

**UNIVERSITY OF EDUCATION, WINNEBA**



**INFLUENCE OF TEACHER MOTIVATION ON THE LEARNING  
BEHAVIOUR OF PUBLIC SENIOR HIGH SCHOOL STUDENTS IN BIRIM  
CENTRAL MUNICIPALITY**

**FIIFI ADAMS**

**MASTER OF PHILOSOPHY**

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**UNIVERSITY OF EDUCATION, WINNEBA**



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**A thesis submitted to the School of Graduate Studies in  
partial fulfillment of the requirements for the award of  
the degree of Master of Philosophy  
(Educational Administration and Management)**

**Department of Educational Administration and Management  
Faculty of Educational Studies  
UNIVERSITY OF EDUCATION, WINNEBA**

**JULY, 2023**

## DECLARATION

### STUDENT'S DECLARATION

I, Fiifi Adams, hereby declare that this thesis, 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

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

Name: Prof Judith Bampoh

Signature: .....

Date: .....

## **DEDICATION**

This study is dedicated to God Almighty who gave me the strength, guided and protected me throughout. I also dedicate it to my beloved mum who has been my source of inspiration and support. To my lovely sister Fatima Otuakwa, I really appreciate all the support you gave me especially the financial without which this wouldn't have been possible. God richly bless you. Finally, I dedicate this to all my friends who supported me in one way or the other.



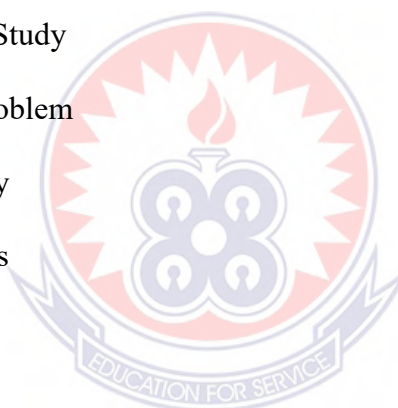
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## ABSTRACT

This research provides a critical analysis of how teacher motivation affects the learning behaviors of students within Public Senior High Schools in Ghana's Birim Central Municipality. While internal factors like personality, intelligence, and cognitive styles significantly shape how a student learns, educational stakeholders consistently seek external environmental variables that can be optimized to boost academic success. Among these factors, motivation has emerged as a primary focus of scholarly interest. A recurring issue in this sector is the tendency for educators to attribute poor student performance to inadequate welfare, specifically citing low pay, a lack of staff housing, and insufficient bonuses. To address these concerns, this study employed an explanatory sequential mixed, method approach to evaluate the relationship between these motivational factors and student outcomes. The study surveyed a sample of 185 teachers, selected via simple random sampling from a total population of 343 educators across three public institutions. Data analysis included the testing of two hypotheses at a 5% significance level, utilizing mean scores, standard deviation, and ANOVA.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background to the Study

In today's highly competitive global landscape, organizations must optimize their internal resources to enhance operational efficiency and employee output. Developing human capital is a primary strategy for building a dependable and committed workforce (Hakim, 2020). Because employees represent an organization's most vital asset, labor productivity remains a central concern for management. It is widely recognized that identifying effective ways to boost productivity is essential for organizational survival and success in international markets (Hakim, 2020). Consequently, leadership must decide on the specific forms of support and incentives required to drive these results.

Timmreck (2001) suggests that for managers to foster job satisfaction, clear communication, and high, quality output, they must treat staff with equity, dignity, and respect, paired with effective motivational drivers. In the educational sector, schools function as organizations where teachers serve as the fundamental human resource. Like any other professional body, educators deserve significant recognition and support. While schools may pursue various peripheral goals, their primary mission is the attainment of academic excellence and sound scholarship among students. The realization of these academic objectives depends almost entirely on the quality and commitment of school personnel, specifically the teaching staff.

Teachers seek both intrinsic and extrinsic fulfillment through their professional roles. The ultimate success or failure of any educational framework is largely dictated by the efficacy of its teachers (Azubuike & Oko, 2016). Supporting this view, Imo (2013) asserts that educational milestones can only be reached if teachers are prioritized and

provided with the necessary motivation while they facilitate student learning. Much like workers in other sectors, educators enter the profession to satisfy fundamental needs. It is established that a teacher who is well, motivated, through tangible incentives, conducive environments, and fair compensation, is more likely to be dedicated to their instructional duties, thereby fostering better student outcomes (Azubuike & Oko, 2016). Therefore, management must implement robust motivational frameworks that align individual teacher goals with institutional success.

