33.3)	71(59.2)

Source: Fieldwork data (2021)

From Table 4.5, when respondents were asked the extent they agreed or disagreed when teachers in conflict prone areas are provided with the following motivational practice can have implications on students' academic performance revealed the results in the table 4.5. From the table, when respondents were asked whether when provided with secured houses like bullet proof building or very thick walls can encourage them to stay in those areas leading to positive effects on students' performance, 56 of the respondents, representing 46.7% and 37 of the respondents representing 30.8% strongly agree and agree respectively. Meaning approximately 93 out of the 120 respondents agreed to that. This implies that, when such motivational practice is

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provided to teachers in that context, it will encourage them to stay thereby affecting students positively.

Also when respondents were asked if they are provided with the basic needs (free water, food and electricity), given extra incentives such as pay increase and risk allowances can lead to a positive effect on students' performance, 65(54.2%), 64(53.3%) and 74(61.7%) respectively strongly agree to that question. Also 41(34.2%), 36(30.0%) and 31(25.8%) agree to the same questions. However 4(3.3%), 6(5.0%) and 5(4.2%) strongly disagree to that. This implies that when those motivational practices are provided to teachers in that context, it will positively affect students' academic performance. Also, majority of the respondents representing 50(41.7%) and 53(44.2%) strongly agree and agree respectively that, persistent effort to motivate teachers in conflict prone areas by giving them preferential treatment can motivate them to stay in those areas hence having positive effect on students' academic performance

Moreover, 62(51.7%) and 39(32.5%) strongly agree and agree respectively that, when the conflict occurs, it demotivate teachers which in turn have negative effects on students' academic performance in those areas. Meanwhile, only 4(3.3%) and 8(6.7%) strongly disagree and disagree respectively. This implies approximately 84.2% of the respondents agrees that the conflict demotivates teachers which in turn affect students' performance negatively. This conforms to the problem statement "the conflict in Bawku and Bunkpurugu demotivates teachers and this affect the academic performance of students". Also, when respondents were asked whether poor academic performance of students in conflict prone areas is as a result of poor teacher motivation, 28(23.3%) and 43(35.8%) of them strongly agree and agree respectively.

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Meanwhile, 21(17.5%) of the respondents were neutral. However, 11(9.2%) and 17(14.2%) strongly disagree and disagree respectively. This implies that approximately, 71 (59.1%) out of 120 agree that poor academic performance of students in conflict prone areas is as a result of poor teacher motivation in those areas

Finally, when respondents were asked whether the absence of teacher motivation in conflict prone areas, demotivates teachers and leads to teacher absenteeism and poor performance of students, 43(35.8%) and 46(38.3%) of the respondents chose strongly agree and agree respectively while 12(10.0%) were neutral. However, 6(5.0%) and 13(10. 1%) of the respondents chose strongly disagree and disagree respectively. This results implies that, most teacher absenteeism in those areas is as a result of the conflicts which in turn affect students' academic performance. In a nutshell, when respondents were asked as to whether a peaceful environment for teachers in conflict prone areas will have positive effects on teachers and students performance, 71(59.2%) and 40(33.3%) chose strongly agree and agree respectively. This implies there is a need for peace in these areas to motivate both teachers and students for better performance. However 3(2.5%), 4(3.3%) and 2(2.7%) chose otherwise.

4.3.1 Discussion of findings for research objective 2

With regard to the second objective for this study, the researcher in carrying out the research aimed at investigating whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance. It was found out that, the motivational practices that exist in those areas have lot of effects on students' academic performance.

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This is supported with the results of the study where 101(84.2%) agree that, when the conflict occurs, it demotivates teachers which in turn have negative effects on students' academic performance. This conforms to the problem statement "the conflict in Bawku and Bunkpurugu demotivates teachers and this affect the academic performance of students". This means that, when teachers are not motivated, it will have a negative effect on students' performance. This agrees with the findings of Analoui (2000) that; low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. when respondents were further asked whether poor academic performance of students in conflict prone areas is as a result of poor teacher motivation, 73(59.1%) agree This implies that approximately, 71 (59.1%) out of 120 agree that poor academic performance of students in conflict prone areas is as a result of poor teacher motivation. These findings also agree with Orphlims (2002) who indicated that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive.

Also, when respondents were asked whether the absence of teacher motivation in conflict prone areas demotivates teachers and leads to teacher absenteeism and poor performance of students, 89(74.1%) of the respondents chose agree to that. This implies that teacher absenteeism in those areas is as a result of conflicts which in turn affect students' academic performance. This findings agrees with Mustafa and Othman (2010) who examined the perception of teachers about the effects, of motivation on the teachers job performance in teaching and learning process, they found that there is a positive relationship between motivations and working performance of teachers, for example the greater level of motivation, the job performance will increase, but the absence of motivation to teachers always

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demotivate teachers, and lead to teacher absenteeism and consequently, poor performance.

In conclusion, when respondents were asked as to whether a peaceful environment for teachers in conflict prone areas will have positive effects on teachers and students' performance, 111(92.2%) agree to that. This implies there is a need for peace in these areas to motivate both teachers and students for better performance. This is because, that variable recorded the highest responses. Finally, when respondents were asked if they are provided with the basic needs (free water, food and electricity), given extra incentives such as pay increase and risk allowances can lead to a positive effect on students' performance, 106(88.2%), 100(83.3%) and 102(87.5.%) respectively) agree to the same questions. This implies that such variables are very important when motivating teachers in conflict prone areas to boost student performance. This finding agrees with Elton (1984) who identified payment of salaries, allowances and promotions as the key factors that shape teacher attitudes towards their work.

4.4 Motivational strategies that can be used to motivate teachers' in the two Senior High schools in the conflict prone areas

The data in this section is for objective 3 which sought to find out the motivational strategies that can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools

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Table 4.6: Motivational strategies used to motivate teachers' in the two Senior High Schools

S/N	Variables	Strongly Disagree F(%)	Disagree F(%)	Neutral F(%)	Agree F(%)	Strongly Agree F(%)
	Shorter period study leave	5(4.2)	5(4.2)	11(9.2)	43(35.8)	56(46.7)
	Risk allowance to stay	6(5.0)	3(2.5)	11(9.2)	44(36.7)	56(46.7)
	In-service training	7(5.8)	7(5.8)	19(15.8)	41(34.2)	46(38.3)
	Seminars workshops	4(3.3)	10(8.3)	17(14.2)	48(40.0)	41(34.2)
	Recognition to stay	8(6.7)	7(5.8)	8(6.7)	42(35.0)	55(45.8)
	Secured environment	4(3.3)	4(3.3)	10(8.3)	42(35.0)	60(50.)
	Psychological support	2(1.7)	6(5.)	15(12.5)	46(38.5)	51(42.5)
	Free shelter	7(5.8)	7(5.8)	14(11.7)	39(32.5)	53(44.2)
	Food, water to affected	5(4.2)	5(4.2)	12(10.)	40(33.3)	57(47.5)
	Scholarships to teachers	6(5.0)	3(2.5)	7(5.8)	42(35.0)	62(51.7)
	Pay increase	2(1.7)	4(3.3)	10(8.3)	39(32.5)	65(54.2)
	Insurance packages to motivate them	2(1.7)	2(1.7)	7(5.8)	35(29.2)	74(61.7)

Source: Fieldwork data (2021)

From the Table above, when respondents were asked the extent they agree or disagree with the following to be the motivational strategies that can be used to motivate teachers in conflict prone areas, they had the following views: With regards to whether when provided with or given shorter period to qualify for study leave, risk allowances and in-service training on how to manage students during conflict can motivate them to continue to stay and teach in those areas. 56(46.7%), 56(46.7%) and 46(38.3%) strongly agree to shorter period for study leave, risk allowance and in-service training respectively. However, 43(35.8%), 44(36.7%) and 41(34.2%) respectively chose agree. This implies that, majority of this teachers will be motivated to stay in those areas to teach, when they are provided such motivational packages. However, 5(4.2%), 6(5.0%) and 7(5.8%) strongly disagree that; those packages cannot motivate them to stay and work in those areas. Also, 5(4.2%), 3(2.5%) and 7(5.8%) disagree.

