

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT, KUMASI

MOTIVATION AND JOB PERFORMANCE AMONG TEACHERS IN JUNIOR HIGH
SCHOOLS IN THE KWADASO MUNICIPALITY



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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, DIANA KONTOR, declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part of whole, for other degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

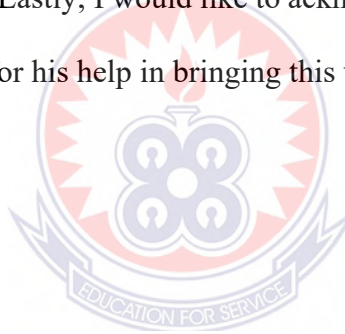
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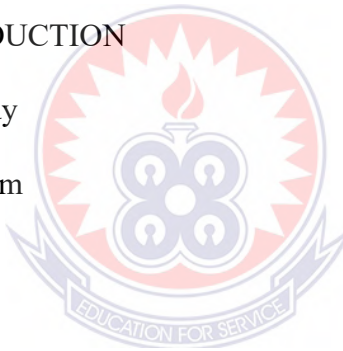
DEDICATION

To my son; Bright Owusu Kofi and my husband; William Owusu.



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ABSTRACT

The study was conducted to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality. The objectives of the study were to find out the level of teachers' motivation in Junior High Schools, determine the effect of motivation on teachers' job performance in Junior High Schools and to identify ways to improve teacher motivation to enhance job performance in Junior High Schools. Descriptive survey design was used. The target population includes all Junior High School teachers both public and private in Kwadaso Municipality. The accessible population was all 153 teachers in public Junior High schools. The lottery type of the simple random sampling technique was used to select 110 teachers. Questionnaires with closed ended items were used. The reliability test yielded Cronbach Alpha of 0.81. The data collected were analyzed with simple descriptive statistics such as tables, percentages and frequencies. The study revealed that as motivation, teachers were provided with incentives on the job and teachers' salaries and other needs were met. Teacher motivation enabled teachers to go the extra mile to teach and give the required assignments to students, and enabled teachers to prepare their lesson notes as and when due. Ways to improve teacher motivation to improve job performance were presence of salary and other incentives and use of open administration. It is recommended based on the findings that the Ghana Education Service and the Kwadaso Municipal Directorate of Education should provide teachers with more and regular professional development training to sustain their motivational level to promote job performance and retention.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Nduom (2012), the Ghanaian Educational System lacks the quality it deserves because there are many schools who cannot boast of decent teaching and learning environment. There is enormous pressure on facilities as many teachers and pupils compete for limited classroom spaces. Library facilities are hardly found in many of our basic schools which does not allow for better teaching and learning. The poor performance of pupils is characterized by inadequate teacher motivation, low remuneration and poor condition of service.

Keshwar (2013) is of the view that, teachers are the pillar of any educational system. The attainment and failure of educational activities depends highly on their performance. Teachers' decision and behaviors are likely to influence the well-being and prospect of a nation including the lives of the country's next generation (Keshwar, 2013). Motivation is essential as high motivation improves output which is in the interest of all educational schemes. This classifies why states and establishments have become interested in motivation which leads to job satisfaction of their workforce with the view to maintain, retain and utilize them to the best of their talent (Seniwoliba, 2013). Motivation is seen as the most important among these factors and the most difficult to manage (Hafiza et al, 2011).

Ampofo (2012) asserts that motivation enhances employee satisfaction and describes how content people are with their work. Performance may be defined as the ability to join skillfully the right behavior towards the attainment of organizational goals

(Ammin, 2013). According to Seniwoliba (2013), the Ministry of Education demands a very high measure of loyalty, dedication, patriotism, hard work, and commitment from its teachers. Similarly, the role and contexts of motivational methods cannot be overemphasized because high motivation heightens performance which is in the interest of all educational systems.

Education in Ghana is categorized into three stages: Basic Education (Kindergarten, Primary school, and Junior High School), Secondary Education (Senior High School, Technical and Vocational education) and Tertiary Education (Universities, Polytechnics and Colleges). In Ghana, education is mandatory to all children between the ages of four and fifteen years (basic education). For any education system to flourish and achieve its goals, the role of teachers have to be paramount. This is because teaching is a mass occupation, which account for one-half to two-thirds of public sector employment in most developing countries (Bennell, 2014).

Chisato (2010) postulated that mere enthusiasm and good intentions may not be enough to improve the quality of education; therefore the relevance of motivation and job performance is very crucial to the long-term growth of any educational system around the world. Studies on teacher motivation in education have discovered different factors that motivate and demotivate teachers, the impact of teacher motivation on their teaching, the relationship between teacher motivation and pupil motivation, the means by which teacher motivation can be increased in various working scenarios (Smither & Robinson, 2003).

The magnitudes with which teachers are able to motivate their pupils depend on how motivated teachers themselves are (Wilson, & Gardner, 2019). It is in view of these

reasons that teachers are to be perceived as skilled workers rather than a “cheap” labor to achieve educational objectives.

1.2 Statement of the Problem

Motivation has been a major problem with organizations, institutions and their employees in time past. Motivation places human resource into action. It is through motivation that the human resources can be employed to the fullest. It increases level of competence of personnel and leads to accomplishment of organizational objectives and thereby building relationship among workers. Job performance hinges on the skills and environment as well as motivation. Deficit of any one of these areas harms performance (Ampofo, 2012).

Per a statement by Ampofo (2012) in his research on teacher motivation, teachers in Ghana have articulated a lot of discontent about the absence of human resource development, poor working conditions, poor compensation and poor human relations in schools. This has caused high teacher turnover tied with poor grades in primary schools owing to lack of dedication towards work. Some recently recruited teachers last at post for just one year. The condition of service seems to fall short and teachers’ anticipation results in resignations, non-resumption of duty after study leave and vacation of post. The general mood of those remaining is not hopeful as they show other forms of withdrawal syndrome such as absenteeism, lateness and passive job conduct. Unfortunately, despite the significance and complexity of this subject, inadequate literature has been published on them (William, 2011).

Salifu and Seyram (2013) observed that quality teaching has become the focus of many education systems including that of Ghana, and yet little attention has been given to teacher motivation that could ensure quality teaching and improved learning outcomes.

The question that remains unanswered is what is the level of teacher motivation in Junior High Schools in the Kwadaso Municipality? This and other questions needed to be answered. The study therefore seeks to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality.

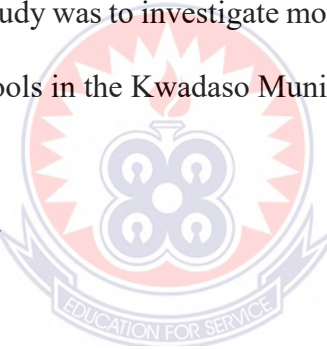
1.3 Purpose of the Study

The purpose of the study was to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality.

1.4 Objectives of the Study

The study sought to:

1. find out the level of teachers' motivation in Junior High Schools in the Kwadaso Municipality.
2. determine the effect of motivation on teachers' job performance in Junior High Schools in the Kwadaso Municipality.
3. identify interventions that can improve teacher motivation to enhance job performance in Junior High Schools in the Kwadaso Municipality.



1.5 Research Questions

1. What is the level of teachers' motivation in Junior High Schools in the Kwadaso Municipality?
2. What are the effects of motivation on teachers' job performance in Junior High Schools in the Kwadaso Municipality?
3. What interventions can improve teacher motivation to enhance job performance in Junior High Schools in the Kwadaso Municipality?

1.6 Significance of the Study

The findings of the study will inform and guide the Ministry of Education in formulating best policies on teacher motivation to improve teachers, students and junior high schools success. The outcome of the study will guide heads of educational institutions and managers of other organizations to institute the appropriate motivational measures to induce teachers and other employees to improve performance.

The study will add to the existing literature on students' motivation in the teaching and learning process. The study will also serve as a blueprint to future researchers on students' motivation in basic schools.

1.7 Delimitation of the Study

The study was delimited to the motivation and job performance among teachers in Junior High Schools. Only teachers in the Kwadaso Municipality were involved. Areas such as level of teachers' motivation in Junior High Schools, effects of motivation on

teachers' job performance and coping strategies to promote teacher motivation in Junior High Schools were covered.

1.8 Limitations of the Study

The study was conducted to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality of the Ashanti Region. Descriptive survey design was used for the study. Only questionnaire was used to collect data for the study which did not allow respondents the opportunity to construct their own responses to provide additional information for the study. All these were likely to affect the validity of the findings or conclusions. Therefore the findings of the study may be generalized with caution.

1.9 Definition of Terms

Advancement: A positive change in a teacher's status or position in a school.

Dissatisfaction: Psychological, physiological and environmental situations that are displeasing to the teacher and will lower his/her morale on the teaching job.

Extrinsic: External inducements that have been put in place by the school administration to influence teachers work harder.

Intrinsic: Factors within teachers that cause them to work harder.

Motivation: Those external and internal factors that stimulate desire and energy in a teacher to be continually interested in and committed to his or her teaching job, and to exert persistent effort in ensuring students perform well in exams.

Performance: For the purposes of this study, performance will refer to the student's average outcome in B.E.C.E exams.

Recognition: Praise given to a teacher for doing good work.

Satisfaction: The degree to which teachers feel positively about various factors of their job to which when provided makes them feel that they are getting value at the school and makes them more willing to work harder.

1.9 Organisation of the Study

This study was organized into five chapters. Chapter one presented the introduction which consisted of the background to the study, the problem statement, objectives of the study, research questions, significance of the study, delimitation and organization of the study. Chapter two dealt with the review of related literature on the topic. Chapter three provided the research methodology which covered the research design, population, sample and sampling procedure, data collection instrument, pilot testing, data collection procedure, data analysis procedure and ethical consideration. Chapter four also involved data analysis and discussions while Chapter five dealt with the summary of findings, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature relevant to the study. It is structured along the study's objectives, which were to determine the level of teachers' motivation in Junior High Schools in Kwadaso Municipality; determine level of teacher motivation and the effect of motivation on teachers' performance; and identify coping strategies to promote teacher motivation.

2.1 The Concept of Motivation

The word "motivation" is defined by Kreitner and Kinicki (2018) as psychological progressions which causes stimulation, direction and determination of intended actions which are fixed towards a goal. Mathias and Jackson (2012) also perceive motivation to be a desire within an individual which causes that person to act. According to these writers, the reason why people act is to reach a goal. Therefore, motivation is, a goal-directed drive which rarely come about in a void.

Equally, Andersen, Heinesen and Pedersen (2014), define motivation as the forces which cause an individual to behave in a particular goal-directed manner. According to Asare-Bediako (2012), the word 'motivation' can also be defined as a process by which an individual is triggered or energized to yield particular action. Again, Bartol and Martin (2012), have also defined motivation as that effort that directs, energizes and maintains a particular behaviour. They further lay emphasis on the type and degree of effort that a person displays in a behavioural situation which should not be associated to absolute amount of effort. It is relatively the quality and direction of that effort.