Teachers are a decisive factor in meeting school objectives; existing research highlights a direct correlation between a teacher's classroom behavior and the learning conduct of their students. However, the need for motivation extends to the students as well. Ekong (2000) emphasizes that for the teaching, learning process to be effective, both the instructor and the learner must be sufficiently motivated. This issue has gained urgency following widespread public and media concern regarding the high failure rates in examinations organized by the West African Examination Council (WAEC). Psychologists argue that motivation is an essential component of the educational process, as meaningful learning is unlikely to occur without a sufficient drive to succeed.

Motivation is frequently defined as the catalyst for action. Daniels and Radebaugh (2001) note that leadership across various industries recognizes motivation as the cornerstone of a successful enterprise, as inspired employees consistently outperform those who lack engagement. While behaviorist theories suggest that desired actions should be reinforced through rewards and praise (extrinsic motivation), the humanistic perspective focuses on the hierarchy of human needs. For educators, the implication is

clear: by improving the learning environment and reducing the fear of failure, they can better encourage students to pursue their developmental needs.

### **1.1 Statement of the Problem**

Teacher performance has over the years raised concern among politicians, parents, Government, students and all education stakeholders especially whenever national examination results released reflect abysmal students' performance. Teachers shift castigations to welfare conditions citing low yet endemically delayed salaries, shortage of staff accommodation, poor or no staff meals, which tend to reinforce absenteeism, low morale and inadequate commitment to work. Mullins (2002) asserts that teachers are the pivotal resolute team upon which quality education is dependent and whatever affects them, affects their dependents. This can be noted through teacher work behaviour in terms of; commitment to work, dutifulness, high performance in accomplishing their contractual obligations. The above situation is a concern for policy makers and implementers, as well as students, parents, and the community at large.

Well, meaning Ghanaians such as teachers, parents, government officials among others have expressed great concerns about the conditions of service of teachers and the need for proper teacher motivation. A poor condition of service for teachers is likely to influence teacher performance and adversely result in low academic achievement in the country. This sometimes lead to high teacher attrition. Those who remain normally show lackadaisical attitude and lack commitment towards work which results in ineffective teaching in the classroom with its corresponding poor examination performances of students.

From the above, the question that comes to mind is, whether improving the conditions of service in the form of motivation could be a driving force for teachers to be effective

and committed to their work and in turn result in good learning behaviors of students? But the answer to this question remains unknown since individuals have different reasons for working. Moreover, individual teachers have different perception about motivation. What motivates an individual may demotivate another depending on their interests and needs as well as their understanding.

Globally, teacher motivation has been recognised as a key determinant of educational quality, influencing teachers' commitment, classroom practices, and ultimately student learning behaviour (OECD, 2020; Han & Yin, 2016). Studies across diverse contexts have shown that motivated teachers foster positive student engagement, attentiveness, and academic performance, while demotivated teachers often exhibit absenteeism, lack of commitment, and ineffective instructional delivery (UNESCO, 2017).

In sub-Saharan Africa, poor teacher motivation remains a persistent challenge due to low and delayed salaries, limited incentives, inadequate housing, and scarce professional development opportunities (Bennell & Akyeampong, 2007). These conditions have been associated with high teacher attrition, low morale, and poor student learning outcomes (Ampofo, 2020). In Ghana, although successive governments have introduced various motivational interventions, such as professional development workshops, allowances, and housing schemes teachers continue to express dissatisfaction with their welfare conditions (Acheampong, 2021). This dissatisfaction often manifests in poor classroom delivery, absenteeism, and a lack of commitment, which consequently contributes to declining student performance in national examinations.