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Moreover, when respondents were asked whether organizing seminars or workshops for newly posted teachers to update them about the conflict, and assure them of their security can motivate them to accept postings in those areas. 41 of the respondents representing 34.2% strongly agree and 48(40.0%) also agree to it. This implies that, approximately 74.2% of the respondents are in support of that motivational practice. However, 4(3.3%), 10(8.3%) and 17(14.2%) chose strongly disagree, agree and neutral option respectively.

To add to, respondents were asked whether recognition in a form of acknowledgement to teachers, secured environment where lives of teachers will be protected during conflict, and psychological support to teachers during and after the conflict can motivate them to stay and work in such areas. 55(45.8%), 60(50.0%) and 51(42.5%) respectively, strongly agree. Also, 42(35.0%), 42(35.0%) and 46(38.5%) also chose agree. This implies that, over 80% of all the respondents are in support that, Recognition, secured environment and psychological support are the motivational packages that can motivate teachers in conflict prone areas. However, 8(6.7%), 4(3.3%) and 2(1.7%) strongly disagree, and 7(5.8%), 4(3, 3%) and 6(5.0%) chose disagree.

Furthermore, when respondents were asked whether free shelter to affected teachers, and adequate food and water to the affected teachers during and after the conflict can motivate them, 53(44.2%) and 57(47.55%) strongly agree respectively. Also, 39(32.5%) and 40(33.3%) agree to that. However, 7(5.8%) and 5(4.2%) strongly disagree, and 7(5.8%), and 5(4.2%) of the respondents disagree to that. This implies that 76% and 80.85% of the entire respondent are in support that adequate food and

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water to the affected teachers during and after the conflict can motivate them, to stay and teach in those areas.

In addition to, when respondents were asked whether free scholarships from non-governmental agencies such as UNICEF, UNESCO, MTN, Vodafone among others, to teachers in conflict prone areas can motivate them to stay and work in those areas, 62 out of the 120 respondent representing 51.7% strongly agree to that, and 42 of the remaining representing 35.0% also agree to that. The results shows that, 86.7% of the respondents agree that free scholarships from non-governmental agencies such as UNICEF, UNESCO, MTN, and Vodafone among others, to teachers in conflict prone areas can motivate them to stay and work in those areas'. However, 6(5.0%) and 3(2.5%) of the remaining respondents chose strongly disagree and disagree respectively. Meanwhile 7(5.8%) of the respondents were neutral. This implies that when this motivational practice is implemented, it will reduce teacher turnover rates in conflict pone areas.

In a nutshell, when respondents were asked whether pay increase for teachers in these areas , providing free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas can help motivate teachers to continue teaching in those areas, 65(54.2%) and 74(61.7%) of the respondents respectively chose strongly agree to that. Also, 39(32.5%) and 35(29.2%) chose agree. This implies 86.7% and 90.9% respectively agree that pay increase for teachers in these areas and providing free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas can help motivate teachers to continue teaching in those areas. However, 2(1.7%) and 2(1.7) strongly disagree and 4(3.3%) and 2(1.7%) just chose disagree.

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4.4.1 Discussion of findings for research objective 3

With regard to the third objective for this study which is to find out the motivational strategies that can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools. The findings of the study reveal that, when respondents were asked the extent they agree or disagree with the following to be the motivational strategies that can be used to motivate teachers in conflict prone areas, they had the following views:

With regard to whether when provided with or given shorter period to qualify for study leave, risk allowances and in-service training on how to manage students during conflict can motivate them to continue to stay and teach in those areas. 99(82.5%), 100(83.4%) and 87(72.5%) agree to shorter period for study leave, risk allowance and in-service training respectively. This implies that, the majority of these teachers will be motivated to stay in those areas to teach, when they are provided such motivational packages. This also validates or agrees with the researcher's model which was formulated under conceptual framework in the literature review as shown below:

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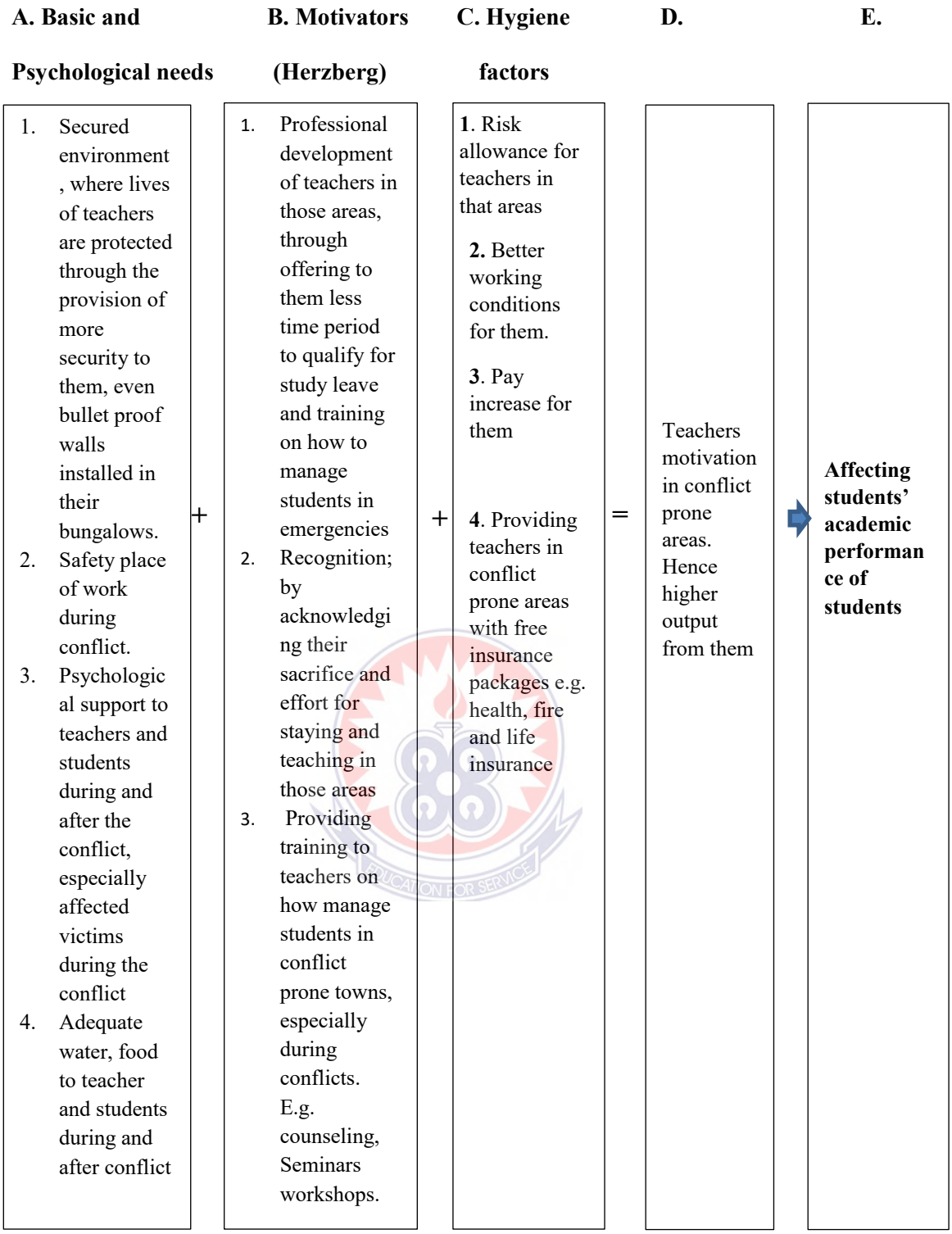

Figure 4: Lambon's model showing how teachers in conflict prone areas can be motivated which will affect academic performance of students

Source: Author (2021)

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Moreover, when respondents were asked whether organizing seminars or workshops for newly posted teachers to update them about the conflict, and assure them of their security can motivate them to accept postings in those areas. 89 out of 120 respondents representing 74.2% are in support of that motivational practice. This implies that when such motivational package is given, it will motivate them to stay and work in those areas. This finding also agrees with the conceptual framework of the researcher indicated above.

Furthermore, respondents were asked whether recognition in a form of acknowledgement to teachers, secured environment where lives of teachers will be protected during conflict and psychological support to teachers during and after the conflict can motivate them to stay and work in such areas. 97(80%), 102(85.0%) and 97(81%) respectively, agreed to that. This implies that, over 80% of all the respondents are in support that, Recognition, secured environment and psychological support are the motivational packages that can motivate teachers in conflict prone areas. Their response also agrees with the view of the researcher in the conceptual framework indicated above.