According to Russell (2010) motivation is characterized by three features: (i) it assumes an internal force; (ii) it rejuvenates for action and (iii) it regulates the direction for such action. Per an assertion made by Kelly (2014), he posits that motivation discusses the forces that uphold and adjust the quality, direction, and strength of a behavior. Hoy and Miskel (2017), are also of the view that, employee motivation is the intricate forces, needs, pressure, or other contrivances that spark-up and retain voluntary activity geared towards the attainment of individual goals. According to Dessler (2011), motivation can be seen as the strength of an individual's desire to participate in a particular activity. Suggestions on motivation spelled out by Herzberg, Mausner and Snyderman (1959), was based on work motivation amongst their employees. They contended that, the amassing of accomplishment points to a feeling of individual progression in the person, complemented by a sense of cumulative obligation. Goodman and Fandt (2015) are also of the view that, an organization's spirit, be it private or public originates from the employees motivation though their capabilities play a significant role in determining their work outcome. Lewis, Golembiewski (2013) as cited in the Nwachukwu (2012) refer to motivation as a degree of willingness of a person to pursue a particular designated objective and infers the willpower of the locus and nature on the forces tempting the degree of willingness. Jacobsen as cited in McKinney (2010) posit that the principle of performance-related pay which is perceived as the major motivating factor for teacher performance, is based on the assumption that teachers are predominantly motivated by money.

Per the definitions given above, certain concerns are conveyed to the mind which deals with the ignition and stimulation of human behavior, how these forces are absorbed and persistent as well as the performance and outcomes they bring about. It would however,

be fair to conclude that, motivation is primarily concerned with goal-directed behavior. For instance, Ifinedo (2013) contends that, a motivated worker is easily spotted by his/her dedication, agility, passion, focus, zeal and overall performance or impact on the organizational goals, and objectives.

Laying emphasis on learning, Natriello (as cited in Mckinney, 2010) puts across Lawler's model of intrinsic and extrinsic teacher motivation. According to the writer, an individual's motivation to carry out a particular task is the outcome of their individual possibility, that an effort on their part will lead to a positive performance, which is multiplied by the product of his/her likelihood that performance will amount to an outcome, and the value of that outcome to the individual. The sum then can be used to predict the effort that the individual will allocate to a given task. Effort is collective of the capacity to produce a certain level of performance, which in turn leads to a reward.

First, Lawler presents an intrinsic motivational model. This model indicates the difference intrinsic motivational model has over the extrinsic motivational model in the sense that subjective probability of effort amounting to effective performance is portrayed as impelling the subjective probability that performance will result to an outcome. Secondly, the connection between performance and rewards is shown to be more direct than in the extrinsic model. Natriello (cited in Johnson, 1990) link this more directly in connection to the fact that employees may well give themselves intrinsic rewards. Reinforcement of intrinsic motivation is an indispensable cue integral in the learning process and is not an inessential element imposed from outside. Extrinsic reinforcement, however, is a tangible or an intangible that is, not a part of the internal learning process and is naturally imposed from the outside.

2.2 Theories of Motivation

Psychologists have argued that all behaviours are motivated. There are reasons why people do the things they do and that behaviour is oriented towards the achievement of certain goals and objectives. That is why Freud (2010) and other psychologists like Taylor (2010) generally agreed that man is motivated by the desire to satisfy a number of needs. This is true because there is no hesitation that teachers whose financial needs are not satisfied will be psychologically and socially demoralized in their working attitude and this is of enormous effect to the performance of such teachers. When teachers' salaries and allowances are paid on time, this will reduce the number of teachers' absenteeism which is rampant in primary schools. Some teachers report to school only to register in the attendance book and moves out in pursuit of other businesses which will earn them additional money to make both ends meet since the salary is meagre. This attitude makes the pupils to go home after a whole day with nothing done or either one or two subjects for a day. This limits the morale of pupils towards learning.

2.2.1 Maslow's Theory of Motivation

Maslow (1954) came up with the theory of hierarchy of needs. This is grounded on clinical supervision and logic. In this theory of motivation, he emphasised that individuals are motivated to fulfil several different kinds of needs, which are more essential than others. Maslow argued that a satisfied need does not ensure behaviour but unsatisfied need. This means that the teacher's behaviour in the classroom is as a result of his needs. In other words, his needs stimulate his behaviour in the classroom in no small measure. Locke et al. (2012), in order to motivate someone, you need to understand what level of the hierarchy that person is and focus on satisfying those needs above that level.

2.2.2 Victor Vroom's Theory of Motivation

Vroom (1964), in his own contributions advanced the expectancy valence theory. He stated that if an employee believes that efficient work will lead to salary increase, he will intensify his effort and work hard. The theory recognizes that peoples moral are boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this "Expectance theory" which emphasizes performance and outcome. Motivation is a function of the expectancy in attaining a certain outcome in performing a certain act multiplied by the value of the outcome for the performance.

Expectancy theory has two outcomes. First, outcome that are highly valued, and have high expectations of being realized will direct a person to make a greater effort in his taste. Secondly, outcome with high expectations, which are less highly valued or even dislike will reduce the effort expected. The implication of this theory is that an administration should take cognizance of the relationship of the first and second outcomes and use them to motivate his subordinates.

2.2.3 McGregor Theory of Motivation

Another human relation theorist McGregor (1984) in his work "the human side of enterprise", progress to belief about human behaviour that could be held by different managers. He sees two sets of postulation made by managers about their employees. First is what he calls theory which views man on the following set of principle: Average human beings have an inherent dislike of work and will avoid it if possible. Due to these human characteristics of dislike of work, most people must be coerced, controlled, directed and threatened with punishment to get them to put forth suitable effort towards the improvement of the organization objectives. The average human being prefers to be

diverted, wishes to avoid obligation, has relatively little determination and wants security above all. The holders of this view believe that motivation of workers can be attained through authority and fear and that employees have to be closely monitored if good results are to be obtained. The theory X set of assumptions about human behaviour postulates that people act to realise basic needs, and therefore do not voluntarily contribute to organisational aims. When these sets are the expected employee characteristics, managers believe that their task is to direct and modify human behaviour to fit the needs of the organization. Managers must persuade, reward, punish, and control those who do not naturally strive to learn and grow. By contrast, a Theory Y view of human behaviour sees people as motivated by higher order growth needs. According to Theory Y, management's task is to enable people to act on these needs and grow in their jobs. Management's essential task is to structure the work environment so that people can best achieve their higher order personal goals by accomplishing organizational objectives.

Ampofo (2012), managers are to enforce supervision and monitoring as well as **serene atmosphere to enable employees to perform better in their work places after they have been motivated. Robinson (2014), education system should redouble her efforts to provide an enabling environment for teachers to improve their performance.**

2.2.4 Herzberg's Theory of Motivation

According to Herzberg (1957) there are certain extrinsic factors which by their presence do not increase workers satisfaction on the job, but their absence may lead to job dissatisfaction and lower productivity among employees. Such extrinsic job conditions were environmental factors over which the employee has less influence. They include payment, interpersonal relations, organizational policy and administration, supervision and

working conditions. These he called hygiene factors or dissatisfies. The implication of this factor is that it does not only rely on extrinsic rewards for motivating employees for higher production but also incorporates in the job itself those elements that could help motivate employees. Herzberg's theory has made major contributions in focusing attention on jobs redesign for the purpose of making the work more intrinsically satisfying. Hence, Herzberg's theory has been found to be applicable in the field of education in the following ways: Motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivational strategies of all primary schools, which effective principals will use to motivate staff and pupils. Another feature of motivation of teachers is that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Good motivation of teachers is definitely related to morale. In a large organization, high moral is difficult to attain and motivation of teachers is a prime factor in achieving it.

2.3 Teacher Motivation

Job motivation according to Bennell (2014) refers to the psychological processes that sways an individual's behaviour with respect to the achievement of workplace tasks and objectives. However, evaluating the contributing factors and concerns of work motivation is multifaceted because these psychosomatic processes are not openly evident and there are several organizational and conservational complications that can have an effect on the attainment of ones objectives. There are two major interconnected facets of motivation 'can-do' and 'will-do'. "Can-do" motivation emphasizes on the factors that sway the ability of persons to comprehend organizational goals. 'Will-do' motivation on the other hand refers to the level to which an individual has acknowledged the organisations

goals and aims. A teacher may be extremely dedicated to the achievement of the school's learning objectives, but may lack the essential abilities to teach effectively, and thus eventually becomes de-motivating. The established understanding among professional psychologists is that pay on its own does not increase motivation. However, fiscal intentions are likely to be dominant among teachers in countries where pay and other material remunerations are too short for individual and domestic needs to be met. According to Bennell (2014), it is only when these basic needs are met is it probable for higher-order needs, which is the foundation of true job satisfaction, to be realized.

A pragmatic research is therefore needed to establish the scope of this problem. There is an extensive range of views on teacher motivation in Africa and Ghana in particular. However, there seems to be increasing fears that inadmissibly higher scopes of teachers working in public school organizations in many developing countries are poorly motivated due to an amalgamation of lower self-esteem and job satisfaction, poor incentives, and other behavioral authorizations. For instance, the Education for All (EFA) Country Assessment which was held in Pakistan in the year 2010 indicated that, poor teacher motivation is a colossal challenge which is extremely compounded by interference of politics. It is generally emphasized that low teacher motivation is replicated in waning standards of professional behavior, encompassing severe misbehaviour (both on the job and outside of work), and poor expert performance. Teacher truancy is inadmissibly high and escalating, time on task is lower and deteriorating, and teaching practices are branded by partial effort with heavy dependence on traditional teacher-centered practices. Teachers are allocating less and less time to subsidiary activities, teaching preparation, and marking as neatly summarized in the 2014 World Development.

Recorded incidents of malfeasance among teachers are disturbingly present in numerous settings: teachers report to school drunk, are substantially abusive, or simply do nothing. This according to a report by the World Bank (2014), “is not low-quality teaching, it is not teaching at all”. It is without doubt that very little evidence is offered to support these observations and assertions regarding teacher motivation in developing countries. Without ample information, the prevalence of poor teacher motivation and misbehaviour could well be completely overstated primarily because of the persistent destructive stereotyping of teachers particularly by the media in many countries. On rare occasions have teachers and school managers been directly asked about teacher motivation, and in their reply reported that levels of morale have generally been quite high.

2.3.1 Intrinsic Motivation

According to Ryan and Deci (2012) intrinsic motivation is the performance of an activity for its inherent satisfaction rather than for some separable consequence. When people are intrinsically motivated, they engage in activities that interest them willingly, with a full sense of volition and without the necessity of material rewards or constraints (Deci, 2010). People who are intrinsically motivated feel that they are doing an activity because they have chosen to do so voluntarily and because the activity represents a challenge to their existing abilities and require them to use their creative capabilities. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual’s positive feelings while performing the task (Noels, 2015). Ryan and Deci (2012) suggest that social environments can enhance intrinsic motivation by supporting people's innate psychological needs. Strong links between intrinsic motivation and satisfaction of the needs for autonomy and competence

have been clearly demonstrated, and some work suggests that satisfaction of the need for relatedness, at least in a distal sense, may also be important for intrinsic motivation.

2.3.1.2 Common intrinsic motivational factors

According to Curless (2010), one's teaching philosophy can and does affect the teaching-learning process. In order to deal with complex role demands in the routine of teaching, one has to understand styles of pupils learning in a new educational paradigm that has been constructed, refined, adjusted, and repaired. While finding solutions to these difficulties, teachers should understand their own needs and the opportunities available in teaching, and should desire to participate in the pedagogical processes of pupils' education within the school environment (Petress, 2013).