Despite the acknowledged importance of teacher motivation, most Ghanaian studies have focused on its relationship with teacher performance, job satisfaction, or retention

(Mensah, 2019; Osei, 2020), rather than on how it shapes students' learning behaviour such as participation, attentiveness, completion of assignments, and performance outcomes. A few studies that touch on the link between teacher motivation and student achievement (Asare & Nti, 2014; Nyarko, 2017) remain largely descriptive and do not provide empirical evidence on behavioural dimensions of student learning.

Furthermore, a geographical gap exists. Much of the research on teacher motivation in Ghana has concentrated on urban centres such as Accra, Kumasi, and Cape Coast, with limited attention to smaller Municipalityities like Birim Central. Yet, student performance reports in Birim Central consistently indicate declining results despite government interventions, raising questions about whether teacher motivation is a contributing factor in this specific context.

There is also a methodological gap. Prior studies have mostly employed descriptive surveys without integrating mixed, method or more robust quantitative approaches that could establish a clearer causal or correlational link between teacher motivation and student learning behaviour (Mensah, 2019; Nyarko, 2017). This limits the generalisability and depth of findings. Finally, an empirical gap persists, as existing studies in Ghana have not systematically examined the direct influence of teacher motivation on the observable learning behaviours of students at the senior high school level. Most works focus broadly on academic achievement without considering intermediate behavioural indicators such as class participation, homework engagement, and discipline.

This study, therefore, sought to fill these gaps by investigating the influence of teacher motivation on the learning behaviour of public senior high school students in Birim Central Municipality. This study sought to determine the influence of teacher

motivation on the learning behaviour of public senior high school students in Birim Central Municipality.

### **1.2 Purpose of the study**

The study sought to determine the influence that teacher motivation has on learning behaviour of students in public senior high schools in the Birim Central Municipality.

### **1.3 Research Objectives**

The objective of conducting this research was;

1. To determine what Public Senior High School teachers in Birim Central consider as motivation.
2. To examine the motivation practices employed in Public Senior High Schools in Birim Central Municipality
3. To examine the influence that teacher motivation has on teacher performance in Public Senior High Schools in Birim Central Municipality
4. To establish the influence that teacher motivation has on learning behaviour of students in Public Senior High Schools in Birim Central Municipality

### **1.4 Research Questions**

The study was guided by the following questions;

1. What do teachers in public Senior high Schools in Birim Central Municipality consider as motivation?
2. What are the motivation practices employed in Public Senior high Schools in Birim Central Municipality?

3. What influence does teacher motivation have on teacher performance in Senior High Schools in Birim Central Municipality?
4. What influence does teacher motivation practices have on learning behaviour of students in Senior High Schools in Birim Central Municipality?

### **1.5 Hypothesis**

H<sub>0</sub>: There is no significant influence of teacher motivation practices on teacher performance in Senior High Schools in Birim Central Municipality.

H<sub>1</sub>: There is no significant influence of motivation on students learning behavior in Senior High Schools in Birim Central Municipality.

### **1.6 Significance of the Study**

This study seeks to assess influence of teacher motivation on the learning behaviour of public Senior High School students in Birim Central Municipality adding the challenges and recommendations for future policies.

This study would influence any further research in the direction of motivation in human resource management and its related issues because it would serve as reference for researchers, teachers and educational administrators as well as policy makers and all educational stakeholders.

This study provides firsthand information on teacher motivation on the learning behaviour of public senior high school students in Birim Central Municipality. This will guide the educational policy makers in taking decisions on policies design and implementation for motivation of teachers in order to increase students' performance.

Also, this study would be significant to the Ministry of Education (M.O.E.), which is the institution responsible for creating the nation's philosophies, budgeting and financing of education, making educational policies, setting aims and objectives, initiating and modifying the educational system among other things. This will help them identify appropriate motivational packages and strategies that would influence the proper management and performance of teachers.

This study will help bring on the spot evidence about the factors that influence motivation practices. Since not much or very little research has been done with respect to the topic, the study will provide insight of what is happening on the grounds. The results from this study contribute immensely to better understanding of the issue with regards to assessing the impact of teacher motivation on the learning behaviour of public senior high school students. The findings will serve as a guide for improvement in the proper channeling of resources for motivation which will be of much benefit. The findings also serve as a basis for offering useful suggestions to all stakeholders in teaching. They could also be useful in discussions about correct means of maximizing teachers' retention and attracting others.