In addition , when respondents were asked whether free shelter to affected teachers, and adequate food and water to the affected teachers during and after the conflict can motivate them to stay and continue to work in those areas 92(76%) and 97(80.3%) agree respectively. This implies that 76% and 80.85% of the entire respondent are in support that adequate food and water to the affected teachers during and after the conflict can motivate them, to stay and teach in those areas. This agrees with Maslow (1943) theory of needs where he considered them to be very basic and also indicated that before cognitive needs can be met; they must first fulfill the basic physiological

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needs. Also, the views of the respondents' agree with the researchers model indicated above respondents were asked whether pay increase for teachers in these areas and providing free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas can help motivate teachers to continue teaching in those areas, 104(86.7%) and 109(90.9S%) of the respondents respectively agree to that.. This implies 86.7% and 90.9% respectively agreed that, pay increase for teachers in these areas and providing free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas can help motivate teachers to continue teaching in those areas. Their views also support the researcher's model in his conceptual framework indicated above.

Finally, when respondents were asked whether free scholarships from non-governmental agencies such as UNICEF, UNESCO, MTN, Vodafone, among others to teachers in conflict prone areas can motivate them to stay and work in those areas, 104 out of the 120 respondents representing 86.7% agree to that. This implies 86.7% of the respondents agree that free scholarships from non-governmental agencies such as UNICEF, UNESCO, and MTN Vodafone and among others to teachers in conflict prone areas can motivate them to stay and work in those areas. So therefore, when this motivational practice is implemented, it will reduce teacher turnover rates in conflict pone areas. This findings agree with UNESCO (2009) which indicates that; Non-governmental organizations have helped to organize communities' support of teachers, such as the International Rescue Committee's (IRC) education program in the Central African Republic that encouraged community support for teachers through contributions of $1 per family per month . Will these organizations in Ghana be ready and willing to support teachers who are working conflict in prone areas to motivate them to continue staying and teaching in those areas?

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4.5 Useful motivational strategies for teachers towards enhancing academic performance of students in Bawku and Bunkpurugu Senior High Schools.

This section presents data from qualitative interviews that were conducted with regard to objective 4 of the research. The researcher considered seven respondents who have stayed in these conflicts prone areas from seven years and above who have experienced the conflict and are information rich about conflict issues in the areas. This is because, they are more qualified to speak about conflict issues.

4.5.1 Teachers are affected by the conflict in conflict prone areas which affects academic performance

The research indicated that, lack of qualified teachers and psychological trauma among teachers in conflict prone areas leads to the dysfunction of schools in the area. This shows that conflict prone areas lack qualified teachers because of the destructiveness of the conflict and due to that schools do not function the way they are expected to due to the conflict in the area, hence conflict prone districts are deprived of qualified teachers as a result of insecurity in the area. This is because conflict is destructive and does not make teachers to feel safe to live in the conflict prone area and this affects academic performance of students negatively. This argument is supported by respondents #1 and #2. Respondent #1 indicated that; “Insecurity created in the minds of teachers in this conflict area compels teachers to take transfers to other districts. This deprives the district from getting qualified teachers”. The view of respondent #1 supports Owens (2001) who opines that, frequent and powerful conflict have a devastating impact on the behavior of people in an organization the conflict often occur and that causes people to withdraw both physically and psychologically. Owens (2001) view is further supported by (Jensen & Shaw, 1993) who indicates that; emotional suffering related to war may occur not only due to

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direct exposure to life- threatening situations and violence but also through indirect stressors such as injury, to or death of relatives or caregivers, economic hardships geographic displacement and continuous disruption of daily living. Also, respondent #2 states that; "Conflict on its own is destructive. As a result, a lot of teachers do not feel safe to stay in conflict prone areas and some of these teachers will not only take transfers, but also run away without transfers letters for their lives". This was also indicated by the District Chief Executive when he was interviewed in 2016 by Tv3network.com on the conflict in Bunkpurugu, he said "teachers in the town have fled, new teacher trainees posted to the town have refused to come because of the conflict and all business activities have ceased due to the conflict". Their views also support the problem statement for the research that; "the conflict in Bawku and Bunkpurugu demotivates teachers and this affect the academic performance of students in Bunkpurugu and Bawku Senior High Schools". This argument is further supported by respondent #5 who says "Actually, conflict in itself demotivates for the first place, because when the conflict occurs it affects everybody including strangers. Am here alone whiles my family is at different place because of the conflict. I will even take transfer and leave"

Even though some teachers will selflessly and courageously remain in conflict prone areas to work and bring progress because there are mixed attitudes among teachers towards their work as some will selflessly and courageously stay in the midst of the threats and work, others will out of fear leave. This argument is supported by respondent #6 who says; "the conflict discourages teachers, and because of that some teachers took transfers to different places leaving few dedicated teachers around. Even some of the few teachers who remain also plan of leaving which affects students negatively". This is because conflict is very dangerous which affect both the teachers

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and students. Jaycox et al. (2009) indicate that these children in conflict prone areas tend to have "attention problems, lower cognitive functioning, behavioural problems, decrease in school attendance, grade repeats, and achievement problems," including lower reading achievement. Clearly, trauma exposure can lead to "impairment in school functioning and aggressive and delinquent behavior". As a result, schools in conflict prone areas will function well and be effective when the conflict stops. This shows that schools in conflict prone areas will not operate well without peace. Therefore, the conflict as a matter of urgency needs to cease in order to encourage effective teaching and learning. Any continuation of the conflict will end up not having functioning schools in the area. This argument is supported by respondent #7 who indicates that; "The continuation of the conflict will demotivate or discourage teachers. Hence, when you are in this area, your life will be at risk. I for instance, fear the sound of a gun, so when I hear it, I will be panicking and be in a state of fear".

4.5.2 Money in a form of risk allowance and security, motivate teachers but not just praise or recognition

Money in a form of risk allowance and security motivate teachers to stay and work in conflict prone areas to improve academic performance of students but not just praise or recognition. This shows that teachers in conflict areas will be motivated when provided with money or risk allowances in the event of being affected by the conflict. However, they will not be motivated when they are only praised or acknowledged for working in conflict prone areas. Teachers in conflict prone areas are not so much interested in acknowledgements and citations. They can be incapacitated during the conflict and they will need money to take care of themselves, hence the authorities may need to consider payment of allowances and bonuses as part their strategies to let them stay and work. This argument is supported by respondent 1# who indicates that

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"Recognition by way of acknowledgement or citations is not enough to allow somebody to stay in a conflict prone area. There must be something in a form of monetary value so that in the event of incapacitation or being hurt in a conflict prone area he/she can use that to help himself". The view of respondent #1 is supported by Thomas (2009) who indicates that whatever is your personal reason for working, the bottom line however is that almost everyone works for money. Fair benefits and pay are the keystones of an effective company that recruits and retains committed workers.

Also, respondent #5 supported, by saying that; "I do not believe in praise. Sacrificing and being in this conflict prone area, I will prefer to have security and money, because when the conflict starts, and you do not have money, you cannot buy anything. So, I will prefer to have security and basic necessities such as food, shelter and water. Common praise cannot motivate me". His view contradicts Herzberg et al (1959) that "motivators" are those factors that drive people to work to achieve goals. Motivators include achievement, recognition for achievement the work itself, responsibility, advancement (promotion) and possibility of personal growth. However his view support Kelvins (2016) that Teacher motivational level can rise when the teaching job enables teacher to satisfy the life supporting elements physical body like food, water, shelter. The view of the respondent is further supported by Maslow (1943) that; individuals can only be motivated to work if their basic physiological and psychological needs are met. Respondent #4 supported Maslow's view by stating that: praise and recognition are not motivators because many teachers are psychologically disturbed about the conflict and no amount of encouragement can motivate them to continue teaching"

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4.5.3 Praise or recognition motivates teachers in conflict areas to increase input

Respondent #5 responded in contrast, by saying that; "I do not believe in praise. Sacrificing and being in this conflict prone area, I will prefer to have security and money, because when the conflict starts, and you do not have money, you cannot buy anything. So, I will prefer to have security and basic necessities such as food, shelter and water. Common praise cannot motivate me". His view opposes Herzberg et al (1959) that "motivators" are those factors that drive people to work to achieve goals. Motivators include achievement, recognition for achievement the work itself, responsibility, advancement (promotion) and possibility of personal growth.