A teacher's academic role needs to be improved and transformed into the effective achievement of educational objectives. Carter (2013) stresses the importance of "academic content knowledge" in this complex process. According to her, the subject matter has to be taught via curricular activities that are significant in terms of teacher motivational strategies. Borko and Putnam (2016) noted that a teacher's attainment of academic content knowledge is based on his or her personal beliefs. According to Bandura (1997) and Gülen (2010), greatest human behavior is learned observationally through demonstrating, so teachers are naturally role models, and this role modelling helps organize pupils for the future. Teachers are leaders in the classroom, and their leadership should contribute positively to pupils' performance and to the general atmosphere at school. As leaders in the classroom, teachers need to be visionary and exemplary, and to serve as examples. They should strictly avoid harming anyone, and use all their strength, energy and abilities for the

good of their pupils. Lee and Stevenson (2017) observed that pupils' compliance is an essential class management issue and is positively associated with academic performance.

According to Baumrid (2011), there are four types of teacher classroom management styles: the authoritative style, the authoritarian style, the permissive style and the indulgent style.

The authoritative style is characterized by behavioral principles, high expectations of appropriate behavior, clear statements about why certain behaviors are acceptable and others unacceptable, and warm student-teacher relationships. The authoritarian style tends to be characterized by numerous behavioral regulations. It is often seen as punitive and restrictive, and gives pupils' neither a say in their management nor the courtesy of an explanation when appropriate; the teacher's character is sometimes perceived as cold, even punishing. The liberal style is characterized by a lack of involvement. The environment is non-punitive, there are few demands on pupils', and there is a lot of freedom. The indulgent style presents an environment where there are no demands on the student of any sort, and the pupils' are actively supported in their efforts to seek their own ends using any reasonable means (Baumrind, 2011).

Again, if teachers have recognized the necessary trust and bonds with the school management and have recognized proper channels to communicate and receive proper feedback, this will not only improve their professional skills but also encourage the healthy development of their personalities (Kegan, 2012). Teachers need to be stimulated to talk about new ways of looking at their own development. Throughout their careers, they meet and respond to changing demands, conditions or educational paradigms.

In this regard, Kegan (2012) posits that there are practical models of adult developmental stages that render the development of teachers as educators more coherent. Individuals, including teachers, may occasionally have difficulty communicating with others, or receiving due recognition and acceptance. Therefore, they need to be supported in their personal and professional career, which, of course, positively affects motivation and classroom effectiveness.

2.4 Extrinsic Motivation

Although intrinsic motivation is clearly an important type of motivation, most of the activities people do are not intrinsically motivated (Ryan & Deci, 2012). Indeed, many activities in work administrations are not encouraging and the use of strategies such as participation to enhance intrinsic motivation is not always viable (Gagne & Deci, 2015). Extrinsic motivation, in contrast to intrinsic motivation, needs an instrumentality between the activity and some independent consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads (Deci, 2010; Ryan & Connell, 2015). That is, the behaviour is not performed for its own sake, but instead to receive a reward or to avoid some penalty once the behaviour has ended (Pelletier, 2017).

Initial conceptualizations viewed intrinsic and extrinsic motivation as being invariantly antagonistic. Intrinsic motivation was considered self-determined, whereas extrinsic motivation was thought to reflect a lack of self-determination. However, later research has indicated that extrinsic motivation does not necessarily undermine intrinsic motivation and that it may even enhance it, implying that extrinsic motivation is invariantly

controlled. These findings resulted in a more refined analysis of extrinsic motivation (Vansteenkiste, 2016; Pelletier, 2017). Ryan and Deci (2012) introduced a second sub theory, called organismic integration theory, to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulation for these behaviours. Specifically, various types of extrinsic motivation were distinguished that differ in their degree of autonomy or self-determination, depending on the extent to which people have been successful in internalizing the initially external regulation of the behaviour (Vansteenkiste, 2016).

2.4.1 Common extrinsic motivational factors

School environment: Teachers are part of the school society and bear the responsibility of encouraging safety in the school environment. It is well known that positive teacher behaviors, such as good lesson preparation and presentation, warmth, patience and confidence, generally lead to safe schools (Independent Project Trust, 2019). Clement (2014) explained that a good classroom atmosphere promotes pupil involvement, enhances learning activities and self-confidence, and moderates anxiety. As emphasized in Bandura's social learning theory (1997), through social interaction and the maintenance of a role-model status, teachers can enhance the learning environment. Seeing themselves as change factors in their schools enables teachers to provide safe learning environments.

Linda Darling Hammond from Stanford University explains that we need to create classrooms that are more personalized, with teachers working in teams with pupils' in a supportive nurturing environment.

According to Tschannen-Moran and Barr (2014), individual teachers make a difference in pupils achievement, but the collective efforts of teachers also have a positive influence on pupils. Tapola and Niemivirta (2018) examined 208 graders, looking at pupils goal profiles, motivation, and pupils preferences. They found that pupils' achievement and motivation depend upon the classroom environment. Gülen (2010) argues that school is about much more than effectively teaching people during a particular phase of their lives. It provides pupils' many possibilities for interacting with others. Whatever pupils' learn in school affects them for the rest of their lives in positive or negative ways. School buildings reflect the importance attached to education. They are part of a community's permanent infrastructure and also belong to future generations. Educating children is seen as a primarily public function. It is everyone's right to be informed by, to participate in and to benefit from the provision of a satisfying public education.

Society is pleased to teach and, ideally, offer learning facilities and supportive resources when needed. With this in mind, teachers' attendance at a workshop or conference that is held at a facility with superior resources could be an eye-opening experience, and it might instigate them to organize and manage new resources and facilities. According to Buckley, Schneider and Shang (2014), the quality of school buildings can affect teachers' confidence and ability to teach, and their very health and safety. According to Gülen, (2010), such properly working and inspiring environment both affect teacher performance and motivation positively, and support pupils learning (Aslandogan & Cetin, 2017). Gülen (2010) says that teachers are the front-line educators and need to be asked their views and insights about their working conditions. The forums and facilities in which they will air their opinions, share their professional experiences, and

explore innovative ideas ought to be relaxed and comfortable and not threatening. Successful completion of any project or program can build respect, support and relationships between a pupil and teacher in a school environment (Brady, 2015). For example, in short-term projects, teachers and pupils' can take extra roles and responsibility, and community-based facilities and committees can become involved. This may reduce the cost of the projects and motivate teachers, pupils and to a certain extent, the entire school community. The projects also may provide ways for teachers and pupils to become more familiar with the organization, design, condition, and utilization of the building or facilities. Having different programs and activities might shed light on vital ideas and events and enable teachers and pupils to understand their natural and human environment.

Stress vs. tolerance at workplace: The more teachers are motivated to teach, the more pupils will learn and be successful. According to Brophy and Good (2018), teachers enthusiasm is one of the core qualities in their effective teaching and instructional behaviors. This positive relationship highlights the importance of enthusiasm as a characteristic of effective teachers (Watt & Richardson, 2018). The other factor that lessens the level of stress in education is humor. Without a rich sense of humor, teaching or learning may not be very enjoyable.

It has also been established that an increased stress level cause a rise in blood pressure, which in turn lessens success in cognitive tasks, persuades feelings of helplessness, and makes it difficult to concentrate (Simon, 2019). Jepson and Forrest (2016) add that if teachers have high potentials of themselves, they may experience heightened stress and disappointment. The situation has become serious in Germany. As a result of stress-related conditions enormous numbers of teachers are taking disability leave

or early retirement (Weber, 2014). According to Larchick and Chance's (2010) study of 401 middle school teachers from 102 school districts, there are four exceptionally high-stress factors that teachers admit carrying into their classrooms: money management, health, relationships and care-giving. As a result of personal problems, teachers often miss deadlines and refer more pupils' to the principal for disciplinary reasons. In the same study, teachers rated their principal's willingness to help them cope with intense personal problems that interfered with their work (Larchick & Chance, 2010). Tolerance opens the doors to dialogue, and dialogue helps people to learn about each other. Gülen (2010) defines tolerance as being influenced by others and joining them; it means accepting others as they are and knowing how to get along with them" (p. 37). He sees tolerance as a kind of empathy and positive thinking and as a method for achieving coexistence with others. Tolerance is, therefore, being able to live with others while maintaining one's identity. In fact, such respectful tolerance, mutual understanding and reciprocal respect positively affect the atmosphere in the classroom and the school. When pupils' conduct themselves respectfully and harmoniously, this eases the teachers' duty with respect to discipline and control.

Financial incentives: Tutor (2010) found that teacher salary incentives are associated with higher levels of pupils' performance. According to their findings, teachers need to be in a position to meet their financial obligations. Discrepancies in teachers' salaries certainly influence their motivation, classroom activities and effectiveness. Also, teachers with high salaries may feel more respected. Salary is one of the most influential factors that motivate teachers. Eberts, Hollenbeck and Stone's (2012) case study of the implementation of a merit-pay system in a specific high school suggests that incentives do "work." The merit-

pay system is directly targeted at pupils' retention, as defined by a measure understood and agreed upon by both teachers and administrators. Therefore, their results suggest that pay for performance incentives can motivate agents to produce outcomes that are directly rewarded.

The ethics of teaching oblige teachers to gain pupils' respect and to protect their own and their pupils' dignity. Any positive act by a teacher has the possibility to produce a positive outcome or positive feedback from pupils (Wong & Waring, 2019). It is useful here to remember a very simple principle from daily life: treat people as you wish to be treated, or simply "what goes around comes around" (Weingardt, 2019). Teachers ought to exert extra care not to place pupils in a negative light or in an embarrassing situation among others, especially among their peers. Teachers are not to promote wrong acts, attitudes, and responses. It is obvious that an embarrassed, intimidated, or inhibited student will not wish to participate in any activities or interactions. In other words, the consequences of unethical acts can directly affect motivation.

This is not only a personal loss but also a collective loss in terms of society. Carroll (2017) compared Gülen (2010) works and indicated that both take human value and dignity as the basis for defining legitimate and illegitimate behaviors toward others in society. Within a classroom, which is a microcosm of larger society, teachers need to act sensitively to all people, since they are the role model, even if a pupil gives a wrong response to a request or question. In any awkward situation, teachers should respond in a way that does not cause humiliation. The response to a wrong must be right. When witnessing a pupil doing something wrong or exhibiting a bad habit, teachers should sensitively raise awareness about such wrong or bad habits, and warn all in general, rather than warning

that particular individual directly. It is expected and hoped that the particular student will draw the moral from the general warning (Gülen, 2010). In short, protecting pupils' self-esteem, personal honour and dignity is part of the responsibility of the teacher and the ethics of teaching. Doing so creates a positive relationship between the teacher and the pupils and provides a successful teaching experience for the teacher. Also, what make for excellent and caring teachers are their sensibilities, such as love, engaging with intellectual work, the hope of changing pupils' lives and a belief in equal rights (Nieto, 2013).

2.4 Level of Teacher Motivation

Work motivation according to De Nobile and McCormick (2015), refers to the psychosomatic procedures that encourage individual behaviour with respect to the achievement of workplace goals and tasks. The acknowledged wisdom among occupational psychologists is that pay on its own does not intensify motivation. However, fiscal motives are likely to be prevailing among teachers in underdeveloped countries where salaries (pay) and other substantial benefits are too low for persons and households' survival needs be met. High order wants can only be satisfied only after basic needs have been met which is the foundation of true job satisfaction.

