

UNIVERSITY OF EDUCATION, WINNEBA

MOTIVATIONAL TECHNIQUES AND TEACHERS' PERFORMANCE: THE CASE
STUDY OF SOME SELECTED SENIOR HIGH SCHOOLS IN SEFWI WIAWSO
MUNICIPALITY

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Education and Communication Sciences submitted to the School of Graduate
Studies, University of Education, Winneba, in partial fulfilment of the requirements
for award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

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

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION



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

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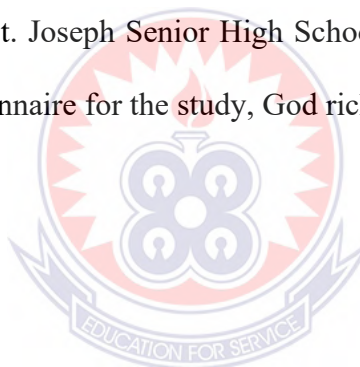
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DEDICATION

To my beloved mother Madam Agnes Gyamah and my siblings.



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ABSTRACT

Schools are expected to offer quality educational services through the effort of highly committed and motivated teachers doing more than they are originally expected to do. The study assessed the impact of motivational techniques on teacher performance in Sefwi Wiawso Municipality in the western region. The descriptive survey design was used for the study. The purposive and convenience sampling techniques were used to select 297 teachers and 3 head teachers from the municipality for the study. A 22-item Likert scale questionnaire was used to collect data from the respondents. Basic descriptive and inferential statistics were computed and a Regression Analysis marked by significant measure of 0.00 was conducted to assess the relationship and degree of impact between motivational practices and teacher performance. The study revealed that teachers perceived motivational practices to have higher effect on the performance of teachers in the municipality. The study recommended that the Government of Ghana through the Ministry of Education should promote the betterment of workers especially in educational institutions to ensure that their welfare issues are timely met, while the management of senior high schools in the Municipality make conscious efforts to outline better strategies to roll out effective conditions of service to boost the morale of their teachers.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The fact cannot be disputed that businesses believe in the concept of ‘going concern’ thereby adopting and adapting strategies that would guarantee their survival, growth and profitability. The commitment level of employees to the achievement of corporate goals is of great essence. It is therefore prudent to examine the impact and influence of motivation and employee performance on business entities.

However, humans are complex social beings and what drives them to do a particular work differ from person-to-person. This brings to fore issues pertaining to motivation. Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. Chaudhary and Sharma (2012) explains motivation as the needs, wants, and the desire of a person. Motivation again is a force that determines the direction of the person’s behaviour, level of effort and performance in an Organisation (Gareth et. al., 2000). We therefore establish the fact at this juncture that the term motivation has both psychological and managerial connotation. The psychological behavioural meaning refers to the internal mental state of a person that relates to the initiation, direction, persistence, intensity and termination of behaviour whereas, the meaning of motivation deals with the activity of managers and leaders to induce others in order to produce results desired or outlined by the organization or by the manager (Reiss, 2004). It is undoubted that the managerial concept of motivation conforms to a relationship between motivation, ability and performance.

Employee motivation thus means, the process in which organization inspires their employees with the shape of rewards, bonuses etc. for attainment of the organizational goals. It is in this light that IQBAL, Yusaf, Munawar, & Naheed (2012) asserts employee's motivation and their ability to collectively performance and attain success.

All institutions in order to achieve their corporate goals and objectives need to establish and used appropriate mechanism that will ensure an enabling working environment in which all workers work individually and collectively towards the successful accomplishment of organisations set goals and objectives. There is therefore the need to recognize and appreciate how and why motivating employees is pivotal for organisations (Maicibi, 2003). In educational circles, teachers and pupils are always opened to gain fame, be praised, promoted or gain material rewards from their supervisor, parents, guardians, teachers and the like. The reverse may mean low morale in performance or even abandoning activity (Justine, 2011). This draws the line that motivation is indeed a necessary tool at the workplace for it incites, influences one's actions and behaviours towards the intended, desired goals and depending on how they are motivated, determines the efforts that exerted at a particular time, situation and needs of individuals (Dessler, 2003).

Dessler (2003) recorded a statistical proof on the current workforce in the USA i.e. 18% are unhappy with their jobs, 52% are not engaged, but perform their jobs with no passion whatsoever where as 29% are engaged and they do their jobs with a high degree of passion, hence 71% of workforce are disengaged with their work. As a result, from this lack of employee motivation, an estimated \$300 billion is lost each year by employers.

Despite the on-going arguments on motivation, teachers play a very strategic role in the socio-economic development of the country (Akubia, 2011). Particular the Ghana Education Service of the Ministry of Education as a corporate entire cannot divulge itself from this all important concept of motivation. Evidently, the obliging demands teachers faced are affecting the best delivery of teaching to Ghanaians. There is a high recording of poor condition of service of teachers, especially, the appalling Infrastructure of the service and issues regarding low level of salaries leading to increased strike actions in Ghana lately. This phenomenon, by all odds, reflects the poor levels of commitment, lack of professionalism and these can hardly motivate any patriotic Ghanaian to work efficiently (Akubia, 2011).

It is has become imperative in face of the above mentioned challenges for the government and headship of Second Cycle Educational Institutions to take strategic steps based on very elaborate strategies to ensure increased performance of teachers. The focus of this study is to assess the impact of motivational techniques on teachers' performance of second cycle's institution in the Sefwi Wiawso Municipality of Ghana. In the light of this, steps would be taken to examine how second cycles schools through its teachers can achieve success and effectiveness.

1.1 Statement of the Problem

The overall performance of organization and employee motivation has been the center of intensive research effort in recent times. The extent to which organization motivates its workers in order to achieve their mission and vision is of great essence and concern. Employees in both public and private sector organizations are becoming

increasingly aware that motivations increase productivity. From the foregoing, and looking at today's economic trend, it is evident that the pace of change in our business environment presents fresh challenges daily. Despite these, little or no research work has targeted to investigate the impact of motivational techniques on the performance of educational institutions (specifically the Second Cycle Institutions in Ghana).

Moreover, existing studies in Ghana has aimed at the effect of motivators and hygiene on job performance and even in Nigeria by Jibowo (2007). Other researches too focused on monetary incentives (Bergum & Lehr's, 2004) whereas Daniel and Caryl (1998) and Akerele (2001), concentrated on the effects of motivation on the manufacturing sector.

Along with the perception, personality, attitudes, and learning, motivation is a very important part of understanding behaviour (Akanbi, 2011). Nonetheless, many employees of today seem not to be aggravated with their work or jobs, and these attitudes tend to affect the way they work leading to failure or low productivity in their respective organizations. According to Manzoor, Awan, and Mariam (2012) "employees of all areas are dealing with stress and hence their performance is getting affected". Again, Akanbi (2011) in his work postulated that employers can use both extrinsic and intrinsic motivation to encourage their employees to perform. Dartey-Baah and Amoako (2011), on the other hand stated that competition as a result of globalization, information technology and industrialization compels managers all over the world to motivate their employees to get the best out of them and to stay competitive.

In spite of the foregoing arguments, not much is encountered in literature regarding motivational techniques and teacher performance in second cycle institutions

but most of these researches are in the areas of industries, and organizations. A number of schools also resort to the use of different motivational techniques to influence improved teacher performance. Despite the strategies implemented by school's heads to find a lasting solution to this problem, there has continually been a variation in the performance of Ghanaian Second Cycle Schools, evident by a declining test scores and increased poor academic and teachers' performance. There is therefore the need for research to be carried out on motivational techniques and teacher performance.

1.2 Purpose of the Study

The main objective of the study was to assess the impact of motivation techniques on teachers' performance. Some selected schools: Sefwi Wiawso Senior High Technical School, Sefwi Wiawso Senior High School and St. Joseph Senior High School, all of the Sefwi Wiawso Municipality. Thus, the study intends to establish the relationship between motivational techniques in teacher performance in the Sefwi Wiawso Municipalities. Views from head teachers, teachers and students from the various schools sampled for the study, sampled on the effectiveness of motivation on teachers' performance. Attempts would be made into realizing what serves as a motivating factor and drive for teachers as far as the attainment of school goals are concerned. These factors form the basis for the objectives and the research questions that is used for the write up of this research.

This study specifically seeks to:

1. Investigate motivational techniques that affect teachers of Senior High Schools in the Sefwi Wiawso Municipality.

2. Measure the performance of teachers of Senior High School of Sefwi Wiawso Municipality
3. Establish the relationship between motivational techniques and teacher's performance among some selected schools in the Sefwi Wiawso Municipality.
4. Assess the extent to which motivational techniques affects teachers' performance among some selected schools in the Sefwi Wiawso Municipality.

1.3 Research Questions

1. What motivational techniques affect teachers of Senior High Schools in the Sefwi Wiawso Municipality?
2. What measures are put in place to assess the performance of teachers of Senior High School of Sefwi Wiawso Municipality?
3. Is there any relationship between motivational techniques and teacher's performance among some selected schools in the Sefwi Wiawso Municipality?
4. To what extent do motivational techniques affect teachers' performance among some selected schools in the Sefwi Wiawso Municipality?

1.4 Scope of the Study

This study focuses on three (3) selected schools in the Sefwi Wiawso Municipality. The Population of the study includes the head teachers, their assistances, teachers and some selected students all from the selected Senior High Schools. The study specifically investigated the motivational techniques and their respective benefits on teacher performance. Clearly, the researcher could have increased the number of Senior

High School studies for the furtherance of this work. In terms of the constructs investigation, the researcher focused on selected motivational techniques and not all the variables that could have been investigated into. The study was therefore being limited in content and in context.

1.5 Limitation of the Study

In the conduct of the study, the possible restrictions the researcher is likely to face are below highlighted and discussed. First and foremost, the researcher dreads the issue of time and resources constraint. Judging from earlier studies, the researcher would face serious challenges regarding the meeting of deadlines whiles undergoing the research as well as the time for the administration and collection of all distributed questionnaires.

Another threat-prone area as far as the conduct of this study regards the stock and availability of relevant literature or secondary data for the topic at hand. This is because majority of existing works failed to look at the impact of motivational techniques on teacher, the case of selected Senior High Schools in the Sefwi Wiawso Municipality.

Most if not all of the existing literature rather focused the relationship and impact of motivation on bank and corporate institution performance rather than educational institutions. This reveals a relatively high rate of data gaps in the conduct of the study.

The researcher again envisages the unwillingness of respondents in answering distributed questionnaires and other forms of data collection instruments used for this study. The researcher in an attempt to secure an antidote to this problem, looks forward to explaining what is expected of respondents as far as the collation of their views is concerned as well as establish the importance of conducting the study.