Contrary to the above, praised or recognition motivates teachers in conflict areas to increase input and this improves academic performance of students in those areas. This shows that praise and recognition of teachers in conflict prone areas improve academic performance of students in those areas. Because praise or recognition from the members of the community will motivate teachers to stay, work and increase input. This argument is supported by respondent #2 that: "When principals, chiefs, and other stakeholders of education encourage or praise you, it will give you assurance that you are protected as well as encourage you to do your best, Leading to positive effect on student academic performance". Respondent #3 supported that by saying that "Praise is a form of motivation, so when you are applauded or recognized for sacrificing your life in this area, it will boost your morale to increase your input. Words of encouragement are very important". The view of respondent #3 is supported by Asiamah (2011) that in spite of the number of creative options available to aid employee retention, companies cannot afford to forget the basics. And that, employees want to be recognized for the contribution they make in the organization.

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Respondent #7 further argued in support of them by saying that "Praise and recognition will help motivate teachers and improve academic performance in conflict prone area because if you risk your life teaching in conflict prone area, there is a need for recognition or appreciation from community or other stakeholders of education". This shows that respondents #2, #3, #7 argued in support of Herzberg et al (1959), "motivators" are those factors that drive people to work to achieve goals. Motivators include achievement, recognition for achievement the work itself, responsibility, advancement (promotion) and possibility of personal growth. This then indicates that not all people in conflict prone areas believe in either only money or recognition to be a motivator to them. Whiles some agree that praise or recognition can motivate, others believe that basic needs such as food water shelter and even money in a form of risk allowance in event of incapacitation to cater for themselves. Others also believe in psychological support. Their views support the view of INEE (2009) that motivation, whether monetary or non-monetary compensation is vital to ensure both a safe and positive educational environment and an educational environment that contains motivated teachers.

The researcher's framework which involved the combination of the Hygiene factors, basic and psychological needs as well as the motivators can be used to motivate teachers in conflict prone areas. The formula is shown below:

(Basic and psychological needs) +motivators + hygiene factors =Teachers motivation in conflict prone areas (see researcher's model in literature review).

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4.5.4 Shorter period to qualify for study leave make teachers in conflict prone to easily progress in education

Teachers in conflict prone areas easily progress in education and become effective when given shorter period to qualify for study leave. This encourages others to come, as a result enhance of students' academic performance in those areas. This shows that teachers in conflict prone areas will easily progress in education as well as induce other teachers from conflict free areas to come to those areas leading to more teachers in the area, hence high academic performance of students. This implies that teachers needs few years to progress in education so when they are given few years to qualify for study leave, it motivates them and boosts the confidence level of teachers to be effective and efficient in their delivery, so when shorter period is given to teachers in conflict prone areas, it will encourage them to stay and work as well encourage others from other places to come and work in this conflict prone areas in order to enjoy same benefits. This argument is supported by respondent #1 who indicated that "Shorter period to qualify for study leave will encourage teachers to do further studies, which will improve their efficiency.

Also, it can encourage teachers from other areas to come to this conflict area to work and benefit from such policy". Also, respondent #2 supported the argument by saying that "Every teacher will want to progress in his or her education very fast. Shorter period to qualify for study leave for teachers in conflict prone areas will help them to easily progress in their education compared to their colleagues. For instance, I was given a shorter period to qualify for a study years ago for staying in conflict prone area. This has helped boost my confidence in teaching as compared to those who did not benefit from it." However, he or she added that teachers are not giving such motivation in recent times.

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4.5.5 Shorter period for study leave for teachers in conflict prone areas affect students' academic performance

Shorter period for study leave for teachers in conflict prone areas positively affects students' academic performance. This shows that when teachers in conflict prone areas are given shorter period to qualify for study leave, it improves their efficiency level and positively affects students' academic performance. Shorter period for teachers to qualify for study leave will have positive effects on students' academic performance. This argument is supported by respondent #7 who indicated that "Shorter period to qualify for study leave will be a good motivation because, if we are given shorter period to qualify for study leave as compared to those who are in cities or conflict free areas, it will help to promote the academic performance of students in conflict prone areas. If you are motivated, you perform more". Also respondent #5 supported, by saying that: "I completely agree with shorter period to qualify for study leave for teachers in conflict prone to be a useful motivational strategy in a sense, conflict prone areas are often villages, so if you are in a village and have the opportunity to use shorter period to qualify for study leave, it will encourage us to stay so that we can enjoy such policies as well as encourage other teachers from conflict free- areas to come to this area. All this will positively affect students as well"

4.5.6 Risk allowance and insurance packages are strong motivations for teachers in conflict prone areas

Risk allowance and insurance packages are strong motivation to reinstate teachers in conflict prone areas to their previous potions when affected by the conflict in those areas to be able to work effectively. This shows that risk and insurance packages are motivations that will help teachers in conflict prone areas to cater for themselves and

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become healthy after been affected by the conflict to be able to work very well for the school. This implies that teachers in conflict prone areas will need motivations in a form of risk allowances and insurance packages to take care of themselves in case they are affected by the conflict in the area. This will enable them to work very hard to put up their best to enhance academic performance of students. This argument is supported by respondent #1 who stated that "When risk allowance and health insurance packages are given to teachers in conflict prone areas, it will help to re-instate us to our previous position, in case we are being affected by the conflict. This will encourage teachers to be assured that, even if I stay and get hurt, there is a package for me". Respondent #5 supported by saying that "I completely agree that risk allowance and insurance packages will be useful motivational strategies for teachers in conflict prone areas because, when such packages are provided, it will help teachers to get free medical care which will motivate us to stay, leading to better academic performance of students". Also, respondent #7 is of view that "Risk allowances and insurance packages are very important but they are not done here. The incentives will help us to stay and continue to teach in this area which will enhance academic performance of students". This implies that, there is the need for such motivational packages to given to teachers in conflict prone areas to help enhance academic performance in those areas

4.5.7 Teachers in conflict prone areas need risk allowance and insurance packages to boost their financial level.

Teachers in conflict prone areas need risk allowance and insurance packages to boost their financial level to cope with the high cost of living in those areas, leading to an increase in their level of input to enhance students' academic performance .This shows that conflict prone areas are often characterized with low productivity because,

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anytime the conflict occurs, nobody can perform any productive activity and this affects the productivity in the area, as a result causing high cost of living in the area, so risk and insurance allowances will help teachers to get extra money to be able to buy goods and services for their living in the area and therefore increase their level of input. This implies high cost of living in conflict prone areas is as a result of the conflict in those areas, so risk allowance and insurance packages are good motivational strategies to boost the financial level of teachers to be financially responsible to cope with high cost of living in conflict prone areas, therefore increasing their level of input to enhance academic performance of students in the area. This argument is supported by respondent #3 who said; "Risk and insurance allowances will boost the financial level of the teachers to be able to cope with the high cost of living in these areas, because conflict prone areas are always prone to low productivity which leads to an increase in price of goods and services. This makes teachers to suffer from the high cost of living resulting to poor input"

4.5.8 Teachers in conflict prone areas will teach effectively and efficiently when they are given psychological support during and after the conflict.