Crain (2011) indicated that in Detroit Magazine on job motivation, 84% of the respondents credited pay, development response from supervisors and management trust to their job gratification. Career prospects, response from supervisors, job safety, and consummation with job titles, training and development opportunities were named as predictors of performance and retention on jobs. A research carried out in Organisation for Economic Co-operation and Development (OECD) countries have constantly found that working with children is the key determining factor of teacher job satisfaction. The

recompensing nature of the teaching job is the key motivating factor for becoming a teacher rather than fiscal gain. Teachers are most discontented about overload of work, poor salaries, and low prestige. There are rising trepidations that unsatisfactorily high scopes of teachers working in public school systems in many Low Income Developing Countries (LIDCs) are poorly inspired. For instance, the 2010 Education for All (EFA) Country Valuation for Pakistan spelled out that lack of teacher motivation is a gigantic challenge, which is extremely compounded by political intrusion. Low level of teacher motivation is replicated in waning values of professional manner, as well as thoughtful misbehavior in and outside of work, and poor proficient performance. Teacher truancy is excessively in elevation and increasing, time on job is short and dwindling, and teaching practices are characterized by restricted effort with substantial reliance on outmoded teacher-centered practices. Teachers are predominantly dedicating lesser amount of time to extracurricular activities, preparation of teaching schedules, and marking. The World Development Report (2014) reviews these concerns about teachers that; “circumstances of misconducts among teachers are disturbingly present in many locations: some teachers report to school drunk, are physically obnoxious, or are reluctant to simply do something. The World Bank (2014) concludes that, this is not low-quality teaching; this is not teaching at all.

In the context of Africa, there appears to be rising concerns that higher proportions of teachers working in public schools are ill motivated owing to an amalgamation of factors such as; low self-esteem, job discontentment, insufficient controls, poor incentives, and other behavioural consents, and the extreme politicization of public education are some of them. Parents are now seen predominantly taking their wards to private schools due to the poor and deteriorating quality of public education. In some countries, this aggregates to a

mass migration from public institutions to private institutions. Motivations for teachers in public education to perform well are frequently frail and unproductive. Extremely low salaries force large number of teachers to work for secondary income from private teaching and other activities. Another serious demotivating factor is poor human resource management practices and the chaotic nature of teacher management at the national and sub-national levels. When teachers pay hefty bribes to secure employment at preferred postings, it impacts on job commitment and overall motivation. In situations like these, teaching positions are little more than plums, meaning that teachers do not feel liable to the school organization, parents or the wider community. Hence, posting individual teachers to a rural school becomes a demotivating factor for most teachers.

Moreover, constant change in curricula, cumulating hours of work, large class sizes, and constant addition of subjects are cited as key de-motivators in many countries especially Ghana. In as much as a lot is expected from teachers, what is anticipated from them is not inclined at a realistic level in various countries given the workloads, material rewards, and living environments. In some countries, teachers are asked to take on additional tasks, including HIV/AIDS education, counseling services, and communal development. Teachers living conditions and their work in general is very poor which inclines to lowering their self-esteem. Accommodation is also a major problem for most teachers. (World Bank, 2014). Common in sight are teachers who are striving very hard to balance their working conditions particularly in primary schools. Higher number of teachers are left untrained, which unfavorably impacts their can-do impulse. Most often, teachers are left with little or no induction. Some countries have a common multi-grade system of teaching, however, most teachers are not sufficiently equipped for the special

demands of this type of teaching. Personal features of teachers can also have an unpleasant impact on teachers' level of motivation. For the most part, the age profile of most teachers have become younger in various countries due to the swift expansion of both basic/primary and, more recently, secondary school enrolments and higher levels of teacher attrition.

Adelabu (2015), also pointed out after a study carried out on teacher motivation and incentives in Nigeria that, a reliable drift in teacher job spirit enhancement was high because of the advent of democratic governance since 1999, and had augmented the tempo of private sector involvement in providing education. On the other hand, he cites serious challenges in promoting teachers job morale in Nigerian. According to Adelabu, the Nigerian educational system looks as if to be staffed by teachers with meagre self-esteem and low levels of commitment in the discharge of their work. There is a logical motivation catastrophe with the Nigerian education structure. School buildings are largely ramshackled, classrooms are overcrowded and incentives in terms of salaries and emoluments appear largely inadequate. Additionally, developments in recent years are not enough to record pleasing enhancements in teacher's self-esteem or morale. The writer considers teacher displeasure in Nigeria as emanating from discrepancies between the teaching profession and other professions such as nursing with respect to style and time of paying salaries, far-flung benefits, promotion forecasts and working conditions.

A study conducted by Nwanchukwu (2012) on teacher job fulfilment and motivation for school efficiency harmonizes with most findings concerning the connection between job satisfaction, need satisfaction, motivation and job performance (Ifinedo, 2013). Generally, it was revealed that teacher-related causes of job satisfaction appears to have a greater effect on job performance. The outcome of the study indicates that

physiological needs, the need of security, self-esteem needs, and self-actualization are substantial predictors of job performance amongst Nigerian teachers. Additionally, the writer makes mention of sufficient educational programmes and administration in terms of rational payments and far-flung benefits proportionate with the jobs they undertake for them to be able to fulfil their basic desires in life such as food, accommodation, clothing, healthcare etc.

Karugu (2014) carried out a study on job satisfaction and dissatisfaction amongst basic school teachers and suggested that educationists ought to strategize the maintenance of their employees' satisfaction by minimalizing dissatisfaction amongst them. Lukami (2012) established that, in educational institutions where headteachers and teachers have little/low commitment to their job, students/pupils are normally inclined to cultivate a negative attitude towards schooling. He opined that, dedication is a direct feature of motivation. A study by Machar (2013) revealed that teachers tend to be dissatisfied in large classes where there is overcrowding of learners. Again, the study revealed that some factors such as low salaries/pay, hefty work load, inadequate or unavailability of school tools/equipment, partial promotion prospects, no house allowances for married teachers, lack of leave allowances, little appreciation for teachers, far-off salary pay points, needless salary deductions, and poor school infrastructure in the teaching profession has greatly contributed to dissatisfaction amongst teachers. The study further revealed that factors such as teacher's professional rankings, teachers' gender, age, their teaching experience and status in the school prejudiced their levels of satisfaction and dissatisfaction.

Ngalyuka (2015) also established that, there existed certain factors in the teaching profession which contributes to job satisfaction among rural school teachers in Kenya.

These he mentioned; free three breaks/holidays annually, working near home, assisting young children, co-operating with other teachers, and favourable terms in the teaching profession.

Immonje (2015) also established 13 key motivating factors out of 17 for teachers. Class size according to the outcome of his study was a motivating factor in private schools but a de-motivating factor in public schools; private school teachers were more satisfied than their colleagues in public schools. Teachers in private schools recognized factors such as: better salaries, good administrative offices, promptness, and Christmas bonuses among others as motivators. Teachers in public schools recognized holidays, capacity to work anywhere in the country, reliable salaries, prize-giving days, and disciplined students as their motivators.

Sogomo (2013) also undertook a study on job satisfaction amongst secondary school principals and established that Kenyan principals placed factors such as interpersonal relationships with peers, teachers and subordinates in their hierarchy of motivation. Principals seemed disgruntled with the unconventional benefits in their agreements. Principals in private schools were generally more satisfied than those from public schools. Though Sogomo's study seemed to support Herzberg's Two Factor Theory, it acknowledged social and parents' attitude towards education, in-school administration and or school policies as de-motivators.

However, no consensus exists on the degree to which financial incentives are the actual critical motivators. In line with the various researches undertaken, it has been established that, monetary reward in itself has not improved teacher's motivation and their productivity. Youlonfoun (2012) contends that though good salaries and their prompt

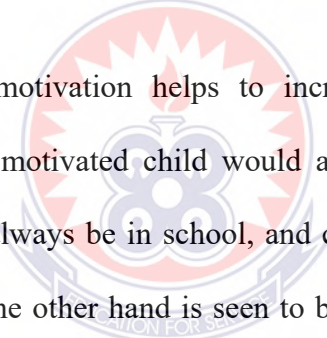
payments are significant motivating factors, there is evidence that other factors can emasculate commitment to teaching.

2.5 Effect of Work Motivation

Motivation is simply the cause of why human behave. Motivation is a process of stimulating an individual to take decision and action in order to achieve a specific desired goal. Morgan, King and Robinson (2014) defined motivation as a state, which individual derives behaviour towards some specific goals. Furthermore, Herzberg (2008) was not far from the perception of motivation from the above view as he defined motivation as the psychological process that arouse, direct and maintain behaviour towards a goal. Hence, going by the definitions of motivation as mentioned above, one can simply conclude that efficiency, good performance and high productivity is a direct function of adequate motivation on the part of workers in an organization. When workers were properly motivated, leading to efficiency, good performance and high productivity, the implication of this is sudden and sustained rise in national growth and development and invariably the general improvement in the welfare of the citizens. That is why Mayor (2013) studies the work habits of the employees at the Hawthorne Western plane in the 1920's as recorded by Pugh (1990), and discovered that efficiency in the production process and increased output were being realized when employees were being motivated and the reverse is the case when they were not motivated.

However, in the field of education, the role of motivation cannot be over emphasized. That is to say that motivation plays a very significant role in attaining the overall educational aims and objectives through teaching and learning process. To further

buttress this argument, Ormond (2003) sees motivation as a direct behaviour towards attaining a particular goal. Bandura (1997) stated that the use of model to motivate pupils' is recommended. Huffman (2011) sees motivation as a goal directed behaviour. Steers and Porter (2013) viewed motivation as concerned with how human beings are energized, sustained, directed, stopped and the type of subjective reaction presents in the individual whole as all these processes are taking place. Ugwu (2007) reiterated that behaviour has an origin, which terminates when the goal of an individual is achieved. Ekong (2010) emphatically stated that "to achieve effective performance in the teaching learning process, the teachers as well as the pupils' must be motivated". The reasons behind this are outlined below:



In the classroom, motivation helps to increase efficiency and adequacy of behaviour. For instance, a motivated child would attend his classroom with zeal and interest. Such a pupil will always be in school, and carry out the necessary assignment. Motivation of teachers on the other hand is seen to be working tirelessly in the schools. They prepare their lesson notes as and when due, teaches pupils, gives assignments, conduct tests, exams, marks, and records them appropriate. Hence, Herzberg (2008) stated that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom. This is because; a motivated teacher presents his subjects matter in a variety of ways thereby bringing originality in his teaching. Example, the use of teaching learning materials, various illustrations, concrete objects which make the lesson more interesting, effective and realistic. Motivation also brings competition and increases learning efficiency on the part of the learners. For instance, if the teacher uses positive

reinforcement to reward pupils' who answers questions correctly, or who performs highly in tests or examinations, other pupils' who did not perform well will be challenged and hence encouraged to study harder which brings about competition in such classroom.