Additionally, the inadequacy of funds for transportation, printing of questionnaires and other cost associated with the conduct of a study can limit the scope and depth of the study. Summing up, the study would be limited by time, funds and logistics inadequacies which invariably will reduce the area and speed of the coverage.

1.6 Significance of the Study

Martin (2002) describes motivation as a power that strengthens behavior, gives route to behavior, and triggers the tendency to continue (Fard et al, 2010). This explains that in order for organizations to attain assured targets; individuals must be satisfactorily energetic and be clear about their destinations. Bedeia (1993), asserts that it is an internal drive to satisfy an unsatisfied need and the will to accomplish. No matter how automated an organization may be, high productivity depends on the level of motivation and effectiveness of the workforce. When the employees are motivated, organizations are able to meet set targets and thus increases the Gross Domestic Product (GDP) of economies i.e. Ghana.

In the educational environment moreover, motivational techniques have an undoubted positive effects on teachers' performance as in the case of some selected Senior High Schools in the Sefwi Wiawso Municipality which forms the basis for this research. The conduct of motivation should therefore be encouraged to a very large extent and the results of this study would give the below discussed payoffs:

First and foremost, the outcome of the study would serve as a blue print to guide organizations in Ghana (specifically in the Sefwi Wiawso municipality) and globally to

come to the realization and adopt motivational techniques that would drive employees to give out their best to the attainment of corporate goals and objectives.

Again, the study will boost the confidence of teachers to leverage on their competencies and capabilities which eventually would increase their individual and school performance. The knowledge of teachers on the right techniques that motivates them is very critical to their performance. Emphasis however needs to be made on the fact that, the motivation of teachers has a multiplying effect. First and foremost, teachers would feel some sort of happiness and boost of moral to deliver their best to students understanding. It gives teachers some level of confidence as well in the discharge of their duties plus, they maintain a cordial relationship with students. Hence, students find it very easy to approach their teachers where need be, the level of truancy among students are reduced drastically and their general academic performance most often than not is also increased.

Equally importantly, government and Policy makers would also realize the need to promote motivation as a step to pushing individuals to give out their best. In the advent of several strike actions by teachers and stakeholders of education, it is imperative therefore for working policies and strategies which aims at meeting the motivational needs of teachers to be drawn and implemented in an attempt to curb the situation.

The results of the study would further serve as a working document for the selected schools used for the case study. The respective recommendations for the head teachers, teachers, students and the various stakeholders would be very handy in spelling out the benefits of the adoption of appropriate motivational techniques for teachers' performance.

The study finally would ignite further research on motivation and its effects on employee performance in the Ghanaian context.

1.7 Organisation of the Study

The entire study is organized into five major chapters. The initial chapter (chapter one) spelt out the intent and motives for the research, covering issues regarding the background of the study, the statement of the problem, purpose of the study, scope, limitation and the significance of the study is discussed. Chapter two (2) looks at the review of related literature to the study. Here, the researcher introduces relevant literature on motivational techniques and teacher's performance. The literature review discusses the argumentative comments by different researchers on the theories of motivation and the effect of employee motivation on the performance of organizations. Again, key concepts and possible factors or issues on employee motivation and organizational performance was explored and an introduction of the research framework.

The third chapter on the other hand, focuses on the research methodology, population and sampling technique, data collection instruments etc. thus, the type of study to be carried out is discussed along with the research strategy and how data would be collected. Chapter four (4) covers the analysis and presentation of results. SPSS version 20 would be used for the analysis and factor analysis, Pearson correlation and regression analysis would be conducted to aid better understanding and appreciation of the outcome of the study. The final chapter, chapter five (5) focuses on the summary, conclusion, and recommendation of the study respectively.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study seeks to assess the impact of motivation techniques on teachers' performance in some selected schools: Sefwi Wiawso Senior High Technical School, Sefwi Wiawso Senior High School and St. Joseph Senior High School, all in the Sefwi Wiawso Municipality. Specifically, the study seeks to investigate the motivational techniques that affects teachers of SHS, measure teachers' performance, establish the relationship between motivational techniques and performance as well as assess the extent to which motivational techniques affects teachers' performance.

This chapter covers write-ups on the overview of organisation and its people, motivation and performance, overview and definition of motivation and performance, theoretical approach to motivation, motivational techniques through to the empirical literature. The literature review helps to compare the findings of this research and the existing ones.

2.1 Overview of Organisation and its People, Motivation and Performance

An organization or institution is a social setting that constitutes people who come together to set goals and objectives that lead to the production of goods and services. As explained by Dalton *et.al* (2006) systems, processes and structures are mostly defined in many organizations and institutions to serve as the key principles and modes of accomplishing tasks within the organizations. However, people in organizations come with different attitudes, culture and work experiences that differ from the collective laid

down principles, norms, rules and regulations of the organization as a whole (DeCenzo & Silhanek, 2002). Friction between the two ends of the spectrum is best understood in terms of labour agitating for better conditions of service and rewards to efforts and organization expecting greater output per head from labour efforts. For example, increased in workers' wages or salaries can be a significant driving force to motivating employees which leads to a great sense of commitment to job and consequently job satisfaction.

According to Sherman *et.al*, (1996), people are the individual human units charged with the responsibility to create worth for the organization or institution. They are able to accomplish tasks using their skills, talents, abilities, experiences, etc. When people in organizations are well inspired and motivated, they demonstrate the desire for work and put forward better attitudes towards work. In the educational institutions for instance, teachers see to the impartation of knowledge to students, contribute to the physical and moral development of students to enable them fit well into society as well as guide students make informed decisions about their lives in general. There is the need therefore for heads and appropriate systems to be put in place to ensure that teachers are well motivated, leading to their good delivery during lessons and achieving set goals and objectives. Bennell, (2004), argues that the status of teachers in most countries, both developed and developing, has declined appreciably during recent decades. However, the forces that are resulting in the 'de-professionalisation' of teachers are probably more pronounced in low income countries. These include protracted economic and social crisis in many LICs, increasing diversification of the teaching force with increasing reliance on

less well-educated and qualified teachers with lower job security, generally lower standards of teaching and dramatic declines in the standard of living of teachers.

Like people, organizations and institutions differ in context, contents, values, ethics, job procedures, practices and vision. Regardless of the best principles and practices that an institution lays down, workers' needs are motivational force to experiencing job satisfaction and to increase work performance. It must be pointed out that there are a number of internal and external factors that according to Maslow (1954) make workers satisfied or dissatisfied with their jobs. Some of them are possibility to realize one's potential, evaluation and promotion of work practices and policies, favourable work conditions, work itself, supportive co-workers, etc. Schermerhorn et. al (2005) emphasized that people express different work behaviours and attitudes that can be linked to job performance. In a similar context, Ciarniene et.al (2010) considered how workers feel about their jobs as a predictor of work behaviours. This notion is true only in the setting of satisfying self-esteem need about work but an external factor like conditions of service can determine different work behaviour. This explains the complexity of organizations in attempt to marry motivation and performance

Though people make up organizations, they must be examined differently on the basis of what each one is expected to deliver for due recognition. For example, an automobile company cannot be awarded the best in automobile designs and quality engines when workers of the company are very much dissatisfied with what they feel about the work they do. This suggests that there must be a positive correlation between recognition and/or good image earned by the company and workers being satisfied and proud of their contribution to the attainment of the award. Thus, people supply the needs

of organizations in which they work. It is evident that no institution or organization can thus function without efforts of labour to fulfill objectives and goals set for both medium and long terms strategic plans (DeCenzo & Silhanek, 2002). It is for this reason that DeCenzo and Silhanek, (2002) explained that labour efforts are seen as critical success factor in determining the productivity levels of organizations and the kind of recognition and reputation that can be gained. However, Dessler (2008) further examined labour efforts and identified technology integration as a vehicle for making labour increase productivity. As experimented by Eslami and Gharakhani (2012) people in organizations need to, in addition, develop a growth mind-set and positivism towards whatever tasks assigned to them to do regardless of the use of technology and physical labour efforts.

Educational institutions are challenged with producing quality human resource for use in the global world. If industries are endowed with quality human capital, productivity is likely to be higher, and this strengthens economics for supply of quality goods and services. Human capital in educational institutions comprises of both teaching and non-teaching staff, and each side has a clear mandate to contribute to quality human (student) development. In particular, second cycle educational institutions employ a lot of non-teaching staff to assist in various forms of teaching and learning. Such person supports students in their practical exercises and research works. This indicates that non-teaching staff matters most when it comes to SHS education since they are responsible for outside classroom activities. According to Smerek and Peterson (2007), non-teaching staff function harmoniously with teaching staff in the provision of quality teaching and learning environment. This is obviously true since no one side can function without the other to promote academic excellence.

It must be however pointed out that whether teaching or non-teaching staff, jobs must be done with much commitment, and this depends on motivation given to staffs to increase output per head. Most especially teachers are advised to be diligent in their adoption of right motivational techniques: first in motivating them and second to ensure that students are charged up enough towards their academic pursuit. Any experienced teacher knows that without the proper motivation for students to engage in a learning experience, the otherwise best designed experiences will be unsuccessful. In this light, many instructors consider the motivation level of learners the most important factor in successful instruction (Dick & Carey, 1996). Motivation is therefore not only important because it is a necessary causal factor of learning, but because it mediates learning and is a consequence of learning as well” (Wlodkowski, 1985). In other words, students who are motivated to learn will have greater success than those who are not (Hodges, 2004), whilst students who learn well will be more motivated to do so in the future, making the dreams and investments of parents and teachers worthwhile.

People most often link motivation of money and incentives especially in low-income and developing countries like Ghana. But motivation is actually the desire or drive within a person to achieve some goal. Within is the operative word here, for motivation is an internal condition based on a person’s perceptions and needs (Ricks et al; 1995).

2.2 Overview and Definition of Motivation

Motivation is one of the most important factors that move human beings to achieve and chalk his/ her goals and objectives successfully. Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of

the challenges that may be encountered, as described by (Afful-Broni, 2012) in that, if motivation does not exist, people would live in the rut of monotony and no great discoveries or interventions would have happened. Motivation is thus the only driving that enables people to achieve their personal as well as professional goals and targets (Baumeister & Voh, 2004). The term motivation derives from the Latin word movers, “to move”. It is virtually impossible to determine a person’s motivation until that person behaves or literally moves (Mifflin, 1995). Motivation can therefore be explained as the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action.