Teachers in conflict prone areas will teach effectively and efficiently when they are given psychological support during and after the conflict, this will enhance academic performance of student in those areas. This shows that teachers as well as students in conflict prone areas will have stable mind and know that the conflict is a temporal occurrence but will soon stop. Psychological support to students and teachers in conflict prone areas during and after the conflict reassure them of the discontinuity of the conflict and stable mind to teachers to teach effectively to enhance students' academic performance. This argument is supported by respondent #1 who states that "Psychological support during and after the conflict will help to reassure teachers and

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students that, the conflict will not be there forever, but will finally end. This will prepare their minds that, when the conflict ends there would be stable environment for teaching and learning for enhance academic performance of students". Respondent #2 further argued in support by indicating that; "psychologically, when your mind is stable it affects your performance positively. The views of the respondents are supported by empirical studies (e.g. Bonanno, 2004; Bonanno, Galea, Bucciarelli & Vlahhov, 2007) which indicate that, psychological resilience is in fact the standard response to traumatic life events for adults and is typically mediated by demographic and social factors occurring during and after the event. This indicates that psychological support during and after conflict will help quickly respond to the trauma they go through during and after the conflict. For example, if you are giving certain guidance by counselors, your mind will be stable, and you can do your work very well. Anytime this conflict occurs, it affects teachers psychologically, physically, and emotionally. So when given psychological support, it will encourage you to put up your best, which will affect your students positively"

4.5.9 Teachers' transfers and psychological trauma and fear in conflict prone areas

Teachers' transfers and psychological trauma and fear in conflict prone areas will be high when teachers in those areas do not get psychological support during and after the conflict and this will negatively affect students' academic performance. This is supported by Kuban and Steele (2011) that exposure to traumatic events such as the gunshots can impact learning, behaviour and social, emotional, and psychological functioning. This is further indicated in Maslow hierarchy of developmental needs that children whose physical needs are not met such as the needs for safety struggle to achieve their full potential (as cited in Duplechain et al., 2008). As a result

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psychological supports to teachers during and after the conflict reduce the fear in them during conflict, and make them psychologically stable to teach students. Teachers upon hearing the sound of the gun are always afraid and psychologically disturbed; as a result some take transfers to other schools. So psychological support for teachers in conflict prone areas during and after the conflict reduces trauma or fear in teachers to teach well and prepare them to be effective to promote better teaching and learning to enhance academic performance of students. This argument is supported by respondent #6 who indicated that; "Psychological support will help reduce the level of fear in teachers. This is because, if you are afraid and given psychological support, it will help both teachers and students to do their work well. Some teachers are such that when they hear the sound of a gun, they will take transfers to different schools and will not come to conflict prone school again. But when they are psychologically supported, they will stay". Also, respondent #7 who stated that; "Psychological support will help teachers in conflict prone areas. I fear the sound of a gun so after the conflict there should be counseling and psychological support, for instance, those days after the conflict, when a student steps on pure water sachet and it produces a sound the student and the teacher will start to run. She "Laughs". This means they are psychologically disturbed. This view of respondent #7 is supported by Duplechain, Reigner, and Packard (2008) that traumatic events include "hearing gunshots, witnessing muggings, stabbings, or shootings; or seeing a dead body. As a result of this, respondent #7 further indicates that "when psychological training is given to all of us, it will help to equip us psychologically. This will promote better teaching and learning."

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4.5.10 Newly posted teachers will accept postings and stay in conflict prone areas

Newly posted teachers will accept postings and stay in conflict prone areas to teach students effectively to enhance students' academic performance if they are given free seminars, workshops and counseling about the area. This is because newly posted teachers always have bad perception about conflict prone areas and are often not willing to accept postings to those areas, and also leave the areas when they come. Because newly posted teachers to conflict prone areas are afraid that their lives are at risk working in conflict prone area and some take transfers after they are posted there to different areas. As a result, newly posted teachers to conflict prone areas with bad perception about the area will know about the conflict prone environment, how to stay there, as well as what is potentially going to occur and ways to cope with such situation, when they are given free workshops, seminars and counseling about the area and how to manage students when the conflict occurs. They will be assured of their safety and security to enable them stay and work in those areas to enhance academic performance of students when they are given free workshops, seminars and counseling. This argument is supported by respondent #1 who indicated that; "Free workshops and seminars are useful to newly posted teachers in the conflict prone because, the newly posted teachers may have bad perception about where they are going. Workshops or seminars will help to re-assure them of their safety. Workshops and seminars will provide them a guide on how to stay safely in this area". Also, respondent #2 supported by saying; "Free workshops, seminars, and counseling service are very important in a sense, it will help the newly posted teachers to know more about the place and how to stay in those areas". Their responses show the need for pre in-service training as indicated by INEE, (2009) that effective professional development can improve teachers' skills and improve learning outcomes, such as

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pre-service and in-service training, as it effectively creates a motivated teaching force. Respondent #5 also supported that by saying "Free Workshops or seminars enlightened people about the conflict prone environment, and this will help the newly posted teachers to ask questions about the place, what is required of them, and how the place is.

This will lead to effective teaching and learning". Respondent #6 supported this by saying "Free Seminars, workshops and counseling service to newly posted teachers will help them to know that their lives are assured and to know that security personnel are there to guard the place". Finally, respondent #7 indicated that; "Newly posted teachers who come here are not always aware of what is happening here, so when seminars and counseling are provided, it will prepare their minds before they start teaching. "For instance, in 2013, about sixteen (16) teachers who were posted here, ten (10) of them took transfers back to the cities and other conflict free areas". Some said they have never heard the sound of the gun, and they all left, which affected the academic performance of the student".

4.5.11 Students from deprived areas will not benefit when zoom or Skype is used to teach student during conflict

Students from deprived areas in conflict areas will not benefit when zoom or Skype is used to teach during conflict. This shows that some of the students live in villages where there is no electricity or internet. teachers in conflict prone areas need zoom, Skype and goggle meet to promote distance learning in conflict prone areas, but electricity and internet challenges in most of the deprived areas will not make all the students to benefit from it as a result will make the them inappropriate tools to promote learning in those areas. This argument is supported by respondent #1 who

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say; “It is good to use the Skype, zoom and others for teaching in conflict prone areas. However due to lack of internet in these deprived areas, those gadgets cannot not be effective. This is because, most of the conflict prone areas do not have internet. This will be a disadvantage to most students”. Also, respondent #4 supported by saying that; “using Skype and zoom for teaching during conflict will not be a useful strategy because; many students will not have access to it especially those who are at rural areas. Electricity problem is also another challenge”

4.5.12 Zoom, Skype and goggle meet promote distance learning during the conflict

Zoom, Skype and goggle meet promote distance learning during the conflict in the conflict prone areas to enhance academic performance of students. This shows that schools are often closed for weeks and make students unable to learn in times of the conflict which negatively affect the academic performance of students. Zoom and Skype will help teachers in conflict prone to offer their service online to promote distance teaching and learning to enhance academic performance of students during the conflict. This argument is supported by respondent #2 who states that; “When you use Google meet, Skype and zoom, it will promote distance learning. Am from Navarongo and am teaching here in Bawku. This means when the conflict is at its peak, I can go to Navarongo and still teach my students using that medium which will enhance academic performance”.

Also, respondent #3 indicated that; “Google meet, Skype and zoom are very useful because teaching has become digital, so these tools will help teachers to reach the students when the conflicts occur, thereby enhancing or promoting academic performance of students. The use of zoom and other social media platforms can help

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teachers to offer counseling service to students online when the conflict occurs". Respondent #6 supported by saying that; "The use of Google meet or zoom will be a useful motivational strategy for teaching during conflict. This is because, with the zoom, you can teach student in conflict prone area without your presence in that environment. This will promote academic performance during conflict". Finally respondent #7 indicated that; "Google met zoom or Skype are very useful tools to assist teaching in conflict prone areas because, at the time of the conflict, schools were closed down for weeks, meanwhile the students were to write the same exams as compared to their colleagues in cities. So if zoom, Skype and among others were there, it would have helped we the teachers to teach our students in times of the conflict, which will promote academic performance of students"

4.5.13 Motivational strategies for teachers to enhance academic performance

Motivational strategies such as fewer years for teachers in conflict prone areas to qualify for study leave, security facilities supermarkets on campus to enable them buy things on campus during conflict. Also, risk allowances, teachers accommodation on campus, extra allowances such as risk allowance and scholarships for teachers and in those areas are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas. This argument is supported by respondent #1 who states that; "To motivate teachers in conflict prone areas to enhance academic performance, there is a need to reduce the number of years we serve before qualifying for study leave. Also, you can provide security for them, so that when they see the security people around them, they will know they are protected. The schools should have good supermarkets to prevent teachers from buying things outside campus". Also respondent #2 indicated that; "Some of the other motivational strategies necessary for

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teachers in conflict prone areas include: extra allowances, accommodation for teachers on campus, as well as Scholarships for teachers and students". These strategies support Elton (1984) who indicated that payment of salaries, allowances and promotions as the key factors that shape teacher attitudes towards their work. Also, these strategies go in line with what some scholars have suggested that the demand for schooling may be augmented by economic support interventions, including safety nets and cash transfer programmes. Examples of ongoing programmes include the food distribution programme in Afghanistan (Beath, Christia and Enikolopov, 2012), the Familias en Accion cash transfer programme in Colombia (Bozzoli & Wald, 2011; UNICEF & UIS, 2012a), the Punjab Education Voucher Scheme and the Benazir Income Support Programme in Pakistan (UNICEF & UIS, 2013a) and the Samurshi Poverty Alleviation Programme in Sri Lanka (UNICEF & UIS, 2013b).The Colombia studies show that the programme attracts children to school particularly in conflict areas (Bozzoli & Wald, 2011) and reduces overall school absenteeism (UNICEF & UIS, 2012a). However, children in conflict areas do less homework and miss more days of school (Bozzoli & Wald, 2011). Similar programmes can also be done for teachers in conflict prone areas as a way of motivating them.