2.6 Motivation and Students' Performance

From a study by Chuck (2011) students in countries where teachers are paid higher salaries for advanced performance attain higher proficiency in numeracy, science and reading. The study results indicates that, students in countries which allow teachers' pay to be adjusted for exceptional performance grooves about one-quarter of a standard deviation advance in math and reading test, as compared to students in countries deprived of performance pay on the international level. In countries where teachers are paid based on their performance, even fifteen-year-old students according to Chuck (2011) perform better in math, reading and science, when compared to other students from the same continent. Owen Harrey-Beavis endorses an extensive study to completely comprehend the influence performance based rewarding systems have on student outcomes. Above all, the connection between cumulative rewards and students' outcomes is indefinite. The writer suggests an inquiry into the effects of increased bonuses on teacher activities and student results.

However, while reviewing the correlation between teachers' motivation, incentive pay, and students' success in the USA, McKinney (2010) established that job salaries did not have any effect on teachers' motivation nor did it have any influence on the arithmetic and reading success of their students. Furthermore, individual variables (i.e. age, gender, years of experience, degrees received, association in professional establishments, and graduate

education) had no effect on either reading or math scores, nor did size of school affect reading and mathematics score.

2.7 Interventions that can improve Teacher Motivation

2.7.1 Salary and other incentives

Bennell (2014) in his research on motivation of teachers and incentive packages in low income evolving countries in Africa including Ghana, it was found that regardless of the significance of substantial and psychosomatic needs like job satisfaction, salaries and benefits, occupational prominence and attrition, the existence of good quality published information is still inadequate. As a result, Bennell established that more studies in teacher motivation and other incentives is needed to develop the commitment level of teachers.

Except for money which is mostly the basis of employee commitment, there are other significant stratagems which can be used to bring about commitment of teachers. A number of people on the front line are of the view that contentment of a trained staff is not as simple as presenting the new employee giant salaries, though each of these elements is a fragment of a general approach. Observing those employee high morale is determined by the institutions preparedness to reach beyond traditional methods.

2.7.2 Use of open administration (Teacher empowerment)

According to Interpersonal Technology Group (2013) the second most significant satisfaction to commitment, apart from salary, is the use of open administration (employee empowerment). Various researches suggest that democratic governance is the finest system of rule where organizations and employees are permitted to be heard and understood, such that they are told the truth with empathy. These theories can be achieved in a 50/50

consultation, where management or board speaks 50% of the time on their goals, vision, mission, and where workers are given the mandate to make their own demands and concerns affecting their work in the classroom. Teachers should be allowed to share their views and also contribute to dialogs during staff meetings. According to Percy (2017) we must honor and give reverence to people's gift by making use of their talents and abilities for a greater purpose. Managers and management scholars have for a longer period of time believed that administrative goals are unachievable without the lasting commitment of members of an organization.

2.7.3 Head's Knowledge of motivation as a worthy cause

Motivation according to Stoke (2019) is a human mental feature that adds to an individual's degree of commitment. This according to the writer comprises the causative factors that channel and maintain human conduct in a specific committed trend. Stoke, in Adeyemo (2015) further opines that, there exists some fundamental conventions of motivational practices by managers which needs to be understood. Principally, that motivation is usually assumed to be of worthy course. An individual cannot feel very good of him or herself if one is not motivated. Secondly, motivation is one of numerous factors which goes into a person's performance as a teacher. Other important issues such as ability to perform, assets, and conditions under which an individual operates are also imperative. Again, managers and researchers equally assume that motivation is in short supply and in need of timely renewal. Lastly, motivation is a tool that can be used by managers in organizations. Motivation can also be perceived of as whatever it takes to inspire workers to perform by fulfilling or appealing to their needs. If managers get to identify what motivates their workforce working for them, they may be able to modify job tasks and

rewards to make them stick or stay for long and work with zeal. To Olajide (2010), it is goal-directed, and hence cannot be outside the goals of any organization whether public, private, or non-profit.

2.7.4 Public Appreciation

Occupational status rests on the public appreciating the competency, role and general involvement of a specific profession to individual and public welfare. Jobs that have achieved ‘professional status’ share certain common features inclusive of a high level of education and training, resilient public service with an obligatory certified code of conduct, and higher altitudes of respect from the general public. Most teachers in developing countries are ‘semi-professionals’ largely because of their comparatively low levels of education and training vis-à-vis specialized occupations for instance doctors, engineers and lawyers. Moreover, the magnitude of the teaching force has an effect on professional exclusiveness. Teaching has now become the last resort of employment among senior high school leavers and university graduates in Africa and in many emerging countries. Subsequently, teachers normally do not have strong, long-term commitment to teaching as a vocation. Lastly, teachers are paid considerably less than the mainstream professions (Bennell, 2010).

It is extensively contended that, the status of teachers in most countries, especially, both developed and emerging, has wilted substantially in recent decades. Though, the consequential forces that result in the de-professionalized nature of teachers are undoubtedly more evident in developing countries, taking into account lingering economic and social predicaments in countless developing countries, accumulating divergence of the teaching force with a swelling dependence on a lesser amount of well-educated and

qualified teachers coupled with lesser job security, lower standards of teaching, feminization, and intense decline in the standard of living of teachers.

2.7.5 Adherence to effective and equitable salary structure

In order to make use of salaries as a motivator effectively, managers and administrators must put into consideration four key modules of salary structures. These may include; the job rate relating to the significance the institution ascribes to every single job, payment that inspires workers or groups by rewarding them in relation to their work performance; individual or distinctive allowances, related with factors such as shortage of specific skills or certain kinds of information professionals, or with long service; and unconventional benefits for instance study-leave-with-pay, pensions, and so forth. Similarly, it is imperative to make sure that, the prevalent pay in other institutions or educational establishments is taken into consideration in deciding the salary structure of their various institutions. Akintoye (2010) emphasizes that money remains the most significant motivational strategy. As far back as 1911, Frederick Taylor and his scientific management partner described money as the utmost significant factor in motivating industrial workers to attain greater output. Taylor encouraged the establishment of incentive wage systems as a means of inspiring workers to higher performance, commitment, and eventually satisfaction. Money retains substantial motivating power in as much as it represents imperceptible goals like security, power, esteem, and a feeling of achievement and success. Katz, in Sinclair, et al. (2015) reveals the motivational power of money through the process of job choice. He explains that money has the power to entice, retain, and motivate individuals towards higher performance. For example, if a teacher or education professional has another job offer which has equal job characteristics with his

current job, but greater financial reward, that teacher would in all probability be motivated to accept the new job offer.

Banjoko (2017) states that many managers use money to reward or punish workers. This is done through the process of rewarding employees for higher productivity by imparting fear of loss of job, for instance, premature retirement due to poor performance. The desire to be promoted and earn superior salary may also motivate employees.

2.7.6 Opportunity for career training and development

No matter how mechanized an organization or an educational complex may be, high performance is influenced by the level of motivation and the efficacy of the workforce (teachers). Staff training is a vital strategy for motivating workers. The education institute must have good training programmes. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

2.7.7 Provision of rewards and awards system

Institutions can evade teachers' low performance by rewarding top performers. Significant rewards and recognition that are achievable have the greatest effect on high commitment of teachers. This therefore suggests that a teacher who works on particular grade successfully is identified with a specific position such as a Housemaster, Senior Housemaster, Headmaster, Circuit Supervisor, and District Director and so on and so forth. A hard working teacher on his ranks for four years gets a promotion to the next rank or study leave with pay at any higher level of learning Institution of his choice which will always boost up teacher's attitude towards work and achievement of a higher goal. The

institution of best teacher award with an attractive reward and recognition like beautiful house well-furnished and recognized certificate giving to the winner is a good example.

2.7.8 Development of Organizational Commitment Plan

Having spent resources to recruit, train and build on employees, the Ghana Education Service needs to develop some form of commitment plan that will determine why people are not performing to their highest level. The solution to employees' satisfaction and commitment are quite difficult, but the application of tactics to address the issues of commitment in individual schools that is, often simple, straight forward and effective methods will yield the right results (Grensing, 2010). Motivation on the other hand is a process of increasing employees' morale at their respective working places which can only be achieved by satisfying them. It is an important ingredient because it leads to effective teaching in schools and has a positive impact on students' performance. The question of low performance of teachers would be minimized if management of schools incorporates the notion of offering staff training and other incentive packages that are likely to motivate and meet their needs. The package is clearly demonstrated in private schools. With increasing level of development, the working environment has also become more competitive. The employer now demands for more skilled, trained and qualified workforce since the institutions' output depends on the employees' performances (Grensing, 2010). Employees also look for the attractive incentive packages. So to retain personnel and increase their performance has remained a problem for human resources management practitioners (Luthans, 2018).

Today most institutions, especially the private sector educational institutions are becoming aware that they must become increasingly creative and innovative when it comes to motivating and satisfying their teachers. Most of them are offering several incentive packages to keep their members performing higher compared to government institutions. These include free transportation, mortgage facilities, free medical care and free teachers' child education (Acheampong 2013).

Teacher's low performance appears to be common in most countries according to Coombs (2017), but the problem is greater in some countries than others. In Ghana, many teachers have left the teaching profession to seek greener pastures in other corporate organizations which offer better pay and seem more prestigious. Thus the focus is towards maintaining overall job satisfaction among teachers to achieve higher levels of institutional commitment so that the performance will be corresponding to their increased morale. Nanda and Brown (2017), has tried to identify the factors important in analyzing the performance of employees at the time of hiring and they found that employees' productivity depends on many factors including level of job satisfaction and motivation. Currently some teachers are employed in private firms, industries and public service departments at home and abroad just at the time when Ghana is in most need of teachers for her accelerated educational programs and massive expansion of her educational facilities.

Balfour and Wechsler (2016) point out that overall organizational commitment is an appropriate and significant aspect to focus for institutional performance and productivity. Another approach for managing employees' performance is designing incentive programme more tactically in a way where institutional commitment is also

addressed. Such incentives could be short term focused on driving employee behavior toward achievement of a specific goal (Feldman & Landsman, 2017).

The quality of the supervision a teacher receives is linked to teacher commitment. People leave managers and supervision more often than they leave jobs. Effective supervision in the educational institutions will put teachers on their toes because good work done leads to teacher promotion and other rewards and recognitions.

2.7.9 Involvement in decision making process

Ability of teachers to express their views on certain issues concerning the school is another key factor in teacher satisfaction leading to high commitment. Hasting (2016) indicated that employers seeking competitive edge should be sure their policies and practices promote work place fairness. Lambda (2016), in a research survey commented that, over half (54%) of respondent characterized gay-friendly, non-discrimination and anti-harassment policies are critical to their decision about where they decide to work. Additionally 38% of the respondent reported that gay-friendly policies were appreciated to their happiness. In the survey, 29% of respondent reported experiencing some form of anti-gay bias in the workplace. 19% of respondents reported barriers in promotion because of their sexual orientation.

2.8 Summary of Literature Review

This chapter reviewed literature relating to the concepts of teacher motivation and job performance. Some theories of motivation including Abraham Maslow's Hierarchy of Needs, Victor Vroom's Theory of motivation, Herzberg's Two-Factor Theory, McGregor's Theory X and Y, have been reviewed to throw more light on the concepts.

These theories proved that certain conditions can either lead to job satisfaction or dissatisfaction. Job satisfaction therefore described how content an individual is with his/her job.

The chapter also explored factors that influence the motivation of teachers. In this direction, factors such as intrinsic and extrinsic were reviewed. The literature covered both the Ghanaian and non-Ghanaian contexts as far as motivation and job satisfaction of teachers is concerned. The topics discussed in the literature were related to the study since the aim of the study was to assess motivation and job performance among teachers in the Kwadaso Municipality.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study, including research design, population, sample and sampling techniques, source of data, data collection instrument, validity and pilot test of the instrument, data analysis plan and ethical considerations.