This makes the topic motivation critically important for workers. Among other things, it puts staff into action. It also improves the level of efficiency of employees. Apart from that, it leads to the achievement of organizational goals; it builds friendly relationship and finally it leads to stability of work-force. Since individuals are unique in their own ways, it is essential that management and head of schools identify the individual needs of teachers and motivate them accordingly so as to bring the best in them.

Despite the fact that motivation is a key component to instruction and learning, one standard definition for the hypothetical construct of motivation does not seem to exist. Initially, the study of motivation was linked to primitive drives and needs (Weiner, 1990). This is regarded as an antique view of motivation. Moshinskie, (2001) uses the definition, “The attention and effort required to complete a learning task and then apply the new material to the work site”. (p. 40). The definition gets the gist across to the casual reader, but is not detailed. Between these two ideas exists a body of research related to

motivation. Bennel (2004), defines work motivation as the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks.

Vroom (1964), also defines motivation as a process governing individual choices among different forms of voluntary activities whereas Robbins and Judge (2008) opines that motivation is the process that accounts for an individual's intensity, direction and persistence of effort toward attaining a goal. The discussion signifies that motivation determines how much efforts a person puts in his or her work, the direction to which those efforts are geared and a measure of how long a person can maintain effort. Motivation, therefore, explains where people do what they do at given periods.

Motivation could be intrinsic or extrinsic. Intrinsic motivation derives from within the person. It refers to the direct relationship between a worker and the task, and is usually self- applied. Examples of intrinsic motivation are achievement, accomplishment, challenge and competence which are derived from performing one's job well (Afful-Broni, 2004). Extrinsic motivation comes from the work environment, external to the person and his or her work. Good salary, fringe benefits, enabling policies and various forms of supervisions are good examples of this type of motivation (Mankoe, 2006). Motivation we say course improved efforts and it's really connected to rewards. Rewards are of two types: intrinsic and extrinsic. Intrinsic rewards are the satisfactions a person receives in the process of performing a particular action. The completion of a complex task may bring about a pleasant feeling of accomplishment, or solving a problem that benefits others may fulfill a personal mission. Extrinsic rewards are given by another person, typically a manager and includes promotions and pay increases for example.

They originate externally, as a result of pleasing others. The importance of motivation is that it can lead to behaviours that reflect high performance within organizations.

2.3 Theoretical Framework of the Study

The quest to understand what motivates employees was the focus of many researchers following the publication of the Hawthorne Study results (Terpstra, 1979). Meanwhile the theories of motivation can be traced far back in the revolution in countries like Japan and Britain where a few capitalist who controlled production used it as a comparative advantage for increasing production (Gerhard, 1997). However, its practical and theoretical development was pioneered by Taylor in the 20th century, with his scientific study on the use of economic incentives as a means of achieving of high levels of performance and was valued more important than the nature of the work or job (Dessler, 2003 & Pena, 2001).

Five major approaches that have led to the understanding of motivation: Maslow's need-hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory. These theories of motivation as well as some contemporary theories would be considered as the write up unfolds. Meanwhile the contemporary issues of motivation are discussed below:

2.4 Contemporary Approach to Motivation

The contemporary approach to employee motivation is dominated by three types of theories. The first is content theories, which stress the analysis of underlying human needs. Content theories provide insight into the needs of people in organizations and help

managers understand how needs can be satisfied in the workplace. Process theories concern the thought processes that influence behaviour. They focus on how employee learning of desired work behaviours.

2.4.1 Content Perspectives on Motivation

Content theories emphasize the needs that motivate people. At any point in time, people have basic needs such as those for food, achievement, or monetary terms. These needs translate into an internal drive that motivates specific behaviours in an attempt to fulfill the needs. An individual's needs are like a hidden catalogue of the things he or she wants and will work to get to the extent that managers understand worker's needs, the organizations reward systems can be designed to meet them and reinforce employees for directing energies and propensities towards attainment of goals.

2.4.1.1 Abraham Maslow's (1943) Hierarchy of Needs Theory

Probably the most famous content theory was developed by Abraham Maslow, Maslow's hierarchy of needs theory proposes that humans are motivated by multiple needs and that these needs exist in a hierarchical order. Maslow saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of needs is satisfied, this kind of need ceases to be a motivator (Locke and Latham, 2002). Maslow identified five general types of motivating needs in order of ascendance:

(i) **Physiological Needs:** These are important needs for sustaining the human life. Food, water, warmth, shelter, sleep, medicine and education are the basic physiological needs

which fall in the primary list of need satisfaction. Maslow was of an opinion that until these needs are satisfied to a degree to maintain life, no other motivating factors can work.

(ii) Security or Safety Needs: These are the physical danger and the fear of losing a job, property, food or shelter. It also includes protection against any emotional harm. Once physiological needs are met, one's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Such needs might be fulfilled by, living in a safe area, medical insurance, job security and financial reserves.

(iii) Social Needs: Since people are social beings, they need to belong and be accepted by others. People try to satisfy their need for affection, acceptance and friendship. Once a person has met the lower level physiological and safety needs, higher level motivators awaken. The first levels of higher level needs are social needs. Social needs are those related to interaction with others and may include friendship, belonging to a group, giving and receiving love.

(iv) Esteem Needs: According to Maslow, once people satisfy the social need, they tend to want to be held in both by themselves and by others. This kind of need produces such satisfaction as power, prestige, status and self-confidence. It includes both internal esteem factors like self-respect, autonomy and achievements and external esteem factors such as status, recognition and attention. After a person feels that they "belong" to a group, the urge to attain a degree of importance emerges. Esteem needs can be categorized as external motivators and internal motivators. Internally motivating esteem needs are those such as self-esteem, accomplishment, and self-respect. External esteem needs are those such as reputation and recognition. Some examples of esteem

needs are recognition (external motivator), attention (external motivator), social status (external motivator), accomplishment (internal motivator) and self-respect (internal motivator).

(v) Need for Self - Actualization: Maslow regards this as the highest need in his hierarchy. It is the drive to become what one is capable of becoming; it includes growth, achieving one's potential and self-fulfillment. It is to maximize one's potential and to accomplish something. Self-actualized people tend to have motivators such as truth, justice, wisdom and meaning

According to Maslow, people try to satisfy the five needs in sequence, moving step by step from lowest up to the highest. He calls this the progression principle- a need at any level becomes activated only after the next-lower-level need is satisfied. Once a need is activated, it dominates attention and determines behaviour until it is satisfied. Maslow calls this the deficit principle – people act to satisfy needs for which a satisfaction deficit exists; a satisfied need doesn't motivate behaviour. Only at the highest level of self-actualization do the deficit and progression principles cease to operate. The more this need is satisfied, the stronger it grows.

Maslow's hierarchy of needs is presented in a diagram below:



Fig. 1: Abraham Maslow Hierarchy of Needs Theory

(Maslow, 1954, *Motivation and Personality*, p. 93 & *Tay and Diener (2011)*).

2.4.1.2 Clayton Alderfer's ERG Theory:

Clayton Alderfer's proposed a modification of Maslow's theory in an effort to simplify it and respond to criticisms of its lack of empirical verification. He rebuilds the hierarchy of needs into another model named ERG, that is, Existence – Relatedness – Growth Needs.

- Existence needs: These are the needs for physical well-being
- Relatedness needs: These pertain to the need for satisfactory relationships with others.
- Growth needs: These focus on the development of human potential and the desire for personal growth and increased competence.

The ERG model and Maslow's need hierarchy are similar because both are in hierarchical form and presume that individuals move up the hierarchy one step at a time.

However, Alderfer reduced the number of need categories to three and proposed that

movement up the hierarchy is more complex: reflecting a frustration-regression principle, namely, that failure to meet a high-order need may trigger a regression to an already fulfilled lower-order need. Thus, a worker who cannot fulfil a need for personal growth may revert to a lower-order need and redirect his efforts toward making a lot of money. The ERG model therefore is less rigid than Maslow's need hierarchy, suggesting that individuals may move down as well as up the hierarchy, depending on their ability to satisfy needs.

Alderfer's work, in conjunction with Maslow's, has implications for management. Employees frustrated by work that fails to provide opportunities for growth or development on the job might concentrate their energy on trying to make more money, thus regressing to a lower level of needs. To counteract such regression, management might use job enrichment strategies designed to help meet their higher-order needs.

The theory is pictorially presented in fig 2 below:

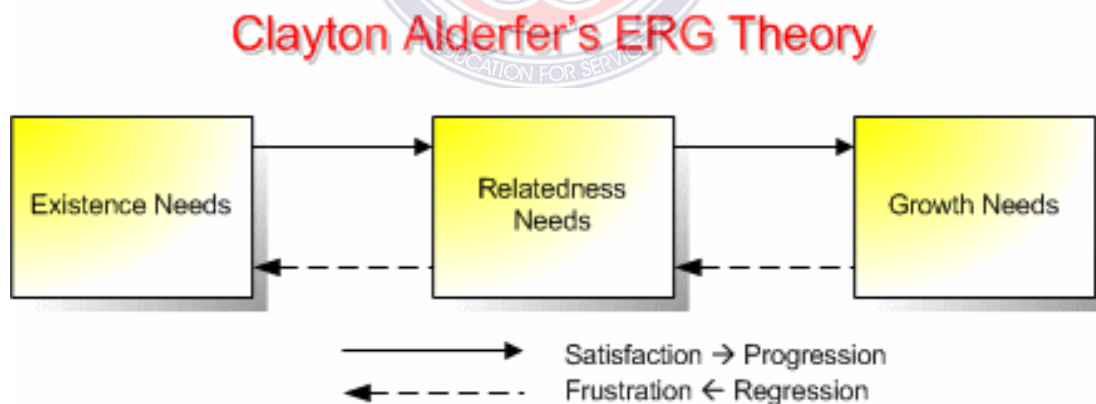


Fig. 2: Clayton Alderfer's ERG Theory

2.4.1.3 Fredrick Herzberg's Two Factor Theory

Fredrick Herzberg's work on needs took a slightly different route. He began with extensive interviews of people at work, and then content analyzed their answers. The result is known as the two-factor theory. The two-factor theory views hygiene factors as influencing high or low job dissatisfaction. When hygiene factors are poor, work is dissatisfying. However, good hygiene factors simply remove the dissatisfaction: they do not in themselves cause people to be highly satisfied and motivated in their work. Hygiene factors work only in the area of dissatisfaction. Unsafe working conditions or a noisy work environment will cause people to be dissatisfied, but their correction will not lead to a high level of motivation and satisfaction. Motivators such as challenge, responsibility, and recognition must be in place before employees will be highly motivated to excel at their work.