4.5.14 Other useful motivational strategies are

Motivational strategies such as means of transport for teachers to easily avoid certain areas when the conflict occurs, and loans to teachers in conflict prone areas with less interest rates are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students. Teachers in conflict prone areas lack means of transport to easily escape certain areas when the conflict occurs and also find it difficult to cope with the cost of

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living in those areas. Means of transport for teachers to easily avoid certain areas when the conflict occurs, and loans to teachers in conflict prone areas with less interest rate will motivate them to continue to stay and work in those areas. This argument is supported by respondent #3 who stated that; "Other motivational strategy to motivate teachers in conflict prone area is; subsidizing or providing teachers with means of transport. A teacher with a motor bike can evade certain areas very fast when the conflict occurs".

Citations or awards motivate teachers in conflict prone areas. Teachers in conflict prone areas are not giving citations or awards for dedicating and working in conflict prone areas, this implies that recognitions citations and awards to teachers who stay and work in conflict prone areas will motivate but not necessary money. This argument is supported by respondent #7 who stated that; "Motivations like accommodation for teachers to stay on campus, this is necessary in a sense; you might be in a house which is a targeted house. I could remember some of the teachers who were in some rooms in town were asked to park their things so that they can burn the houses. Awards, not necessary money, just a citation will be OK! Especially for me, that will motivate me". This agrees with Schmidt (2005) who indicated that an atmosphere of appreciation is important for teacher motivation

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter comprise summary of key findings, conclusions, implications of the study recommendations as well as suggestions for further research. The study investigated the conflict in Bawku and Bunkpurugu as a demotivation for teachers' attitudes and its implications for students' academic performance, and to explore ways of motivating teachers in the Schools for effective performance**.** Based on the purpose for the study, the following objectives were considered for the study:

1. To find out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu.
2. To investigate whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance
3. To find out the motivational strategies that can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools
4. To explore how the motivational strategies can be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students

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5.1 Summary of key findings

The problem of the study was that; "the conflict in Bawku and Bunkpurugu demotivates teachers and this affect the academic performance of students in Bunkpurugu and Bawku Senior High Schools". Based on the problem, the main question of the study was "what is the effect of teacher motivation on academic performance of students in conflict prone areas in Bawku and Bunkpurugu Senior High School?"

The problem and the purpose of the study, informed the researcher to construct a model to explain ways of motivating teachers and how it can have an effect on the academic performance of students. Mathematically, the researcher indicates how employees or teachers in conflict prone areas can be motivated using the formula below; i.e. teachers satisfaction with (Basic and psychological needs) +motivators + hygiene factors =Teachers motivation. When this motivation is given to teachers in conflict prone areas, it will lead to higher output from them, hence affecting academic performance of students (see Figure 2.3). The researcher collected data from a sample size of 120 out of a population of 173 comprising of teachers and heads or administrators of Bawku and Bunkpurugu. The following findings were obtained from the data analysis:

a. Motivational practices for teachers in conflict prone areas

The first objective, sought to find out the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu. The data revealed that:

1. Teachers in conflict prone areas take the same salaries and allowances as compared to their colleagues in conflict free areas. As a result, these teachers

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are not provided with risk allowances for keeping their lives at risk in those areas, no any form of insurance packages for them, as well as no safety measures and psychological support during and after the conflict. Some of these teachers have ever been attacked during the conflict, putting the remaining teachers in a state of fear and panic. The conflict actually demotivates or discourage teachers from working in that context

2. Teachers in such areas are not given better working conditions, recognition in a form of acknowledgement for working in those areas. These Teachers in those areas are not given shorter period to qualify for study leave for staying and working in conflict prone areas

b. implications of motivational practices for teachers in conflict prone areas on students' academic performance

The second objective sought to find out whether motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance and the data revealed that:

1. When the conflict occurs, it demotivates teachers which in turn have negative effects on students' academic performance.
2. Poor academic performance of students in conflict prone areas is as a result of poor teacher motivation. Also, teacher absenteeism in those areas is as a result of the conflicts which in turn negatively affects students' academic performance
3. When teachers are provided with the basic needs (free water, food and electricity), given extra incentives such as pay increase and risk allowances can lead to a positive effect on students' performance

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c. Motivational strategies used to motivate teachers in conflict prone areas

The third objective which aimed at finding out the motivational strategies that can be used to motivate teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools reveal the following:

1. When teachers in those areas are provided with or given shorter period to qualify for study leave, or provided with free scholarships by non-governmental agencies such as UNICEF, UNESCO, MTN, Vodafone among others to teachers in conflict prone areas can motivate them to stay and work in those areas.
2. Risk allowances, free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas, and in-service training on how to manage students during conflict can motivate them to continue to stay and teach in those areas. Also, organizing seminars or workshops for newly posted teachers to update them about the conflict, and assure them of their security can motivate them to accept postings in those areas
3. Recognition in a form of acknowledgement to teachers, secured environment where the lives of teachers will be protected during conflict, as well as psychological support to teachers during and after the conflict can motivate them to stay and work in such areas. Also, when free shelter, adequate food and water are given to the affected teachers during and after the conflict can motivate them to stay and continue to work in those areas

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d. Useful motivational strategies for enhancing academic performance of students

Objective 4 explored how motivational strategies can be used in the two Senior High Schools in the conflict prone areas to enhance academic performance of students.This objective was done using qualitative approach so that the findings will support or add more meaning to the quantitative results. The qualitative approach revealed the following major findings**:**

1. Teachers in conflict prone areas will teach effectively and efficiently when they are given psychological support during and after the conflict, that will enhance academic performance of student in those areas. Teacher transfers and psychological trauma and fear in conflict prone areas will be high when teachers in those areas do not get psychological support during and after the conflict and this can negatively affect students' academic performance
2. The data indicates that; zoom, Skype and Goggle meet will promote distance learning during the conflict in the conflict prone areas to enhance academic performance of students. Newly posted teachers will also accept postings and stay in conflict prone areas to teach students effectively to enhance students' academic performance if they are given free seminars, workshops and counseling about the area
3. Motivational strategies such as fewer years for teachers in conflict prone areas to qualify for study leave, security facilities, supermarkets on campus to enable them buy things on campus during conflict, teachers accommodation on campus, extra allowances such as risk allowance and scholarships for teachers and in those areas are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance

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the academic performance of students in those areas. Also, means of transport for teachers to easily avoid certain areas when the conflict occurs, and loans to teachers in conflict prone areas with less interest rate were the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas

5.2 Conclusion

An evaluation of the findings of the research indicates that teachers working in conflict prone areas are not motivated for risking their lives and working in those areas. As a result of that, teachers in the conflict prone areas of Bawku and Bunkpurugu are demotivated because of the conflict and which in turn affects academic performance of students in those areas. This can be justified in the light of the research question one which says: what are the motivational practices for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu? The findings revealed that there is no special motivational practice available for these teachers in those areas.

Also, with regard to research question two which aimed at finding whether the motivational practices for teachers in the two Senior High Schools of the conflict prone areas of Bawku and Bunkpurugu have implications for students' academic performance? The findings revealed that when the conflict occurs, it demotivates teachers which in turn have negative effects on students' academic performance in those areas and the poor academic performance of students in conflict prone areas is as a result of poor teacher motivation.

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The research question 3 which aimed at finding what motivational strategies can be used to motivate teachers in the two Senior high Schools in the conflict prone areas of Bawku and Bunkpurugu Senior High Schools?. The study also revealed that when teachers in those areas are provided with or given shorter period to qualify for study leave, or provided with free scholarships by non-governmental agencies such as UNICEF, UNESCO, MTN, and Vodafone and among others to teachers in conflict prone areas can motivate them to stay and work in those areas. Such packages can be in a form of risk allowances, free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas, as well as in-service training for teachers on how to manage students during conflict can motivate them to continue to stay and teach in those areas.