3.1 Research Design

Research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, effectively addressing the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (White, 2005).

The researcher used descriptive survey design for the study. The descriptive survey design, helped to obtain information concerning the current status of the phenomena and to describe "what existed" with respect to variables on the influence of the well-motivated teacher to sustain and improve students' academic performance (Creswell, 2012).

Descriptive survey design provides more information from a large number of individuals. One of the weaknesses of using research survey design is the difficulty in ensuring that the statements or questions to respond to are clear and not misleading and also how to retrieve all the questionnaire administered.

3.2 Study Area

Kwadaso Municipal Assembly is located in the Ashanti Region of Ghana. It was part of the newly created Assemblies out of then Kumasi Metropolitan Assembly in 2018. The Municipality was established by the LI 2292 of 2017, inaugurated on March 15, 2018, with Kwadaso as its administrative capital. The Municipality has a projected population of about 251,215 (2018) with a growth rate of 2.3 percent. The males constitute 139,304 of the total population, while females are 111,911.

In terms of education, the Municipality currently has an Education Directorate to facilitate the routine management of all educational activities at all levels of education. Notwithstanding, the educational system in the Municipality comprises basic schools (from Pre-School to JHS), Senior High Schools (SHS), Vocational and Technical Schools, Agric College and other Tertiary Institutions. To enhance teaching and learning, there is a total of 102 educational facilities in Kwadaso Municipality (Metro Education Department, 2018). Basic schools constitute majority of these institutions due to the level of enrolment. It is also important to note the significant role the private sector plays in ensuring quality and easy access to education in Kwadaso. The active involvement of the private sector in education in the municipality can be attributed to the increased demand for quality education coupled with the growing performance of private schools in national examinations e.g., Basic Education Certificate Examination (B.E.C.E).

3.3 Population of the Study

Population is an aggregate or totality of all the objects, subjects or members that conform to a set of specifications (Creswell (2013). It is a group of individuals or people

with the same characteristics and in whom the researcher is interested. Population is also the complete set of subjects that can be studied; people, objects, animals, plants, organizations from which a sample may be attained (Creswell (2012).

The target population includes all Junior High School teachers both public and private in Kwadaso Municipality. Statistics from the office of the Municipal Directorate of Education for the 2021 academic year indicated that there are 20 public junior high schools and 153 teachers in the Municipality. The accessible population was all 153 teachers in the 20 public Junior High Schools in the Kwadaso Municipality.

3.4 Sample Size and Sampling Technique

Sampling is the process of selecting units or groups from a population of interest so that by studying the sample, findings may fairly be generalized to the population (Kusi, 2012). The number or the size of the targeted population that is used for a study and analysis is termed as the sample size (Kusi, 2012). Sampling technique on the other hand is the strategy the researcher applies during the statistical sampling process (Kusi, 2012).

The lottery type of the simple random sampling technique was used to select 110 teachers out of the 153 teachers in the 20 public junior high schools based on Krecjje and Morgan's (1970) table for the determination of sample size for research work. The table indicates that for a population of 153 the sample size should be 110. Proportionate sampling was used to select the sample size of 110 based on the number of teachers in each of the schools. A total of 110 respondents formed the sample size.

3.5 Data Collection Instrument

Questionnaires with closed ended items were used to collect data for the study. The questions for the questionnaires were developed based on the literature review and the research questions of the study. The questionnaire was designed and constructed by the researcher with guidance from her supervisor. The questionnaire was in a 4-point Likert scale of 4= Strongly Agree, 3 = Agree, 2 = Disagree, 1= Strongly Disagree in which higher score indicate more perceived positive responses. Section ‘A’ gathers data on the demographic characteristics of respondents, Section B solicited responses on level of teacher motivation. Section C gathered information on effect of teacher motivation and Section D demanded responses on the coping strategies to promote teacher motivation.

The close-ended questionnaire was intended to enable respondents to provide uniformity of response and to enable more information to be gathered. They also provide easier and accurate analysis of the data to obtain precise interpretation of the responses. Questionnaires are cost effective and less time consuming as compared to other instruments. One weakness of questionnaire is how to retrieve all the questionnaires distributed. Despite this weakness, the researcher achieved a 100% response rate.

3.6 Pilot-testing

The purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire and also to enable the researcher to have preliminary analysis to see whether the wording and format of questions is appropriate (Bell, 2008).

The questionnaire was piloted to determine its validity and reliability. The purpose of the piloting was to enable the researcher to make the necessary changes to items which may be inappropriate and also determine the level of ambiguity of the questions for corrections. Ambiguous items were reviewed and inappropriate items were deleted.

3.7 Validity of the Instrument

Validity is the degree to which a test measures what it is supposed to measure. Validity refers to the degree to which the explanations of the phenomena match the realities of the world (Bell, 2005). To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity was achieved when the supervisor found out whether the instrument adequately covered all the research questions and hypotheses. The supervisor found out whether the items measure specific construct. The validity test enabled the researcher to reshape and delete those items which were found to be unclear and misleading.

3.8 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. To achieve reliability, the questionnaire was piloted on 30 respondents selected from Junior High Schools at Atwima Nwabiagya Municipality which has similar characteristics as that of the main study twice in the pilot study with two week interval between the first and second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach Alpha of 0.81 which meant that the instrument was highly reliable.

3.9 Data Collection Procedure

The researcher acquired a letter of introduction from the University to seek permission from the Kwadaso Municipal Directorate of to conduct the study. The Kwadaso Municipal Director of Education gave the researcher, the permission to conduct the study after which the researcher visited the schools and introduced herself to the head teachers and explained the purpose of the study and also established rapport with the teachers for them to feel at home in completing the questionnaire. The questionnaires were afterwards administered to the respondents during break time in each of the schools. The researcher collected the completed questionnaires from the respondents within one week of administration.

3.10 Data Analysis

The data was cleaned that is, edited to eliminate inconsistencies with the aim of identifying mistakes and errors which may have been made and blank spaces which had not been filled. A codebook for the questionnaire was prepared based on the research questions to record the response. The data was computed using the Statistical Package for Social Sciences (SPSS) version 24. The data that were collected was analyzed with simple descriptive statistics such as tables, percentages and frequencies to answer all the research questions.

3.11 Ethical Considerations

The researcher explained the purpose of the study to the respondents. Confidentiality of the information collected through the questionnaire was assured as

respondents were assured that the information given would be used for academic purposes only. The anonymity of the respondents was also assured as respondents names were required on the questionnaire. The respondents were given the option to participate in the study or not if they so wish. The respondents were not in any way forced to participate in the study.



CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the result of field data on motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality of the Ashanti Region of Ghana.

The chapter consists of the preliminary data analysis to address data on gender, educational background and teaching experience. It also includes the presentation and analysis of the main data meant to address the research questions. Results from the data were analysed with the help of frequencies and percentages. This chapter is presented under five headings including:

1. Demographic Characteristics of Respondents
2. Level of teachers' motivation in Junior High Schools
2. Effect of motivation on teachers' job performance in Junior High Schools
3. Coping strategies to promote teacher motivation in Junior High Schools

4.2 Demographic Characteristics of Respondents

The demographic characteristics of the respondents of the study which including the gender, highest educational qualifications and teaching experience were analyzed. These were required to enable the researcher to know the sort of respondents she used in the study. The first part of the analysis concerns gender of respondents for the study. The result is presented in Table 4.1.

Table 4.1 Gender of Respondents

| Variable | Frequency | Percentage |
|----------|-----------|------------|
| Female | 46 | 42 |
| Male | 64 | 58 |
| Total | 110 | 100 |

Source: Field Data, 2022

Table 4.1 indicates that 42% of the respondents were females while 58% of the respondents were males. The result implies that more males participated in the study than females.

Highest Educational Qualification

The highest educational qualification of respondents was also examined. This was to find out respondents' educational level achieved. Table 4.2 shows the details.

Table 4.2: Highest Educational Qualification

| Qualification | Frequency | Percentage |
|-------------------|-----------|------------|
| Diploma | 24 | 22 |
| Bachelor's Degree | 58 | 53 |
| Master's Degree | 28 | 25 |
| Total | 110 | 100 |

Source: Field Data, 2022

Table 4.2 indicated that 22% of the respondents were Diploma holders, 53% of the respondents were holders of the Bachelor's Degree while 25% of the respondents were holders of the Master's Degree. The result implies that majority of the respondents were holders of Bachelor's Degree.

Length of Service

The length of service of respondents was also examined. This was to find out how long respondents have been teaching. Table 4.3 shows the results.

Table 4.3: Number of Years in the Teaching Profession

| Length of Service | Frequency | Percentage |
|--------------------|-----------|------------|
| 1-5 years | 18 | 16 |
| 6-10 years | 32 | 29 |
| 11-15 years | 34 | 31 |
| 16 years and above | 26 | 24 |
| Total | 110 | 100 |

Source: Field Data, 2022

Table 4.3 showed that 16% of the respondents had been teaching for between 1 and 5 years, 29% of the respondents had been teaching for between 6 and 10 years, 31% of the respondents had been teaching for between 11 and 15 years while 24% of the respondents had been teaching for above 16 years. The result implies that majority of the respondents had been teaching for between 11 and 15 years.

Research Question 1: What is the level of teachers' motivation in Junior High Schools in the Kwadaso Municipality?

The respondents were asked a number of questions relating to level of teachers' motivation in Junior High Schools. The results are presented in Table 4.4.

Table 4.4: Level of Teachers' Motivation

| Statements | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|--------|----------|-------------------|
| | N (%) | N (%) | N (%) | N (%) |
| Teachers are motivated to perform because..... | | | | |
| Teachers are provided with incentives on the job | 42(38) | 36(29) | 32(33) | - |
| Teachers' salaries and other needs are met | 38(34) | 36(33) | 24(22) | 12(11) |
| Teachers are provided with improved conditions of service to promote students' success. | 46(42) | 32(29) | 18(16) | 14(13) |
| Teachers have access to professional development programmes | 44(40) | 42(38) | 24(22) | - |
| Teachers self-esteem and confidence are boosted as they are provided with prompt feedback | 44(40) | 34(31) | 32(29) | - |
| Teachers are respected and given needed attention | 46(42) | 34(31) | 18(16) | 12(11) |
| Congenial and serene work environment is present for effective lesson delivery | 48(44) | 38(34) | 14(13) | 10(9) |
| Teachers are provided with equitable pay and promotion opportunities | 48(44) | 44(40) | 18(16) | - |

Source: Field Data 2022

Table 4.4 shows that 38% of the respondents strongly agreed that teachers were motivated to perform because they were provided with incentives on the job, 29% of the respondents agreed while 33% of the respondents disagreed. The result implies that teachers are provided with incentives on the job in order to perform. The result is in line with the World Bank (2014) that concluded that, the provision of incentives to teachers

motivate them to perform on the job. The World Bank indicated that in the context of Africa, there appears to be rising concerns that higher proportions of teachers working in public schools are ill motivated owing to an amalgamation of factors such as; low self-esteem, job discontentment, insufficient controls, poor incentives, and other behavioural consents, and the extreme politicization of public education.