By contrast, satisfier factors influence high or low job satisfaction. The distinction is important. Herzberg is saying that you cannot increase job satisfaction by improving the hygiene factors. You will only get less dissatisfaction. And although you might agree that minimizing dissatisfaction is an important goal, you need to understand that Herzberg believes it will not deliver much by way of increased motivation.

The satisfier factors found in job content are the real key to job satisfaction according to Herzberg. He believes that it is only by improving on them that we can expect more motivation and higher performance. And to create these high-content jobs he suggests the technique of job enrichment. Essentially, it involves building into a job more opportunities for people to manage themselves and exercise self-control over their work.

The implication of the two-factor theory for managers is clear. Providing hygiene factors will eliminate employee dissatisfaction but will not motivate workers to high achievement levels. On the other hand, recognition, challenge and opportunities for personal growth are powerful motivators and will promote high satisfaction and performance. The managers role is to remove dissatisfies – that is, to provide hygiene factors sufficient to meet basic needs – and then use motivators to meet higher-level needs and propel employees toward greater achievement and satisfaction.

The theory is pictorially represented in figure 3 below:



Fig. 3 : Herzberg's Two Factor Theory

2.4.2 Process Perspective on Motivation

Process theories attempt to identify the relationships among the dynamic variables that make up motivation and the actions required to influence behaviour and actions. Process theories explain how workers select behavioural actions to meet their needs and

determine whether their choices were successful. There are two basic process theories: equity theory and expectancy theory.

2.4.2.1 Equity Theory

These theory focuses on individual's perceptions of how fairly they are treated compared with others. In simple terms, individuals compare their job inputs and outcomes with those of others and then respond to eliminate any inequities (Justice, 2011). People according to this theory are motivated to seek social equity in the rewards they expect for performance. Thus, if people perceive their compensation as equal to what others receive for similar contributions, they will believe that their treatment is fair and equitable, the reverse is true.

If their colleagues are given recognition, employees will work towards achieving those rewards. This motivates them to work better. If these incentives are similar, employees feel more satisfied with the treatment received and if not the reverse may be true. The more satisfied the employee is in the institution, the stronger the force to remain in that present job and the better, the performance. Employees perceive equity as fairness of rewards in relation to one's education, experience, efforts and time used. Adams observed that equal treatment of workers provides equal satisfaction and improvement in performance while unfair treatment breeds unfavorable behaviors among employees. These must be adequately studied by all managers in institution to enable employees, exhibit their potentials reflected in their participations and performance at the work place.

The most common methods for reducing a perceived inequity are these:

- Change inputs: A person may choose to increase or decrease his or her inputs to the organization. For example, underpaid individuals may reduce their level of effort or increase their absenteeism. Overpaid people may increase effort on the job.
- Change outcome: A person may change his or her outcomes, an underpaid person may request a salary increase or a bigger office. A union may try to improve wages and working conditions in order to be consistent with a comparable union whose members make more money.
- Distort perceptions: Research suggests that people may distort perceptions of equity if they are unable to change inputs or outcomes. They may artificially increase the status attached to their jobs or distort others perceived rewards to bring equity into balance by rationalizing the away the inequity.
- Leave the job: People who feel inequitably treated may decide to leave their jobs rather than suffer the inequity of being under or over paid. In their new jobs they expect to find a more favourable balance of rewards.

The implication of equity theory for managers is that employees indeed evaluate the perceived equity of their rewards compared to others. An increase in salary or a promotion will have no motivational effect if it is perceived as inequitable relative to that of other employees. Smart managers try to keep feelings of equity in balance in order to keep their workforces motivated.

2.4.2.2 Expectancy Theory of Motivation

This stresses that people behave the way they behave because they expect success. Expectations of success, directs behaviors of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teachers performance are attributed to their expectations from work. This however, relies on the assumption that high performance results into high rewards hence, performance output relationship, but if performance and output are high and motivation is very low, these results into reduced performance. Therefore, an increase in efforts leads to an increase in performance where rewards give actual satisfaction to the working staff.

2.5 Motivational Techniques

Many researchers and writers on academic issues have come out with factors that affect academic performance. Even teachers at all levels aim at enabling their students to pass well and obtain good grades in their examinations. The world all over, teachers are not well motivated (Justine, 2011) and that's the drive for this research. The problem then is, when teachers are themselves not motivated, this course would be a dead-end.

The choice of rewards, recognition, reprimands or punishments to motivate personnel help to project the leadership style of the administrator (Knezevich, 1984). The principal's leadership roles (responder and manager) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them (Hall, 1980), hence should be approached with tact. A head involves working with others; therefore good human relation skills are essential for the leaders

(Lewis, 1998). Task cannot be achieved flawlessly, it is very important to provide feedback so that teachers understand strengths, weaknesses, and most importantly, how to complete similar assignments more efficiently in the future (Mifflin, 1995).

The study focuses on five general motivational techniques used: positive reinforcement, involvement, delegation, recognition and rewards and leadership to motivate teacher towards higher performance. Indeed identifying the strategies that motivate teachers in our case is very crucial to the advancement of the education ministry in Ghana. Coleman (1997) introduces the phenomena of expiration of individuals on a job. This state comes to being once a person morale is low on a job and that, one's expiration starts all over again the minute you acquire a new rank, new position or a new assignment. He likens this expiration on individual employees to that of groceries on a shelf of a super market. Cole (1997), asserts that the following are signs which shows that a person is nearing his/her expiration date:

- When employees commence to criticize the organization more than praising it.
- When employees become indifferent to learning
- When employees spend more time talking about the past rather than the future to mention but a few.

Meanwhile, the success or failure of every organization and institution depends largely on the performance of its individual members (Todd, 2001) and motivation has also been very much linked to performance (Carter, 1991). Closely linked to the discussion, Todd (2001), forwards the following as tips for creating a motivational environment:

- Express a vision: This is a process of instilling it in your people, where you make them know the vision of your outfit.
- Consider people's needs and motivators: Here, employers are advised to determine what stimulus triggers a positive response from their employees, then try to work that stimulus into the work environment.
- Be Sensitive: Here, employers are entreated to listen to and consider individual concerns.
- Be Supportive: Whenever an employee demonstrate an uncommon idea, it is expected of heads to support the good cause.
- Be optimistic: Employers are advised to think and have a positive expectation of their future. This is because good, positively motivated environments can only occur in environments where officers display optimism, even in the face of immense adversity themselves.
- Be Flexible: Allow change and freedom within established boundaries
- Give teamwork the credit: The more credit and praise given, the greater the commitment and organization receives from those who serve it.
- Be Patient: Heads of institution should not be too quick to judge. They should be slow but not in a haste when attending to issues.
- Grant additional authority: Here employers are to be given individuals control and authority over areas within which they have expertise.
- Provide challenges: Make people stretch, Grant assignments and responsibilities which place people in a position where they will have to go beyond that which they normally would (Meyer, 1993).

Thus, as much as teachers have the responsibility to contribute effectively towards achievement of organizational goals and objectives, identifying the strategies that motivate teachers a key of leadership in our case is very crucial to the advancement of the education ministry in Ghana., have bigger tasks to persistently ensure that workers are well content with what they do and benefits given them. This enables workers to develop growth mind-set towards their work and accomplish organizational objectives. Below discussed are some motivational techniques/ strategies managers and head of schools can adopt to motivate teachers and secure the achievements of great performance.

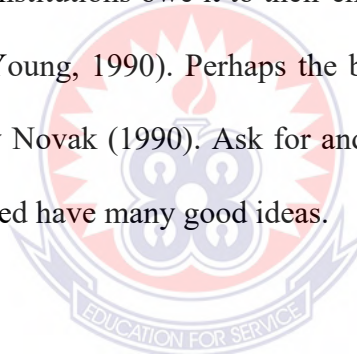
2.5.1 Positive reinforcement

Positive reinforcement according to Henry (1995), has the intriguing ability to nudge good things out of people. Giving positive feedback every opportunity is a good method of improving an employee's self-esteem (Norris, 1992). The provision of positive reinforcement is not difficult. It starts from the superiors realizing and fishing out an employee doing something right. She/he then openly recognizes that behaviour in front of the whole staff (Henry, 1995). This greatly boost the morale and confidence of employees and really does reinforces desirable future behaviours. These informal praises are not only appreciated, but are often sager than formal rewards that take on political meaning, and alienate those workers who feel deserving, but do not receive them (Henry, 1995). Positive reinforcement can also be thought of as a type of insurance policy. An encouraging and supportive company culture will help soften the blow to morale when inevitable adverse change occurs (Smith, 2000).

2.5.2 Involvement

The term involvement refers to allowing personnel the opportunity to have input in the decision making process, especially when it directly affects their job. Career experts insist that people feel more satisfied with their jobs when they are asked for creative input (Light, 1996) and members who are busy develop and demonstrate ownership and pride, if members are not allowed to participate in the decision-making process (to some degree), they feel left out (Windisch, 1995).

Involving personnel in decisions can also reduce stress. Thus keeping people informed is one of the best ways to reduce effects of the rumors that may be circulating (Novak, 1990). Heads of institutions owe it to their employees to listen to their ideas and evaluate them honestly (Young, 1990). Perhaps the best reason to involve personnel in decision is summed up by Novak (1990). Ask for and allow for suggestions, keeping in mind, that employees indeed have many good ideas.



2.5.3 Delegation

Delegation can be simply defined as getting things done through others by allowing them to temporarily share a part of your job (Schumacher, 1990). Delegation is a basic component of management by common sense; and is a management tool that goes beyond participative management. Proper delegation however is not horizontal job loading rather, a temporary assignment of a task to an employee and not a permanent transfer of a job or task. Notice should be made that, the assignment of a task permanently is job enlargement and not delegation. Delegation thus is not passing the responsibility back to a subordinate.

Delegation is not an arbitrary process. Care should be taken to match the person to the job. Identify the specific strengths and weaknesses of individual employees so that you can put the right people in the right position for the right projects (Smith, 2000). When you delegate, or teach someone to delegate, remember to hand out enjoyable tasks whenever possible. If doing a certain task builds some self-esteem, so much the better. Conversely, don't repeatedly assign to the same people work that is not that much fun. Spread the aggravation around. It helps prevent job burnout (Light, 1996). Job burnout can come from having too few goals or too many. An employee will feel out of control either way. Delegation should keep the present workload balanced. And it should provide stimulating new work (Light, 1996). When used properly, delegation is valuable to both the organization and the employee.