Finally, the research question 4 which aimed at finding how the motivational strategies can be used in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students? The study revealed that: motivational strategies such as fewer years for teachers in conflict prone areas to qualify for study leave, security facilities supermarkets on campus to enable them buy things on campus during conflict, teachers accommodation on campus, extra allowances such as risk allowance and scholarships for teachers and in those areas are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas. Also, means of transport for teachers to easily avoid certain areas when the conflict occurs, and loans to teachers in conflict prone areas with less interest rate were the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas

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The findings of this research validate the problem statement and the focal theory that; "the conflict in Bawku and Bunkpurugu demotivates teachers and this affect the academic performance of students in Bunkpurugu and Bawku Senior High Schools". And this makes the focal theory or the main question of the study which was "what is the effect of teacher motivation on academic performance of students in conflict prone areas in Bawku and Bunkpurugu Senior High School?" to be answered. So therefore, the findings of this research can be used by educational administrators and managers to motivate teachers in conflict areas. This research has filled the knowledge gap of no research been conducted on effects of teacher motivation on academic performance of teachers in conflict prone areas of Bawku and Bunkpurugu Senior High Schools.

5.3 Implication of the study

The study has important implications to scholars or researchers, policy makers as well as to Educational Administrators and Managers

5.3.1 Implications to scholars/ theory

Scholars or academicians can use the findings of this research as a point of reference and bring useful contribution to the effect of teacher motivation in conflict prone areas on students' academic performance as a way to improve performance of students in conflict prone areas in Ghana and beyond. As a result, this would help them to also bring their contributions and suggestions on how government agencies can address the poor academic performance of students in conflict prone towns as a way to help boost students learning and academic performance. Theoretically, the study is underpinned by theories of motivation such as Maslow theory of needs, equity theory as well as Herzberg two factor theory of motivation. However, the study

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contradicts Herzberg two factor theory of motivation that. According to them, "motivators" are those factors that drive people to work to achieve goals. Motivators include achievement, recognition for achievement the work itself, responsibility and among others.

However, in the qualitative findings, most of the participants did not agree that recognition from principals or heads as well as community members to teachers for sacrificing and working in conflict prone areas positively affects their performance leading to an enhancement of students' academic performance. However almost all of them agree that the hygiene factors will motivate them to stay and work in those areas of which Herzberg refer to basic needs at work which in themselves do not motivate but their absence causes significant dissatisfaction. The hygiene factors are related to the context/environment and include; fringe benefits, office space salaries and benefits, working conditions, job security and among others**.** Teachers in conflict prone areas think that will rather motivate them. Hence, they are of the view that high pay, risk allowance, insurance packages and better working conditions can motivate them to work in those areas. That is why the researcher in his model indicated that; (Basic and psychological needs) +motivators + hygiene factors =Teachers motivation in conflict prone areas. This study helps to provide a theory on how to motivate teachers in conflict prone context and how it will affect academic performance of students in that context. This theory should be used by government as well as educational administrators in conflict prone areas

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5.3.2 Implication to policy makers, management and stakeholders

With policy makers (government agencies) such as the Ministry of Education (MOE) and the Ghana Educational Service (GES), the findings of this study should be used as a reliable guide in monitoring the effect of teacher motivation on students' academic performance in conflict prone areas in Ghana. It should be considered a yardstick for achievement of their respective policy goals and objectives. With this regard, government agencies should use it in their policy making and goal setting in the educational sector

Also, to the stakeholders, this research provides valuable information that will allow them to provide useful ideas and suggestions to the improvement in academic performance at various educational institutions, taken Bawku and Bunkpurugu Senior High School into consideration. It will also help some stakeholders to assist the schools in providing some of the motivational packages to find a solution to the poor teacher motivation and low academic performance in these schools.

5.4 Recommendations

Recommendations are made based on the findings of the study. As a result, the findings of objective one were that:

1. Teachers in conflict prone areas take the same salaries and allowances as compared to their colleagues in conflict free areas. As a result, these teachers are not provided with risk allowances for keeping their lives at risk in those areas, no any form of insurance packages for them, as well as no safety measures and psychological support during and after the conflict. In fact, some of these teachers have ever been attacked during the conflict, putting the

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remaining teacher in a state fear and panic.so therefore, the conflict actually demotivate or discourage teachers from working in that context

2. Teachers in such areas are not given better working conditions, recognition in a form of acknowledgement for working in those areas. These Teachers in those areas are not given shorter period to qualify for study leave for staying and working in conflict prone areas

From the above findings, the researcher recommends that, the government through the ministry of education need to consider the ways of giving extra motivational packages, recognition and acknowledgement to teachers for working in conflict prone areas to encourage them to stay and wok in those areas.

The second findings of the research revealed that:

When the conflict occurs, it demotivate teachers which in turn have negative effects on students' academic performance in those areas and the poor academic performance of students in conflict prone areas is as a result of poor teacher motivation in those areas.

Based on the above findings, the researcher recommends that, the educational policy makers such as ministry of education, the government should as well as other stakeholders of education should ensure that teachers in conflict prone areas are provided with good internet service to enable the use of zoom, Skype and Goggle meet to promote distance learning during the conflict in the conflict prone areas to enhance academic performance of students. Also, newly posted teachers will accept postings and stay in conflict prone areas to teach students effectively to enhance students' academic performance if they are given free seminars, workshops and

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counselling about the area when they arrived in the area. This can be done with the help of Ghana Education Service.

The third findings of the research revealed that:

When teacher in those areas are provided with or given shorter period to qualify for study leave, or provided with free scholarships by non-governmental agencies such as UNICEF, UNESCO, MTN Vodafone and among others to teachers in conflict prone areas can motivate them to stay and work in those areas.

Risk allowances, free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas, and in-service training on how to manage students during conflict can motivate them to continue to stay and teach in those areas

Based on the above findings, the researcher recommends that, non-governmental agencies such as UNICEF, UNESCO, MTN, Vodafone and among others operating in conflict prone areas should help in motivating teachers in those areas in a form of their Corporate Social Responsibility or for humanitarian support to help motivate teachers in those areas to continue to stay and teach in those areas. These organisations can provide insurance packages to affected victims during the conflict or even help to organise workshops through the help of Ghana Education Service and the security service to train teachers on how to manage students during the conflict. Also, more campaign can be done by these organisations on the negative effects of conflict as a way of promoting peace in the area.

The final findings revealed that: motivational strategies such as fewer years for teachers in conflict prone areas to qualify for study leave, security facilities, supermarkets on campus to enable them buy things on campus during conflict,

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teachers accommodation on campus, extra allowances such as risk allowance, insurance packages and scholarships for teachers in those areas, psychological support for teachers during and after conflict are the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn enhance the academic performance of students in those areas. Also means of transport for teachers to easily avoid certain areas when the conflict occurs, and loans to teachers in conflict prone areas with less interest rate were the useful motivational strategies to motivate teachers in conflict prone areas to increase their input, which in turn can enhance the academic performance of students in those areas.

Based on the strategies above, researcher recommends that, the educational policy makers such as ministry of education, the government as well as other stakeholders of education should ensure that teachers in conflict prone areas are provided with those motivational packages to enable them stay and teach in those areas

5.5 Suggestion for further research

1. Bawku and Bunkpurugu are not the only conflict prone areas in Ghana; as a result, the researcher recommends further research on the same topic to be conducted in other conflict prone areas in Ghana.
2. A research on the same topic can be done at the basic and at the tertiary level in the conflict prone areas.

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APPENDICES

APPENDIX A

Letter of Introduction

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT
P. O. Box 25, Winneba, Ghana deam@uew.edu.gh

UEW/EAM/MED/6

Date: 16th March, 2021

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

We write to introduce **Lambon Francis Yennumi** a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Lambon Francis Yennumi is currently working on a research project titled:

"TEACHER MOTIVATION AND ACADEMIC PERFORMANCE OF STUDENTS IN CONFLICT PRONE AREAS: THE CASE OF BAWKU AND BUNKPURUGU SENIOR HIGH SCHOOLS".

Please, give him the necessary assistance and co-operation.

Thank you.