Also, 34% of the respondents strongly agreed that teachers were motivated to perform because their salaries and other needs were met, 33% of the respondents agreed, 22% of the respondents disagreed while 11% of the respondents strongly disagreed. The result implies that teachers' salaries and other needs are met in order to perform. The result is in tandem with Immonje (2015) who stated that class size was a motivating factor in schools. Teachers recognized factors such as: reliable and better salaries, good administrative offices, prize-giving days, and disciplined students as their motivators to perform.

Again, 42% of the respondents strongly agreed that teachers were motivated to perform because they were provided with improved conditions of service to promote students' success, 29% of the respondents agreed, 16% of the respondents disagreed while 13% of the respondents strongly disagreed. The result implies that teachers are provided with improved conditions of service to promote students' success on the job. The result is in conformity with Nduom (2012) that the provision of better conditions of service for teachers serves as a motivator for teachers in teaching and learning. Nduom further indicated that poor performance of students is characterized by inadequate teacher motivation, low remuneration and poor condition of service.

Besides, 40% of the respondents strongly agreed that teachers were motivated to perform because they had access to professional development programmes, 38% of the

respondents agreed while 22% of the respondents disagreed. The result implies that teachers have access to professional development programmes on the job in order to perform. The result is in consonance with Crain (2011) who indicated that career prospects, response from supervisors, job safety, and consummation with job titles, and training and development opportunities were some of the predictors of teacher performance and retention on the job.

Also, 40% of the respondents strongly agreed that teachers were motivated to perform because their self-esteem and confidence were boosted as they are provided with prompt feedback, 31% of the respondents agreed while 29% of the respondents disagreed. The result implies that teachers' self-esteem and confidence are boosted as they are provided with prompt feedback on the job in order to perform. The result is in line with Nwanchukwu (2012) who reported that teacher-related causes of job satisfaction appear to have a greater effect on job performance. Nwanchukwu indicates that physiological needs, the need of security, self-esteem needs, and self-actualization are substantial predictors of job performance amongst teachers. In support, Kegan (2012) stated that if teachers have recognized the necessary trust and bonds with the school management and have recognized proper channels to communicate and receive proper feedback, this will not only improve their professional skills but also encourage the healthy development of their personalities.

Again, 42% of the respondents strongly agreed that teachers were motivated to perform because they were respected and given needed attention, 31% of the respondents agreed, 16% of the respondents disagreed while 11% of the respondents strongly disagreed. The result implies that teachers are respected and given needed attention on the job in order to perform.

Moreover, 44% of the respondents strongly agreed that teachers were motivated to perform because congenial and serene work environment was present for effective lesson delivery, 34% of the respondents agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result implies that congenial and serene work environment is present for teachers for effective lesson delivery. The result is in line with Buckley, Schneider and Shang (2014) that the quality of school buildings can affect teachers' confidence and ability to teach, and their very health and safety. According to Gülen, (2010), such properly working and inspiring environment both affect teacher performance and motivation positively, and support pupils learning (Aslandogan & Cetin, 2017).

Finally, 44% of the respondents strongly agreed that teachers were motivated to perform because they were provided with equitable pay and promotion opportunities, 40% of the respondents agreed while 16% of the respondents disagreed. The result implies that teachers are provided with incentives on the job in order to perform. Equitable pay and promotion opportunities motivate teachers to perform better. The result is in line with Coombs (2017) that a hard working teacher on his ranks for four years gets a promotion to the next rank or study leave with pay at any higher level of learning institution of his choice which will always boost up teacher's attitude towards work and achievement of a higher goal and it serves as a major predictor of job satisfaction and performance.

Research Question 2: What are the effects of motivation on teachers' job performance in Junior High Schools in the Kwadaso Municipality?

The respondents were asked a number of questions relating to effect of teacher motivation in Junior High Schools. The results are presented in Table 4.5.

Table 4.5: Effect of Teacher Motivation

| Statement | Strongly Agree N (%) | Agree N (%) | Disagree N (%) | Strongly Disagree N (%) |
|---|-------------------------|----------------|-------------------|----------------------------|
| Enables teachers to go the extra mile to teach and give the required assignments to students | 44(40) | 42(38) | 24(22) | - |
| Enables teachers to prepare their lesson notes as and when due | 62(56) | 48(44) | - | - |
| Empowers teachers to conduct tests, examinations, mark and records them appropriately. | 58(53) | 52(47) | - | - |
| Enables teachers to present subjects matter in a variety of ways to bring originality in lesson delivery | 44(40) | 36(33) | 18(16) | 12(11) |
| Enables teachers to prepare adequately and timely to improve teaching and learning | 50(45) | 34(31) | 26(24) | - |
| Empowers teachers use the appropriate teaching and learning materials to make the lesson more interesting, effective and realistic. | 52(47) | 48(44) | 10(9) | - |
| Enables teachers to work collaboratively to promote teaching and learning | 50(45) | 36(33) | 24(22) | - |
| Helps in boosting the confidence level of teachers in the teaching and learning process | 48(44) | 32(29) | 16(14) | 14(13) |

Source: Field Data 2022

Table 4.5 shows that 40% of the respondents strongly agreed that motivation enabled teachers to go the extra mile to teach and give the required assignments to students, 38% of the respondents agreed while 22% of the respondents disagreed. The result means that motivation enables teachers to go the extra mile to teach and give the required assignments to students.

Also, 56% of the respondents strongly agreed that motivation enabled teachers to prepare their lesson notes as and when due while 44% of the respondents agreed. The result means that motivation enables teachers to prepare their lesson notes as and when due.

Again, 53% of the respondents strongly agreed that motivation empowered teachers to conduct tests, examinations, mark and records them appropriately while 47% of the respondents agreed. The result means that motivation empowers teachers to conduct tests, examinations, mark and records them appropriately.

Besides, 40% of the respondents strongly agreed that motivation enabled teachers to present subjects matter in a variety of ways to bring originality in lesson delivery, 33% of the respondents agreed, 16% of the respondents disagreed while 11% of the respondents strongly disagreed. The result means that motivation enables teachers to present subjects matter in a variety of ways to bring originality in lesson delivery.

Further, 45% of the respondents strongly agreed that motivation enabled teachers to prepare adequately and timely to improve teaching and learning, 31% of the respondents agreed while 24% of the respondents disagreed. The result means that motivation enables teachers to prepare adequately and timely to improve teaching and learning.

Furthermore, 47% of the respondents strongly agreed that motivation empowered teachers to use the appropriate teaching and learning materials to make the lesson more interesting, effective and realistic, 44% of the respondents agreed while 9% of the respondents disagreed. The result means that motivation empowers teachers to use the appropriate teaching and learning materials to make the lesson more interesting.

Also, 45% of the respondents strongly agreed that motivation enabled teachers to work collaboratively to promote teaching and learning, 33% of the respondents agreed while 22% of the respondents disagreed. The result means that motivation enables teachers to work collaboratively to promote teaching and learning.

Again, 44% of the respondents strongly agreed that motivation helped in boosting the confidence level of teachers in the teaching and learning process, 29% of the respondents agreed, 14% of the respondents disagreed while 13% of the respondents disagreed. The result means that motivation enables teachers to go the extra mile to teach and give the required assignments to students.

All the results and analysis in Table 4.5 agrees with Ekong (2010) who emphatically stated that to achieve effective performance in the teaching learning process, the teachers as well as the pupils' must be motivated. In the classroom, motivation helps to increase efficiency and adequacy of behaviour. For instance, a motivated child would attend his classroom with zeal and interest. Such a pupil will always be in school, and carry out the necessary assignment.

Motivation of teachers on the other hand is seen to be working tirelessly in the schools. They prepare their lesson notes as and when due, teaches pupils, gives

assignments, conduct tests, exams, marks, and records them appropriate. Hence, Herzberg (2008) stated that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom. This is because; a motivated teacher presents his subjects matter in a variety of ways thereby bringing originality in his teaching. Example, the use of teaching learning materials, various illustrations, concrete objects which make the lesson more interesting, effective and realistic. Motivation also brings competition and increases learning efficiency on the part of the learners. For instance, if the teacher uses positive reinforcement to reward pupils' who answers questions correctly, or who performs highly in tests or examinations, other pupils' who did not perform well will be challenged and hence encouraged to study harder which brings about competition in such classroom.

Research Question 3: What interventions can improve teacher motivation to enhance job performance in Junior High Schools in the Kwadaso Municipality?

The respondents were asked a number of questions relating to interventions to improve teacher motivation in Junior High Schools. The results are presented in Table 4.6.

Table 4.6: Interventions to improve Teacher Motivation

| Statement | Strongly Agree N (%) | Agree N (%) | Disagree N (%) | Strongly Disagree N (%) |
|--|-------------------------|----------------|-------------------|----------------------------|
| Presence of salary and other incentives | 44(40) | 42(38) | 24(22) | - |
| Use of open administration | 46(42) | 38(34) | 26(24) | - |
| Adherence to effective and equitable salary structures | 58(53) | 52(47) | - | - |
| Public Appreciation | 52(47) | 36(33) | 22(20) | - |
| Opportunity for career training and development | 48(44) | 44(40) | 18(16) | - |
| Provision of rewards and awards system | 48(44) | 38(34) | 14(13) | 10(9) |
| Development of organizational commitment Plan | 46(42) | 32(29) | 20(18) | 12(11) |
| Involvement in decision making process | 46(42) | 34(31) | 16(14) | 14(13) |

Source: Field Data 2022

Table 4.6 shows that 40% of the respondents strongly agreed that the presence of salary and other incentives is one of the interventions to improve teacher motivation, 38% of the respondents agreed while 22% of the respondents disagreed. The result means that presence of salary and other incentives is an intervention to improve teacher motivation. The result is in line with Bennell (2014) in his research on motivation of teachers and incentive packages in low income evolving countries in Africa including Ghana found that regardless of the significance of substantial and psychosomatic needs like job satisfaction, salaries and benefits, occupational prominence and attrition, the existence of good quality published information is still inadequate. As a result, Bennell established that more studies in teacher motivation and other incentives is needed to develop the commitment level of teachers.

Also, 42% of the respondents strongly agreed that the use of open administration is one of the interventions to improve teacher motivation, 34% of the respondents agreed while 24% of the respondents disagreed. The result means that use of open administration is an intervention to improve teacher motivation. The result is in tandem with Interpersonal Technology Group's (2013) statement that the second most significant satisfaction to commitment, apart from salary, is the use of open administration (employee empowerment). Various researches suggest that democratic governance is the finest system of rule where organizations and employees are permitted to be heard and understood, such that they are told the truth with empathy. Teachers should be allowed to share their views and also contribute to dialogs during staff meetings.

Again, 53% of the respondents strongly agreed that the adherence to effective and equitable salary structure is one of the interventions to improve teacher motivation while 47% of the respondents agreed. The result means that adherence to effective and equitable salary structure is an intervention to improve teacher motivation. The result is in conformity with Akintoye (2010) that in order to make use of salaries as a motivator effectively, managers and administrators must put into consideration four key modules of salary structures. These may include; the job rate relating to the significance the institution ascribes to every single job, payment that inspires workers or groups by rewarding them in relation to their work performance; individual or distinctive allowances, related with factors such as shortage of specific skills or certain kinds of information professionals, or with long service; and unconventional benefits for instance study-leave-with-pay, pensions, and so forth. Akintoye further emphasizes that money remains the most significant motivational strategy.