When used properly, delegation is a very valuable tool. Delegation can make jobs more interesting, challenging, rewarding, motivating and exciting (Schumacher, 1990).

2.5.4 Recognition and Rewards

Recognition is a great morale builder as well as a motivator (Scheerer, 1991). Encourage and recognize employees who by their actions (not their intentions) demonstrate that what is important to you is important to them (Smith, 2000). Show your people they are valuable to the organization by rewarding them for special achievements and contributions to the organization. This should be done publicly, and the reward can be material or financial, letting employees know that you care about them (Hennessey, 1991).

While the idea of rewarding people financially sounds intriguing, there are barriers to its practical application. In the educational ministry the head does not have utmost control of their internally generated funds and thus cannot use it as an incentive to motivate teachers. From this challenging perspective, financial rewards are not the only option for recognizing outstanding employee performances. Another option is to develop other, more imaginative ways of rewarding good performers. An example of this type of reward might include the provision of responder with interesting assignments and challenging tasks, such as allowing him/her to participate on committees, sending him/her on a trips, seminars and forum to the betterment of their individual skills as well as school performance.

Other examples of recognition methods include the following:

- Letter/Memo: Acknowledgement of an achievement can be made by a formal letter to employees
- Plaque/Gift: A plaque or personalized gift presented to an employee for an accomplishment can have long lasting benefits.
- Citation/Medal: Individuals or entire institutions can be awarded a citation (an official certificate).

There are many options available to organizations wanting to reward their employees. Different people may have different values. The manager or head of institution should therefore be sensitive to the awards that his/her workers value the most (Norris, 1992).

2.5.5 Leadership

The role of leadership really nurtures human potentials. It is important for heads of institution to create an environment wherein your people feel they are part of something good (Carter, 1990). Supporting the organization, buying into the future and setting a positive example can be contagious for staff members modelled by the officers (Compton, 1999). Officers need to be sure they model the behaviour they expect from their employees. Thus, officers must abide by the same rules as the members because members easily recognize those who do not lead by example. The phenomenon of ‘do as I say, not as I do is not acceptable’ (Windisch, 1995). Heads should take pain to develop relationships with the members assigned to their institutions. This can be fostered by taking time to really listen to their grievances, give them a chance to express their feelings, and they may feel better about themselves and others around them (Novak, 1990). Leaders should recognize the need to develop and communicate the vision of their outfit to all subordinates so they all work together in achieving the collective goals and objectives.

2.5.6 Attitude

With all the strategies discussed, motivating personnel seems easily achievable but there remains secret to motivation that heads of institutions must never forget. We cannot motivate anyone per se. That is right, we cannot personally motivate anyone. What we can do is to provide the environment and the opportunity for personnel to become motivated (Meyer, 1993). How one feels about him/herself is very important, both to other people and certainly to the individual. If you do not feel good about

yourself, it is hard to feel good about other people and to work well with people (Buckman, 1991). Looking at your attitude may let you learn something about yourself. Attitude is a state of mind that you can effect (Buckman, 1991). When employees motivate themselves, both the employee and the employers win. People have a rather high capacity for work when they stimulate themselves (Carter, 1990).

The following are many ways to improve people's attitude and help them renew their interest in a job:

- Become an expert in your field of study.
- Leave personal problems at home before entering your work premises.
- Approach your job with questions such as, could I be doing something differently?
- Take some time to study some books that is relevant to your study area and job.
- Do not let others discourage you from doing what you feel is important.
- Put extra effort in everything you do around your work.
- Concentrate on improving the organization in spite of all the obstacles you face.
- Engage in learning experiences at every opportunity.
- Develop the perspective that taking on new challenges is a noble purpose.
- See each day as an opportunity to get something done, to improve yourself. To feel proud and to appreciate others people (Buckman, 1991; Coleman, 1997; McCormack, 1999).

Regardless of organizational productivity level more emphasis is placed on the powerful role that an individual worker possesses psychologically. In essence, individual workers have their respective personally initiate a self-motivate measure. As a result of employees' responsibility to motivate themselves organization vis-à-vis employees' behaviours and attitudes is so important to ensure best compromise between the

organization on one hand, and individual employees on the other. This promotes organizational citizenship on the part of the employees (Zeinabadi, 2010). Impliedly, employees see themselves as full members of the organization, and feel that they are part of the decision process of the organization. Thus, commitment levels are likely to increase to enhance job satisfaction.

Buckman (1991), summarizes all issues on attitude and says ‘one must examine his/her own personal life and see what is happening to their attitudes. They should then take control of events around them and they will probably see their attitude improve. Individuals must simply and short, make things happen for the better.

2.6 Teacher De-Motivation Factors

Lower Standards of Professional Conduct: There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. The case is no different from Ghana, however, they appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. Consequently, standards of professional conduct and performance are low and falling (Bennel, 2004).

Reduced Incentives: Incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. The most often than not do not follow stipulated time in teaching and leave most course untouched, greatly not utilizing the instructional hour’s

allotment to them efficiently. This has a multiplying effect on school and student's performances to a large extent. To rectify this, Ofocqbu (2004) found that a teacher needs not only adjustment and regular payment of salary and allowance but also the right technology and facilities for effective classroom management and school improvement.

Difficulties Associated with Postings: Where teachers pay large bribes to secure employment and desired postings, it impacts negatively on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to school managements, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers. But, the over-congestion in the urban areas is worrying and thus compels government to make lots of posting to such deprived communities, mostly in the rural areas.

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula: These are cited as major de-motivators to teachers in many countries. What is expected from teachers (the 'social contract') is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. This hinders effective teaching and when care is not taken, attention is mostly driven towards the smart and good students only. This phenomenon makes assessment very difficult as well. Adequate infrastructure should therefore be provided in schools to curb this menace.

Poor Working Conditions: The work and living environments for many teachers are poor, which tends to lower self-esteem and is generally de-motivating. Housing is a major issue for nearly all teachers. The 'struggling teacher' is an all too common sight,

especially in primary schools. High proportions of teachers remain untrained in many lower income countries, which adversely affect ‘can-do’ motivation. Too often, teachers are ‘thrown in at the deep end’ with little or no induction. Certain risk allowance need be paid to teachers to encourage them in the discharge of their duties.

Poor human resource management: This seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaos in many countries (Bennel, 2004). School management and heads of schools should embark on effective management training programmes for which will lead to noticeable improvements in teacher behaviour and performance. There should be the strict adherence rules and procedures. Head teachers should regularly conduct performance appraisal and inspections to ensure that teachers who are due for promotion are fished out.

2.7 Consequences of Teachers’ Lack of Motivation

It is widely asserted that low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism is a negative consequence of teachers’ lack of motivation. It is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. The 2004 World Development Report neatly summarizes these concerns about teachers. ‘Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are

physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all' (World Bank, 2004).

Meanwhile Smith (1994), postulates that motivated employees are needed in our rapidly changing workplaces because they help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex to say the least.

2.8 Empirical Research on Motivation and Performance

The rest of the discussion focuses on earlier works on motivation and performance. According to Latham and Ernest (2006), motivation in the 1900s was only monetary. However, as at the 20th century, to motivate employees involved several factors other than just money. In their view, employees' satisfaction with their job is an important indicator for a good job performance. Mayo (as cited in Riley, 2012) states that Fredrick, in his theory ignored the point of meeting employees' social needs in order to get them motivated. However, Tella et al. (2007) explains that Taylor also introduced incentive systems to produce better performance, dedication, and contentment in workers. In support of Mayo and contradiction to the Fredrick Theory, Al-Harthy (2008) proves that motivation caused by appreciation has exceeded salary and benefit packages with a significant ten percent (10 %) point difference.

Meanwhile, Chen, Wu and Chen (2010), stated that factors like encouraging work environment and the feeling of accomplishment through demanding task, are usually

neglected by the manager. However, the researcher as far as this study is concerned will observe financial motivational sources and its toll on work performance. However, Meija et al. (2004) highlight that manager should have a clear understanding of work motivation because employees with higher motivation produce a superior quality product or service than employees who lack in motivation. So, the researcher concluded that motivation in employees is achieved through combination of both, the extrinsic and intrinsic rewards given by organization or management.

According to Davidoff (1987) individual performance is generally determined by three factors namely; Ability - the capability to do the job; Work environment - the tools, materials and information needed to do the job; and Motivation - the desire to do the job. Maslow (1943) and Alderfer (1972) believe that human beings have needs which must be satisfied if high performance is to be achieved. These are basic or existence needs such as food, water, shelter, clothing; safety needs, love needs, esteem and self-actualization. According to Herzberg (1966), in order for the employee to perform, the work itself must be interesting; it must also provide opportunity for extra responsibility, recognition and promotion. Newstrom (1993) and Fisher (2005) on the other hand consider money to be the key motivator for employees. Studies have however shown that money does not necessarily improve performance (Whitley, 2002; Afful-Broni, 2004).

In the view of Mayo (1880-1949), the social contacts which a worker has at the workplace are very important and that boredom and repetitiveness of tasks lead to reduced motivation. Supporting this, Vroom (1964) states that in places where work is monotonous and unchallenging, employees become easily bored as well as annoyed and demand that their work be more humanized. According to Boldman and Deal (2003), by

encouraging employees to work in teams, they become more competent, motivated and flexible enough to undertake multiple tasks as well as deliver outstanding products and services required by the customers. Fayol (1949), believes in team spirit as he labels one of his fourteen management principles as “esprit de corps” (p. 40) and is convinced that when there is team spirit, work absenteeism is minimized, since employees are more loyal to their work and have no intention to deceive their team members (Afful-Broni, 2004). To Fairweather (2005), employees will feel happier and work better if they perceive their employer as reasonable and fair. Cory (2006) contends that when workers perceive inequity, they will try to re-establish equitable changes. Leaders who develop and communicate a compelling vision of their organization can make a profound impact on employee motivation (Afful-Broni, 2004).

Employees crave for a job well done including being noticed and acknowledged when they do something well (Blanchard & Witts, 2009). Yet what typically happen are nothing or worse yet, the assignment of more work. Blanchard and Witts (2009) posit that when firms do not take the time to actively reward the recognized good performance, the passion for the job diminishes with every unrecognized accomplishment.

Haizlip (2008) believes that involving employees in decisions that affect them not only increases their personal commitment, but also motivates them to be advocates for their decisions. Supporting this assertion, Agarwal (2008) contends that when employees are involved in making decisions and planning the implementation of changes that affect them, they implement changes faster with higher performance than employees who are merely communicated to about the change. According to Blanchard and Witts (2009),

employees greatly desire to have the tools, training, support and authority to make decisions and perform their jobs correctly.