Yours sincerely,

Salome O. Essuman (Prof.)
Head of Department

cc: Dean, School of Graduate Studies

University of Education,Winneba http://ir.uew.edu.gh

APPENDIX B

QUESTIONNAIRE FOR TEACHERS, AND HEAD TEACHERS

Dear respondent,

This questionnaire is designed to collect your views on the effects of teacher motivation on academic performance of students in conflict prone areas. The researcher is a student from the University of Education, Winneba under the Department of Educational Administration and Management who is studying MPhil Educational Administration and Management and currently in his final year. The main purpose of this research is to investigate the effect of motivating teachers in conflict prone areas and how it can boost their performance leading to high academic performance of students

Please feel free to respond; your identity will **UNDER NO CIRCUMSTANCE** be disclosed. Your responses will **ONLY** be used for academic purposes.

DO NOT WRITE YOUR NAME OR PHONE NUMBER ON THIS FORM.

Thank You.

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SECTION A: RESPONDENTS BIO-DATA

1. Please indicate your gender. [ ] Male Female [ ]

2. Please what is your age group [ ] below 20 years [ ] 20-25 years [ ] 26-30years [ ] 31-35 years [ ] 36 and above

3. Please indicate your rank or position [ ] teacher [ ] Head or Administrator

Objective 1 To what extent do you agree or disagree with the following to be the motivational practices that exist for teachers in conflict prone areas

Strongly Disagree 2- Disagree 3 -Neutral 4-agree 5- Strongly Agree

No	Statement	Choose one for each row				
4	Teachers in this areas are provided with risk allowances for staying and working in those areas	1	2	3	4	5
5	Teachers are provided with free insurance packages for staying and working in conflict prone areas	1	2	3	4	5
6	Teachers are also provided with safety measures or protected by the security during the conflict	1	2	3	4	5
7	Teachers are always counseled or given psychological support in these areas during and after conflict as a way of motivating them	1	2	3	4	5
8	Better working conditions are provided to teachers who work in conflict prone areas to encourage them to stay and work there	1	2	3	4	5
9	Recognition in a form of acknowledgement is given to teachers in those areas for their sacrifice of staying and teaching in conflict prone areas	1	2	3	4	5
10	Teachers in conflict prone areas are given higher pay as compared to their colleagues in conflict free areas	1	2	3	4	5
11	Teachers in conflict prone areas are given shorter					

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	period to qualify for study leave as compared to their colleagues in conflict free areas					
12	Teachers in conflict prone areas are given the same salaries and allowances as compared to their collages in conflict free areas					
13	There is a good teacher community relationship at the school you teach even in times of the conflict					
14	Some teachers have ever being attacked by community members during the conflict					
15	When the conflict occurs, it demotivates or discourage teachers working in that context					
15	Teachers in conflict prone areas are often appreciated or praised by the community and school administrators for working in that context.					

16. Is there any other motivational practice given you for working in conflict prone area?

YES [ ] NO [ ]

IF YES, NAME IT:

……

……

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Objective 2: To what extent do you **agree** or **disagree** when teachers are provided with the following motivational practice in conflict areas can have implications on students' academic performance

Strongly Disagree 2- Disagree 3 -Neutral 4-agree 5- Strongly Agree

No	Statement	Choose one for each row				
17	When teachers in conflict prone areas are provided with secured houses like bullet proof building or very thick walls can positive effects on students' performance	1	2	3	4	5
18	When teachers are provided with free water, free electricity and free food can motivate them to stay and in turn have positive effects on students' academic performance	1	2	3	4	5
19	Extra incentives such as pay increase can motivate teachers stay in conflict prone areas thereby have positive effects on students' performance	1	2	3	4	5
20	When risk allowances are provided to teachers working in conflict prone areas can motivate them to continue working in those areas thereby leading to positive effect on students performance					
21	Persistent effort to motivate teachers in conflict prone areas by giving them preferential treatment can motivate them to stay in those areas, hence having a positive effects on students' academic performance					
22	When the conflict occurs, it demotivates teachers which in turn have negative effects on students' academic performance					
23	When teachers are in conflict prone areas are well motivated , it will have a positive effects on students' academic performance on those areas					
24	Poor academic performance of students in conflict prone areas is as of poor teacher motivation in those					

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	areas.					
25	The absent of teacher motivation in conflict prone areas, demotivates teachers and lead to teacher absenteeism and poor performance of students					
26	A peaceful environment for teachers in conflict prone areas will have positive effects on both teachers and students academic performance					

27 Do you think there is any motivational practice that will be given to teachers in conflict prone areas which will have a positive effect on students' performance?

YES [ ] NO [ ]

IF YES, NAME IT:

……

……

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Objective 3: To what extent do you **agree** or **disagree** with the following to be the motivational strategies that can be used to motivate teachers in conflict prone areas.

1. Strongly Disagree 2- Disagree 3 -Neutral 4-agree 5- Strongly Agree

No	Statement	Choose one for each row				
28	When teachers in conflict prone areas are given shorter period to qualify for study leave will help to motivate them	1	2	3	4	5
29	Providing teachers in conflict prone areas with risk allowances can motivate them to stay and work in those areas					
30	Providing in-service training to teachers on how to manage students in conflict prone areas especially during conflict can motivate and give confidence to teachers to stay and work in those areas.	1	2	3	4	5
31	Organizing seminars workshops and conferences for newly posted teachers to update them about the conflict and assure them of their security can motivate them to accept postings in those areas	1	2	3	4	5
32	Recognition in a form of acknowledgement to teachers who sacrifice and stay in those areas can encourage them to continue to and teach in those areas	1	2	3	4	5
33	Secured environment where lives of teachers are protected during conflict					
34	Psychological support to teachers and even students during and after conflict					
35	Provision of free shelter to teachers who were affected during the conflict					
36	Adequate water and food to teachers who were affected during and after the conflict					

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37	Free scholarships from non-governmental such as UNICEF UNESCO MTN and among others to teachers in conflict prone areas can motivate them to stay and work in those areas					
38	Pay increase for teachers who agrees to stay and work in conflict prone areas can help to motivate them					
39	Providing free insurance packages such as health insurance, fire insurance and life assurance to teachers in conflict prone areas can help to motivate teacher in those areas					

40 Do you think there are some other strategies that can be used to motivate teachers in conflict prone areas? YES [ ] NO [ ]

IF YES, NAME IT:

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APPENDIX C

Interview Guide for the Interview

Dear respondent,

This interview guide is designed to collect your views on the effects of teacher motivation on academic performance of students in conflict prone areas. The researcher is a student from the University of Education, Winneba under the Department of Educational Administration and Management who is studying MPhil Educational Administration and Management and currently in his final year. The main purpose of this research is to investigate the effect of motivating teachers in conflict prone areas and how it can boost their performance leading to high academic performance of students

Please feel free to respond; your identity will **UNDER NO CIRCUMSTANCE** be disclosed. Your responses will **ONLY** be used for academic purposes.

Objective 4: To explore how the motivational strategies can be used for teachers in the two Senior High Schools in the conflict prone areas of Bawku and Bunkpurugu to enhance academic performance of students

1. How many years have you stayed and worked in this town?
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2. In your experience living in this area, how can the continuation of the conflict in this area demotivate or discourage teachers to continue working in this area?

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3. in your opinion, how can praise and recognition from principals or heads as well as community members to teachers for sacrificing and working in conflict prone areas positively affects their performance leading to an enhancement of students' academic performance

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4. How in your opinion, do you think ensuring professional development of teachers in conflict prone areas by giving them shorter period to qualify for study leave; can be a useful motivational strategy for teachers in conflict prone areas to enhance students' academic Performance?

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5. How in your view, how can extra incentives such as risk allowance and free insurance packages such as health insurance, life assurance be useful motivational strategies for teachers in conflict prone areas to enhance student academic performance?

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6. How in your opinion do you think providing psychological support to teachers and students during and after the conflict is a useful motivational practice to enhance students' academic performance?

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7. In your experience living in conflict prone area, how useful is it to organize free workshops, seminars and other counseling service for newly posted teachers in conflict prone areas?

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8. . In your opinion, how can the use of information and communication technology tools such as Zoom, Skype, and Google meet and among others be useful motivational strategy for teachers in conflict prone to enable them teach students during conflict?

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9. In your view, what do you think are some of the other motivational strategies that can be used to motivate teachers in conflict prone areas to enhance academic performance?

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