Further, 47% of the respondents strongly agreed that public appreciation is one of the interventions to improve teacher motivation, 33% of the respondents agreed while 20% of the respondents disagreed. The result means that public appreciation is an intervention to improve teacher motivation. The result is in consonance with Bennell (2010) that occupational status rests on the public appreciating the competency, role and general involvement of a specific profession to individual and public welfare. Jobs that have achieved 'professional status' share certain common features inclusive of a high level of education and training, resilient public service with an obligatory certified code of conduct, and higher altitudes of respect from the general public. Most teachers in developing countries are 'semi-professionals' largely because of their comparatively low levels of education and training vis-à-vis specialized occupations for instance doctors, engineers and lawyers.

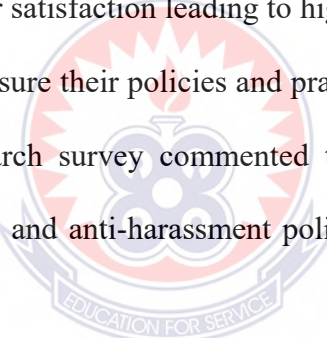
Furthermore, 44% of the respondents strongly agreed that opportunity for career training and development is one of the interventions to improve teacher motivation, 40% of the respondents agreed while 16% of the respondents disagreed. The result means that opportunity for career training and development is an intervention to improve teacher motivation. The result agrees with Bennell (2010) that no matter how mechanized an organization or an educational complex may be, high performance is influenced by the level of motivation and the efficacy of the workforce (teachers). Staff training is a vital strategy for motivating workers. The education institute must have good training programmes. This will give the teacher or education professional opportunities for self-improvement and development to meet the challenges and requirements of new equipment and new techniques of performing a task.

Also, 44% of the respondents strongly agreed that provision of rewards and awards system is one of the interventions to improve teacher motivation, 34% of the respondents agreed, 13% of the respondents disagreed while 9% of the respondents strongly disagreed. The result means that provision of rewards and awards system is an intervention to improve teacher motivation. The result is in line with Bennell (2010) that institutions can evade teachers' low performance by rewarding top performers. Significant rewards and recognition that are achievable have the greatest effect on high commitment of teachers. This therefore suggests that a teacher who works on particular grade successfully is identified with a specific position such as a Housemaster, Senior Housemaster, Headmaster, Circuit Supervisor, and District Director and so on and so forth. The institution of best teacher award with an attractive reward and recognition like beautiful house well-furnished and recognized certificate giving to the winner is a good example.

Again, 42% of the respondents strongly agreed that development of organizational commitment plan is one of the interventions to improve teacher motivation, 29% of the respondents agreed 18% of the respondents disagreed while 11% of the respondents strongly disagreed. The result means that development of organizational commitment plan is an intervention to improve teacher motivation. The result is in tandem with Gensing (2010) that having spent resources to recruit, train and build on employees, the Ghana Education Service needs to develop some form of commitment plan that will determine why people are not performing to their highest level. The solution to employees' satisfaction and commitment are quite difficult, but the application of tactics to address the issues of commitment in individual schools that is, often simple, straight forward and effective methods will yield the right results (Gensing, 2010). Motivation is a process of

increasing employees' morale at their respective working places which can only be achieved by satisfying them. It is an important ingredient because it leads to effective teaching in schools and has a positive impact on students' performance.

Besides, 42% of the respondents strongly agreed that involvement in decision making process is one of the interventions to improve teacher motivation, 31% of the respondents agreed 14% of the respondents disagreed while 13% of the respondents strongly disagreed. The result means that involvement in decision making process is an intervention to improve teacher motivation. The result is in conformity with Hasting (2016) that the ability of teachers to express their views on certain issues concerning the school is another key factor in teacher satisfaction leading to high commitment. Employers seeking competitive edge should be sure their policies and practices promote work place fairness. Lambda (2016), in a research survey commented that respondent characterized gay-friendly, non-discrimination and anti-harassment policies critical to their decision about where they decide to work.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents summary of the study, summary of key findings, conclusions and recommendations of the study and suggestions for further study.

5.1 Summary of Findings

The study was conducted to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality. The objectives of the study were to find out the level of teachers' motivation in Junior High Schools in the Kwadaso Municipality, determine the effect of motivation on teachers' job performance in Junior High Schools in the Kwadaso Municipality and to identify interventions to improve teacher motivation to enhance job performance in Junior High Schools in the Kwadaso Municipality.

The researcher used descriptive survey design for the study. The target population includes all Junior High School teachers both public and private in Kwadaso Municipality. The accessible population was all 153 teachers in the 20 public Junior High Schools in the Kwadaso Municipality. The lottery type of the simple random sampling technique was used to select 110 teachers out of the 153 teachers in the 20 public junior high schools based on Krecjie and Morgan's (1970) table for the determination of sample size for research work.

Questionnaires with closed ended items were used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.81 which meant that the instrument was highly

reliable. The researcher acquired a letter of introduction from the University to seek permission from the Kwadaso Municipal Directorate of to conduct the study. The data collected were analyzed with simple descriptive statistics such as tables, percentages and frequencies to answer all the research questions.

5.2 Main Findings

The study revealed that as motivation, teachers were provided with incentives on the job, teachers' salaries and other needs were met, teachers were provided with improved conditions of service to promote students' success, teachers had access to professional development programmes, teachers self-esteem and confidence were boosted as they were provided with prompt feedback, teachers were respected and given needed attention, congenial and serene work environment was present for effective lesson delivery, and teachers were provided with equitable pay and promotion opportunities.

The study also revealed that teacher motivation enabled teachers to go the extra mile to teach and give the required assignments to students, enabled teachers to prepare their lesson notes as and when due, empowered teachers to conduct tests, examinations, mark and records them appropriate, enabled teachers to present subjects matter in a variety of ways to bring originality in lesson delivery, enabled teachers to prepare adequately and timely to improve teaching and learning, empowered teachers use the appropriate teaching and learning materials to make the lesson more interesting, effective and realistic, enabled teachers to work collaboratively to promote teaching and learning, and also helped in boosting the confidence level of teachers in the teaching and learning process.

The study also revealed that ways to improve teacher motivation to improve job performance were presence of salary and other incentives, use of open administration, adherence to effective and equitable salary structures, public Appreciation, opportunity for career training and development, provision of rewards and awards system, development of organizational commitment plan and involvement in decision making process.

5.3 Conclusions

Based on the findings of the study, teachers were motivated on the job as were provided with incentives on the job, teachers' salaries and other needs were met, teachers were provided with improved conditions of service to promote students' success, teachers had access to professional development programmes, and teachers self-esteem and confidence were boosted as they were provided with prompt feedback. It is therefore concluded that if teachers were motivated as revealed then it would enable teachers to go the extra mile to improve the quality of teaching and learning to promote school's effectiveness.

It is also concluded that the various interventions to improve teacher motivation as revealed by the study, if implemented would further help to improve teachers' job performance to promote the success of the school.

5.4 Recommendations

It is recommended based on the findings that:

1. The Ghana Education Service and the Kwadaso Municipal Directorate of Education should provide teachers with more and regular professional development training to sustain their motivational level to promote job performance.
2. The Ghana Education Service should give teacher additional incentives and other rewards as a form of motivation for teachers to have the interest to put off their best as the study revealed that motivation of teachers helped teachers to improve performance in the teaching and learning process.
3. The Municipal Directorate of Education and heads of schools should adopt the various interventions of improving teacher motivation as revealed by the study for teachers to perform better in their instructional delivery.

5.5 Suggestions for Further Study

This study was conducted to investigate motivation and job performance among teachers in Junior High Schools in the Kwadaso Municipality. So, further study should be undertaken to investigate motivation and job performance among teachers in Junior High Schools in the remaining metro, municipals and districts of the Ashanti Region.

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APPENDIX

AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND ENTREPRENEURIAL DEVELOPMENT-KUMASI QUESTIONNAIRE FOR RESPONDENTS

I am a graduate student of the Akenten Appiah Menka University of Skills Training and Entrepreneurial Development, conducting research on motivation and job performance among teachers in junior high schools in the Kwadaso Municipality in partial fulfillment for the award of Master of Arts Degree in Educational Leadership.

You have been selected to participate in the study to respond to the questionnaire items attached as frankly as possible. You have been provided with options, tick (✓) the option that you consider most appropriate. Please be assured that all information given will be treated with utmost confidentiality and used for academic purposes only.

INSTRUCTION: Please (✓) tick the most appropriate response.

SECTION A DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. What is your gender?

a). Male []

b). Female []

2. What is your highest educational qualification?

a). Diploma []

b). Bachelor's Degree []

c). Master's Degree []

3. For how many years have you been teaching?

a) 1-5 years []

b) 6-10 years []

c) 11-15 years []

d) 16 years and above []

SECTION B: Level of Teacher Motivation

This part of the questionnaire contains items that seek to find out the level of teacher motivation in Junior High Schools. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

| | Statements | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| | Teachers are motivated to perform because..... | | | | |
| 1 | Teachers are provided with incentives on the job | | | | |
| 2 | Teachers' salaries and other needs are met | | | | |
| 3 | Teachers are provided with improved conditions of service to promote students' success. | | | | |
| 4 | Teachers have access to professional development programmes | | | | |
| 5 | Teachers self-esteem and confidence are boosted as they are provided with prompt feedback | | | | |
| 6 | Teachers are respected and given attention | | | | |
| 7 | Congenial and serene work environment is present for effective lesson delivery | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 8 | Teachers are provided with equitable pay and promotion opportunities | | | | |
|---|--|--|--|--|--|

SECTION C EFFECT OF MOTIVATION

This part of the questionnaire contains items that seek to find out the effect of motivation on teachers' job performance influence of the motivational packages available for teachers in Junior High Schools. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

| | Statement | SA | A | D | SD |
|----|--|----|---|---|----|
| 1. | Enable teachers to go the extra mile to teach and give the required assignments to students | | | | |
| 2. | Enable teachers to prepare their lesson notes as and when due | | | | |
| 3. | Empower teachers to conduct tests, examinations, mark and records them appropriately. | | | | |
| 4 | Enable teachers to present subjects matter in a variety of ways to bring originality in lesson delivery | | | | |
| 5 | Enable teachers to prepare adequately and timely to improve teaching and learning | | | | |
| 6 | Empower teachers use the appropriate teaching and learning materials to make the lesson more interesting, effective and realistic. | | | | |
| 7 | Enable teachers to work collaboratively to promote teaching and learning | | | | |
| 8 | Helps in boosting the confidence level of teachers to in the teaching and learning process | | | | |

SECTION D INTERVENTIONS TO IMPROVE TEACHER MOTIVATION

This part of the questionnaire contains items that seek to find out interventions to improve teacher motivation to improve job performance. On a 4 point-scale: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), indicate your choice.

| | Statement | SA | A | D | SD |
|----|--|----|---|---|----|
| 1. | Salary and other incentives | | | | |
| 2. | Use of open administration | | | | |
| 3 | Adherence to effective and equitable salary structures | | | | |
| 4 | Public Appreciation | | | | |
| 5 | Opportunity for career training and development | | | | |
| 6 | Provision of rewards and awards system | | | | |
| 7 | Development of Organizational Commitment Plan | | | | |
| 8 | Involvement in decision making process | | | | |

THANK YOU