In agreement, Across (2005) states that employees do not perform well in situations where they lack autonomy, especially after they have gained the skills to work independently. Campbell and Campbell (1998) contend that in order to ensure job and career security, it is important for employees to continually update and expand their work experiences and job skills. Growth, according to Boldman and Deal (2003) is not a fringe benefit, but rather a necessity for successful employment.

Earlier research indeed cast a die for a positive relationship between motivation and job performance. Afful-Broni (2012), concludes that in the University of Mines and Technology in Tarkwa that low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Conclusively, Qayyum (2003) in his work found that teacher's competency motivated them to do well. Moreover, chance of promotion, proper division of work among the employees, due favour, availability of teachers for guidance, appropriate working conditions and an assurance of job security increased motivation.

It is imperative to have change in an organizational life cycle because of both internal and external forces that affect the dynamics of an organization. A change in labour policies, for instance, hinges on efforts to improve labour service quality and performance. An interesting aspect of this is work-related commitment which Somers and Birnbaum (1998) emphasized as key to job performance especially in the context of the job, career and organizational commitment.

The works of other authors discussed provide a theoretical basis for the conduct of this study and for those models and constructs that best relate to the study under consideration. Like any other productive organization, universities produce competent human resource to offer quality service to society for improved socio-economic standards. Efforts of each side complement those of the other; teachers and leadership/management. Thus, the questions this study envisages to answer are supportive by issues discussed in this chapter.



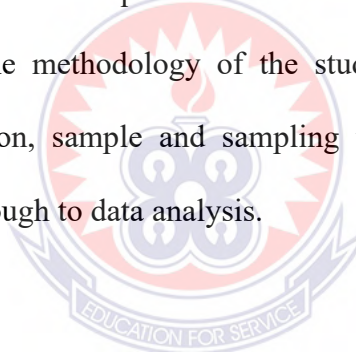
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The study seeks to assess the impact of motivation techniques on teachers' performance in some selected schools: Sefwi Wiawso Senior High Technical School, Sefwi Wiawso Senior High School and St. Joseph Senior High School, all in the Sefwi Wiawso Municipality. Specifically, the study seeks to investigate the motivational techniques that affects teachers of SHS, measure teachers' performance, establish the relationship between motivational techniques and performance as well as assess the extent to which motivational techniques affects teachers' performance.

This chapter discusses the methodology of the study, the areas covered include the research design, population, sample and sampling techniques of the study, the data collection instruments through to data analysis.



3.1 Research Design

The research design is the overall strategy that is chosen to integrate the different components of the study in a coherent and logical manner to ensure an effective address of the underlining research problem. It serves as the blueprint for the collection, measurement and analysis of relevant data. Creswell (2009) describes three types of research designs; quantitative, qualitative and mixed methods. The argument is that these methods are plans and procedures that reduce general assumptions to specific methods employed in data collection and analysis. The design of a research constitutes the strategies or procedures of inquiry, methods of data collection as well as the method of

analysis and interpretation of results. The researcher used descriptive survey based on justifications drawn from earlier similar works on the topic at hand (Easterby-Smith, et. al, 2002). The choice again was due to the huge number of the population cut out for the study. The relevance of the descriptive survey to this study is that it will identify problems, justify good practices, make judgement and as well give an in-depth overview of the pending research problem. Afful-Broni (2012), vouches for the descriptive survey approach for having the potential to give an accurate and understandable picture of events and seek to explain people's perception and behaviour on the basis of data gathered at a given time. This approach permitted the researcher to collect data from both teachers and heads of the three selected schools.

With regards to the particular research approach the study adopts Creswell's (2013), mixed approach which involves the usage of both quantitative and qualitative data gathered from targeted population sample earmarked for the study. The choice was based on the fact that the mixed method combines the strengths in both the qualitative and quantitative methods to provide a more comprehensive analysis of a phenomenon. A mixed method basically involves collecting and analyzing data qualitatively and quantitatively in order to provide a solution to a research problem. The mixed method is usually used because of the belief that it provides a study that is more robust and addresses a research problem comprehensively that either using the qualitative or quantitative methods alone (Creswell & Plano-Clark, 2007). The mixed approach will therefore make it easy for the conduct of this study where the particular motivational techniques of teachers would be measured to ascertain its impact on teacher performance. The eventual significance and relevance of this study would be positive compared to it

being conducted either through only the quantitative and qualitative approaches. The study adapted Nairuba (2011), questionnaire which targeted motivation for academic study scale. A separate questionnaire was designed for teachers and head teachers of the selected school. The teacher's questionnaire was designed with four (4) parts, asking questions on the demographic characteristics of teachers, understanding of adoption of motivational practices, nature working condition and factors that affects teacher's performance respectively. The head teachers' questionnaire on the other hand was designed in three (3) parts. Parts 1, 2 and 3 asked salient questions on the demographic characteristics of respondents, performance of teachers and hindrances of motivational practices respectively.

3.2 Population of the Study

Population is defined as the larger group upon which a researcher wishes to generalize: it includes members of a defined class of people, events or objects (Merriam, 1998). Population is also referred to as the sum aggregate or totality of the phenomena of interest to the researcher (Creswell, 2009). In simple terms population explains the group or aggregate of people or elements with one or more common characteristics (Baumgartner 2002). The deduction is that population is an aggregation of people, with usually a high number. For the purposes of research, the population of the study needs to be specified.

The target population of this study comprised all teachers and head teachers in senior high schools in the Sefwi Wiawso Municipality. The schools have 125, 150, 130 teaching staff strength for Sefwi Wiawso Senior High Technical School, Sefwi Wiawso

Senior High School and St. Joseph Senior High School respectively. The population for the study thus would be the aggregation of the teaching staff and the 3 head teachers of each school totaling 408.

3.3 Sample and Sampling Techniques

A sample size is defined by Hancock (2002) to refer to the number of representative's respondents selected for interview from a research population. The number depends on the accuracy needed, population size, population heterogeneity and resources available. In this study, non-probability sampling techniques specifically, purposive and convenience sampling techniques were used to select the respondents.

The researcher resorted to the use of the purposive sampling technique in selecting 146 respondents for the study sample. Purposive sampling is a non-probability sampling or purposeful sampling or "qualitative sampling." As noted above, purposive sampling techniques involve selecting certain units or cases "based on a specific purpose rather than randomly" (Tashakkori & Teddlie, 2003). This sampling technique helps researchers to know the specific characteristics that exist in certain segment of a population (Baumgartner 2002).

The study used Krejcie and Morgan (1970) sample determination table for the selection of the sample. Explained pictorially in the table below:

Table 1: Sample for the Study

Sampling Technique	Respondents	Population	Sample
Purposive	Teachers		
Sample	Respondents	Population	Sample
	Sefwi Wiawso Senior High Technical School	125	45
	Sefwi Wiawso Senior High School	150	52
	St. Joseph Senior High School	130	50
	Total	405	147
Purposive	Head teachers		
Sample			
	Sefwi Wiawso Senior High Technical School	3	1
	Sefwi Wiawso Senior High School	3	1
	St. Joseph Senior High School	3	1
	Total	9	3

Source: Researchers Field Data, 2016

Table 3.1 gives a summary of the sample for the study is provided. Thus the total sample for the study is 150.

3.4 Data Collection Instrument

Questionnaire was the main data collection instrument used for this study. The had both close and open ended questions, which were designed to obtain information and data from teachers and head teachers of the selected schools earmarked for the study. Structured questionnaires were preferred by the researcher because of its advantages like; easy to administer on a large population. Questionnaires require less time and money compared to other methods like focus group discussions (Gummesson, 2000). The questionnaire used different levels of a 5-point likert scale (1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree; 1= Not at all, 2 = Sometimes, 3 = Undecided, 4 =Much, 5 = Very much). In total the questionnaire had 22 items. Items 1 – 3 asked questions on the demographic characteristics of respondents, items 4 - 9 measures teachers understanding and adoption of motivational techniques, items 10-16 evaluate the nature of working condition of schools whereas the concluding part, ask questions on the rating of influence of teacher's performance.

3.4 Ethical Requirement

Formal permission was taken from the College Registrar, Deans of Faculties and Heads of Departments of the University before the commencement of the research. Respondents were assured that the information provided were to be treated for academic purposes only. With this level of assurance from the Heads of various

Departments/Sections/Units, responses to interviews and questionnaire administration were highly positive and this enabled the researcher to obtain the needed data for analysis. Chapter four gives a detailed account of the results of the analysis of the data obtained.

3.5 Data Collection Procedure

Both primary and secondary sources of data were used for the study. Prior to the study, the researcher did a desktop study to really understand the area under investigation especially the developmental trends in commitment to motivation and work performance as a measure of organizational success. This enabled the researcher not only to define the problem domain very well but also the instruments that would be appropriate for the conduct of the study. It must be noted that the researcher sought permission from heads of various Faculties, Departments, Sections and Units about the study, and assured them of confidentiality and anonymity of their responses before the primary data collection exercise was carried out.

In addition, a pilot test was done to ensure the validity and reliability of the items in the questionnaire. This was done to avoid responses that would impact the results of the study negatively. In view of this, one staff each was selected from each Department, Section, or Unit under every faculty to take part in the pilot exercise. Obviously, there were lapses and some irrelevant items in the questionnaire, and these were corrected. The questionnaires will have self-administered at varied times during the data collection stage of the research. This reason being that, the researcher envisages the mishandling of the questionnaire and even non-attendance to it if given to the teachers to answer on their

own volition without supervision. Meanwhile a written letter of person were served to the heads and teachers of the selected schools whiles noting them that their responses would be treated with utmost confidentiality.

3.6 Data Analysis

Quantitative data in a raw form do not convey any meaning in itself per se, this therefore ignite a systematic processing and analyses of data into information so as to make them meaningful to the stakeholders. Analysis of data is a process of editing, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggestion, conclusions, and supporting decision making (Adèr and Mellenbergh, 2008).

Descriptive and inferential statistics were used to statistically analyze data all collected questionnaires. The data on the questionnaire collected from the respondent's will be coded in the Statistical Package for Social Sciences (SPSS version 20) software for statistical analysis to be conducted, whiles descriptive statistics would be used to analyze the responses on the demographic characteristics of respondents through the computation of descriptive frequencies.

CHAPTER FOUR

RESULTS OF THE STUDY

4.0 Introduction

The purpose of the study is to assess the impact of motivation techniques on teachers' performance in some selected schools in the Sefwi Wiawso Municipality. Specifically, the study seeks to investigate the motivational techniques that affects teachers of SHS, measure teachers' performance, establish the relationship between motivational techniques and performance as well as assess the extent to which motivational techniques affects teachers' performance. In this chapter, the analysis of data and presentations of results are discussed.

4.1 Data Analysis and Discussions of Responses

The variables of interest of this study are motivational techniques and teacher performance. The analysis begins with the demographic characteristics of respondents (teachers and headmasters/ mistresses from selected senior high schools in the Sefwi Wiawso Municipality). The researcher design and administered a 27 and 13 – item questionnaires for teachers and the heads of schools respectively. The opinions of respondents were collected and analyzed using the SPSS version 20.

Motivational techniques were measured by 5 – scaled item propounded by (William and Anderson, 1991) whereas, the performance of teachers were measured under five (5) main criteria: Exams setting times, scheme of work, record of work, student's report and time management. The responses were elicited on a 5-point Likert Scale format anchored “Strong Disagree (1)” and “Strongly Agree (5)”.

The remaining aspect of this chapter explains with table the results of findings of the study.

4.2 Demographic Characteristics of Respondents

The demographics characteristics of respondents were analyzed. The main variables discussed included the gender, age and educational levels of respondents.

4.2.1 Gender of Respondents

The respondents involved in the study were male and female from categories of both teachers and the heads of some selected senior high schools in the Sefwi Wiawso Municipality. Table shows the distribution of male/female representation

Table 1: Gender of Respondents

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Male	98	67	67	67
Valid Female	48	33	33	100
Total	146	100.0	100.0	

Source: Researchers Field Data, 2016

From Table 1, it is revealed that in terms of Gender, the male respondents' constituted 98 of the total population of 146, which represents 67% where as their female with a comparative high number, registered a 48 (33%). This work therefore sorts to

maintain that even the current drive on women empowerment, male numbers in most professions is still on the increase.

4.2.2 Age of Respondents

Table 2: Age of Respondents

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
18 - 25 years	39	27	27	27
26 - 40 years	29	20	20	47
41-60 years	78	53	53	100
Total	146	100.0	100.0	

Source: Researchers Field Data, 2016

With the ages of respondents however, the research presented their ages in age-groups, ranging from 18-25, 26-40 and 41-60 age rangers. From Table 2, 39 (27%) of the respondents fell between the age group 18-25 whereas, 29 (20%) also fell in the 41-60. It tells that the schools have a lot of their staff in the active working age brackets which shows a positive impact on the school's performance. As much as 78 teachers, representing 53% however fell between the ages of 41-60 years.

4.2.3 Respondents Level of Education

Table 3: Respondent's Level of Education

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma in Education	0	0	0	0
Teacher Certificate 'A'	6	4	4	4
Degree	133	91	91	95
Masters	7	5	5	100
PhD	0	0	0	100
Total	146	100	100	

Source: Researchers Field Data, 2016

From Table 3, a review of the staff level of education revealed that all the workers had had some level of formal education. From the total population of 146, none of them was uneducated/ illiterate. However, a majority of 133, representing 91% of the entire population held a first degree with only 7 teachers, representing 7% were Master's Degree holders. Meanwhile none of the respondents had a PhD.

4.3 Descriptive Analysis of Motivational Techniques Dimension

The study identified some Motivational Techniques, dimensions for analysis, and the data obtained and analyzed.

4.3.1 Descriptive Statistics on Motivational Techniques Dimensions

Table 4 : Descriptive Statistics on Motivational Techniques Dimensions

Responses	N	Minimum	Maximum	Mean	Std. Deviation
Allowances for additional responsibilities at school	146	1	4	2.05	1.485
Recognition of teachers	146	1	5	2.82	1.742
Promotion of teachers	146	4	5	4.45	1.903
Praise/ appreciation of teachers	146	1	5	3.38	1.833
Allowances of teachers	146	1	5	3.88	1.600
Valid N (list wise)	146				

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=300

Source: Field data, April, 2016

A statistical summary of the Motivational Techniques as shown in Table 4 shows a total of 146 respondents (N =146), the minimum and maximum values (1-5) of the scales are also given. The question that was asked on the promotion of teachers scored the highest mean of 4.45 with allowances for additional responsibilities scoring the lowest mean of 2.05. Apart from the highest scored Cronbach's alpha value which measures a good internal consistency of the scale, the variance of the mean and captured by the standard deviation shows a good measure as well since they are all less than half ($\frac{1}{2}$) of the recorded means.

4.3.2 Descriptive Statistics on Nature of Working Condition

Table 5: Descriptive Statistics on Nature of Working Condition

Responses	Minimum	Maximum	Mean	Std. Deviation
Provision of adequate working condition	1	5	3.92	1.906
Interpersonal relationship as school policy	1	5	3.35	1.765
Serene atmosphere	1	5	3.93	1.575
Cordial relationships and communications	1	4	3.12	1.274
Freedom of expression	1	5	5.09	1.499
Participation in school activities	1	5	2.83	1.703
Valid N (list wise)				

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

N=146

Source: Field data, April, 2016

The Responses of all 146 respondents on the extent to which they are privy to information concerning the nature of school's condition of service. The summary of descriptive statistics results is recorded in Table 5 above. The minimum and maximum value for the scale was reported as 1 - 5. The table suggests the extent to which teachers are motivated and its impact on their performance. Amongst the given dimensions, the question asked on teachers having freedom of expression scored the greatest mean of 5.09, the remaining questions asked scored high means within the ranges of 3.12 to 3.93, showing a high consistency and loadings of the variables used in the measurement of

condition of service. The lowest mean of 2.83 was on the last question which asked on the extent to which the top administration makes sure that teachers participate fully in the school's activities.

4.3.2 Descriptive Statistics on Teacher Performance

Table 6: Descriptive Statistics Teacher Performance

Responses	Minimum	Maximum	Mean	Std. Deviation
Exams setting	1	5	3.53	1.675
Scheme of work	1	4	2.67	1.645
Record of work	1	5	3.46	1.609
Students reports	1	5	4.46	1.565
Time management	1	4	2.57	1.108

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree N=146

Source: Field data, April, 2016

From Table 6, for the sample population of N=146, the minimum of 1 and a maximum score of 7=5. The means scores as well loaded quite well for all the dimensions. The lowest mean was 2.57 with 4.46 being the highest. The standard deviations were not up to half of the recorded mean so this establishes a good model for the study.

4.4 Regression Analysis on Motivation and Performance

A Regression Analysis was conducted to ascertain the predictive power of each independent variable. It estimates the variance between the various variables. But the key determination of the regression analysis is to estimate the degree of the impact of motivation on the performance of teachers of some selected senior high schools in the Sefwi Wiawso Municipality. The regression analysis thus sought to determine the relationship and degree on impact between motivation and performance of teachers.

Table 7: Model Summary of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900 ^a	.810	.807	2.770

a. Predictors: (Constant), Motivation

Table 7 presents the model summary of the regression analysis. It represents an 81% explanation of the variables. Judging from the R-Square change values in the table, (check the R Square and the Adjusted R Square values given). From this analysis, it shows that the predictive power of the model used for this study is over 80%. In addition, the results are marked by significant measure of 0 .000 (Check the ANOVA Table below).

Table 8: ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	6815.971	4	1703.993	222.101	.000 ^b
1	Residual	1595.804	208	7.672		
	Total	8411.775	212			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation

4.5 Analysis of Teachers Perception on motivational Practices

Teachers when asked to rate the influence of government policies, management styles and political environment on teacher's performance reported that they all had no bearing currently on the performance of teachers. In teacher's opinion the quality of motivational practices in schools are poor resulting in teachers being indifferent and unenthused about their work. Teachers admitted that they should be given allowances for additional responsibilities at school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the key findings of the study as well as a conclusion of the study. Importantly, some recommendations are also presented and these are based on the findings of the study.

5.2 Summary

The main objective of the study was to assess the impact of motivation techniques on teachers' performance. Some selected schools: Sefwi Wiawso Senior High Technical School, Sefwi Wiawso Senior High School and St. Joseph Senior High School, all of the Sefwi Wiawso Municipality. Thus, the study intends to establish the relationship between motivational techniques in teacher performance in the Sefwi Wiawso Municipalities.

The target population of this study comprised all teachers and head teachers in senior high schools in the Sefwi Wiawso Municipality. The schools has 125, 150, 130 teaching staff strength for Sefwi Wiawso Senior High Technical School, Sefwi Wiawso Senior High School and St. Joseph Senior High School respectively. The population for the study thus would be the aggregation of the teaching staff and the 3 head teachers of each school totaling 408. The researcher resorted to the use of the purposive sampling technique in selecting 146 respondents for the study sample.

5.3 Summary of Key Findings of the Study

It was clear from the study that promotion, allowance and appreciation whether a teacher or head teacher, led to on average 74% in Teachers Perception on motivational

Practices and performance. This suggests the teacher's perception of motivational Practices have a relatively high effect performance of teachers on the basis of these dimensions. However, poor management practice and inadequate allowances continue to affect the willingness and cooperativeness on the part of many teachers. This is evidenced in the success or failure of every organization and institution depending largely on the performance of its individual members (Todd, 2001) and motivation has also been very much linked to performance (Carter, 1991).

Moreover, the commitment levels of teacher's perception of management commensurate over 70% of poor management, and this is perhaps due to the working conditions of service as well as other benefits obtainable from the job. It was established by the study however that age and status of teachers is promising and active ensuring a positive attitude towards work. Besides, the study revealed an active age category of teacher's maximum levels of formal education with first degrees, maters and a PhD.

However, most of the teachers are seeking for promotion and increase in allowance, in teacher's opinion the quality of motivational practices in schools are poor and as a result in teachers being indifferent and unenthused about their work admitting that they should be given allowances for additional responsibilities at school as a result of their task load; exams setting, scheme of work, record of work, students' report etc. that government policies, management styles and political environment on teacher's performance reported that they all had no bearing currently on the performance of teachers amidst unhealthy freedom of expression, participation in school activities, provision of adequate working conditions and interpersonal relationship

It is important to emphasize and confirm that the schools had put in place some commitment strategies to make the teaching job more attractive and laudable to be engaged in. This was established on grounds of lackadaisical attitudes significant number of teacher display at their work places as lamented by head teachers as hindrance to performance.

The study further revealed that in terms of Gender, the male respondents' constituted the majority of the total population where as their female with a comparative high number registered a minority. This work therefore sorts to maintain that even the current drive on women empowerment, male numbers in most professions is still on the increase. Motivation must be made to the fact that, from the study it is indicated that, appropriate conditions of service to workers are motivators to good and improved performance.

5.4 Conclusions

Academic institutions of elementary learning contribute to the development of a country with which Ghana is no exception. They are seen as the background to basic knowledge transfer and acquisition. Their contribution towards further studies for students is recognized and accepted nationwide.

Organizational commitment as a whole and the commitment levels of individuals within an organizational context has been a focus of numerous studies over the years. It has become one of the most intensively investigated work-related attitudes along with job satisfaction. The two variables namely job satisfaction and commitment were thus considered for this study.

To assess the commitment of employees the researcher employed; the success or failure of every organization and institution depending largely on the performance of its individual members (Todd, 2001) and motivation has also been very much linked to performance (Carter, 1991) as propounded were examined and analyzed.

The study used age and the level of education of respondents as controlled variables in estimating the degree of impact between motivation and performance. The results proved that age and level of education has a positive impact on performance, however it was established that poor management practices and inadequate allowance hinders work.

It is important to emphasize and confirm that the schools had put in place some commitment strategies to make the teaching job more attractive and laudable to be engaged in as asserted by (Todd, 2001) and (Carter, 1991), linking performance to motivation. The analysis of interviews conducted also laid emphasizes that teachers are seeking for promotion and increase in allowances for additional responsibilities at school as a result their working conditions.

This study also, sorts to maintain that even the current drive on women empowerment, male dominance in most professions is still on the increase and that, appropriate conditions of service to workers are motivators to good and improved performance.

5.5 Recommendations

This study has affirmed and established that promotion, allowance and appreciation whether a teacher or head teacher, led to on average 74% in Teachers

Perception on motivational Practices and performance in some selected schools (Sefwi Wiawso Municipality). It is hoped that this study would be beneficial to all relevant parties involved in the Senior High Institutions and Government (Ghana Education Service), ranging from those involved in academic research, students, end-users as well as the various practitioners in the sector.

1. It is hereby recommended first and foremost that the Government of Ghana through the Ministry of Education should promote the betterment of workers especially in educational institutions to ensure that their welfare issues are timely met. There should be a review of existing school managerial styles to aid teacher participation and willingness to work. These set policies should aim at strengthening the participation, consultation and engagement.
2. The management of Senior High Schools in the Municipality (Sefwi Wiawso Municipality) should make conscious efforts to outline the exact strategies to roll out effective conditions of service to boost the morale of teachers (senior and junior). This has become urgent because most schools fail to retain the teachers due to lack of a proper strategy to adequately coordinate the efforts and interest of teacher to the school's expectations. The conditions of service which protect the interest and welfare of teachers should not in any way be undermined while adhering to school's plan of work.
3. Key to people's behavior the way they do behave is because they expect success. Expectations of success, directs behaviors of teachers to perform better to achieve their goals. The prevalence theory by Vroom, (1999), (expectancy theory), is much liked to the study because much of the teacher's performance are attributed

to their expectations from work, hence the need to increase the allowances of teachers per their workload. The recommendation here is for the schools to recognize the contribution of key and dedicated teachers and put up strategies that are aimed at getting the best from them and their retention.

4. The teachers of Senior High Schools must be ready to develop and challenge themselves to take responsibility for managing their careers with support from the schools. They should take advantage of policies by the Ghana Education Service that promotes career advancement, most especially the opportunities for higher learning through organized training and development programmes including study leaves.
5. The study revealed that in terms of Gender response, the male respondents' constituted the majority of the total population where as their female with a comparative high number registered a minority, hence the researcher recommends a future research when focusing on other samples could examine other job placement facts especially those related to gender concerns. This may help clarify the sorts to maintain that even the current drive on women empowerment, male dominance in most professions is still on the increase.
6. The study can further be expanded to examine motivational techniques and teacher's performance in first, the private sector and secondly, the public sector of all educational institutions or some selected schools especially, Senior High and Junior High schools to properly appreciate the role and impact of Human Resource Management practices (HRM) on organizational commitment and job satisfaction among employees.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR TEACHERS

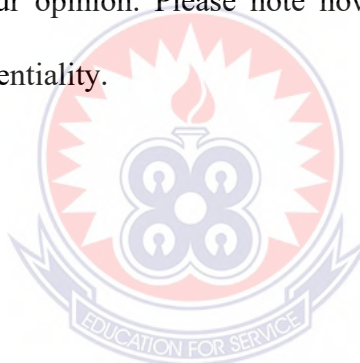
Dear Respondent,

I am conducting a research on the topic; Motivational techniques and teacher's performance: A Case study of some selected Senior High Schools in Sefwi Wiawso Municipality. I therefore humbly plead your assistance in helping with the achievement of this goal by responding to this questionnaire. You are entreated to provide the most appropriate answer in your opinion. Please note however that your responses will be treated with utmost confidentiality.

Yours faithfully,

Regina Gyabeng

(Researcher)

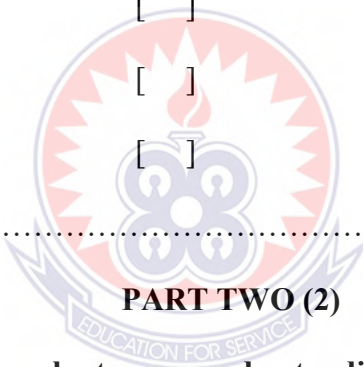


Guidelines: Please tick (✓) and Circle (O) the appropriate response options and provide the required remarks at the respective spaces as provided.

PART ONE (1)

Demographic Characteristics of Respondents

1. Gender: Male [] Female []
2. Age: 18-25 [] 26-40 [] 41-60 []
3. Marital Status: Single [] Married [] Divorced []
- Others.....
4. Educational Level
- Diploma in Education []
- Teacher Certificate ‘A’ []
- Degree []
- Masters []
- PhD []
- Other:



PART TWO (2)

Use the Options Below to evaluate your understanding and Adoption of Motivational Practices.

Choose the extent to which you practice the following motivational techniques to increase teacher’s performance.

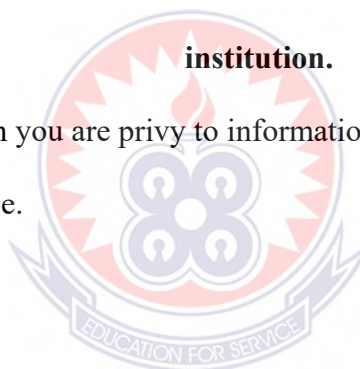
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. Teachers are given allowances for additional responsibilities at	1	2	3	4	5

school					
6. The school administrators make sure that teachers are recognized for the work well done	1	2	3	4	5
7. Promotion is one of the factors that the administrators does not take for granted	1	2	3	4	5
8. There are always occasions where teachers are praised / appreciated for the work well done.	1	2	3	4	5
9. Allowances are given to teachers promptly	1	2	3	4	5
10. Recognition at work improves on teachers oral and commitment	1	2	3	4	5

PART THREE (3)

Use the Options Below to evaluate the Nature of Working Condition of your institution.

Choose the extent to which you are privy to information concerning the nature of your school' condition of service.



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. Our school provides adequate working condition for teachers	1	2	3	4	5
12. Interpersonal relationship is part of the school policies	1	2	3	4	5
13. Most teachers have adequate atmosphere to operate in	1	2	3	4	5
14. The administration has clear and good relationship with the teachers in terms of communication	1	2	3	4	5
15. The administration has clear and good relationship with the teachers in terms of communication	1	2	3	4	5
16. The top administration makes sure that teachers participate fully	1	2	3	4	5

in the schools activities					
17. The working conditions improve on the teachers performance at school	1	2	3	4	5

PART FOUR (4)

Plases rate the influence of these factors on teachers’ performance.

	Not at all	Sometimes	Undecided	Much	Very much
18. Government’s policy on teachers performance	1	2	3	4	5
19. Management styles on teacher performance	1	2	3	4	5
20. Political environments on teachers performance	1	2	3	4	5

In your own opinion, please comment on the following issues:

20. How would you rate the quality of motivation practices in your school?

Very good [] Good []

Fair [] Poor []

21. With reference to the preceding question number 4, please, write a brief explanation of how you feel about quality of motivation practices in your school

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22. Give suggestions regarding improvements in the implementations o these motivation practices, and teaches' behaviours towards performance?

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Thank you.



APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

I am conducting a research on the topic; Motivational techniques and teacher's performance: A Case study of some selected Senior High Schools in SefwiWiawso Municipality. I therefore humbly plead your assistance in helping with the achievement of this goal by responding to this questionnaire. You are entreated to provide the most appropriate answer in your opinion. Please note however that your responses will be treated with utmost confidentiality.

Yours faithfully,

Regina Gyabeng
(Researcher)



Guidelines

Please tick (✓) and Circle (O) the appropriate response options and provide the required remarks at the respective spaces as provided.

PART ONE (1)

Demographic Characteristics of Respondents (Head teachers)

1. Gender: Male [] Female []
2. Age: 18-25 [] 26-40 [] 41-60 []

3. Marital Status: Single [] Married [] Divorced []
 Others.....

4. Educational Level

Diploma in Education []

Teacher Certificate 'A' []

Degree []

Masters []

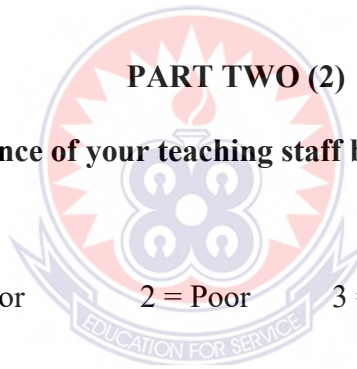
PhD []

Other:

PART TWO (2)

Please rate the performance of your teaching staff based on the following factors on the following options.

Options: 1= Very poor 2 = Poor 3 = Undecided 4 = Good
 5 = Very good



No.	Items	1	2	3	4	5
5.	Exams setting times	1	2	3	4	5
6.	Scheme of work	1	2	3	4	5
7.	Record of work	1	2	3	4	5
8.	Students report	1	2	3	4	5
9.	Time management	1	2	3	4	5

PART THREE (3)

Please provide your opinion on the following questions

10. In your view what factors prevent the administration to implement the motivational practices?

- a.
- b.
- c.
- d.

11. What can be done in order to improve on the performance of your teaching Staff?

- a.
- b.
- c.
- d.



12. What challenges do you meet as a head in implement the motivational practices?

-
-
-
-

13. What are your suggestions regarding the improvement in the motivation practices as well as the teacher's responses towards these above practices?

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Thank you.