Furthermore, the study makes an important contribution to enhance productivity in education sector. Another significance of the study is that the findings can be used to suggest ways for effective motivation that will satisfy needs of teachers. This study viaducts the gap in knowledge of the topic. Additionally, the study serves as resource material for students/researchers who may make a related study in the future.

The findings of the study would help to influence Opinion and Religious leaders, District, Municipality and Metropolitan Assemblies, Parent Teacher Associations

(P.T.A) and Non, Governmental Organizations to increase their participation in management and motivation of teachers in schools.

Moreover, the Ghana National Association of Teachers (GNAT) and the Ghana National Association of Graduate Teachers (NAGRAT) as well as the Coalition of Concerned Teachers (CCT) will also benefit from the findings of this study as they are the major associations responsible for bargaining for appropriate salaries, rewards, incentives among others on behalf of their members.

### **1.7 Delimitations of the Study**

Education represents a great backbone and it's fundamental to Ghana's Economy. The scope of this study covers both theoretical and geographical dimensions. The study is geographically limited to public Senior High Schools in the Birim Central Municipality. These Schools include; Oda Senior High School, Attafuah Senior High School and St. Francis Senior High Technical School. It involved classroom teachers of the above, mentioned schools. The theoretical scope covers concepts of motivation and teacher performance which have been identified as the key variable of interest.

### **1.8 Limitation of the Study**

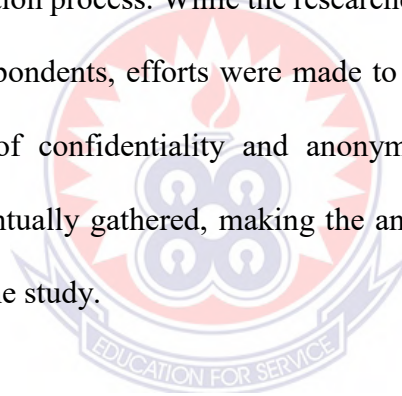
The study focused on assessing the influence of teacher motivation on the learning behaviour of public senior high school students in Birim Central Municipality. Reviewing of literature will consist of information related to the topic. Limited time and financial constraint were limiting factors. The time frame which was very limited which limits in, depth treatment of the research topic which could have been done by increasing the number of samples to capture several respondents with diverse backgrounds. Despite these limitations, analyses from the data which were obtainable

were sufficient to provide meaningful conclusions to the research questions. The study was delimited to three Public Senior High schools in Birim Central Municipality.

### **5.5 Limitations of the Study**

The study was conducted in three public senior high schools in the Birim Central Municipality, and as such, the findings may not necessarily represent the broader situation across all schools in Ghana. The context, resources, and management practices in other regions or schools may differ, which could influence teacher motivation and student learning outcomes in ways not captured in this study.

In addition, some respondents were initially reluctant to provide information, which delayed the data collection process. While the researcher could not control the attitudes and perceptions of respondents, efforts were made to encourage honest responses by assuring participants of confidentiality and anonymity. Despite these challenges, reliable data were eventually gathered, making the analysis and conclusions credible within the context of the study.



### **1.9 Definition of Terms**

**Teacher Motivation:** This refers to the drive, enthusiasm, and dedication that teachers exhibit in their roles. It includes their intrinsic motivation (personal satisfaction from teaching, belief in the importance of education) and extrinsic motivation (rewards, recognition, job satisfaction).

**Learning Behaviour:** This encompasses the actions, attitudes, and strategies that students employ during the learning process. It includes their motivation to learn, level of engagement, study habits, collaboration skills, self-regulation, and attitudes towards learning.

**Influence:** This refers to the impact or effect that teacher motivation has on students' learning behavior. It can manifest in various ways, such as increased student engagement, improved the learning behaviors of students, positive attitudes towards learning, and enhanced overall learning experiences.

**Motivation Practices:** These are strategies, initiatives, and interventions implemented by educational institutions or teachers themselves to enhance teacher motivation. Examples include professional development opportunities, recognition and rewards for outstanding performance, fostering a positive and supportive work environment, promoting autonomy and decision, making in teaching practices, and providing opportunities for collaboration and mentorship.

**Teacher Performance:** This refers to the effectiveness, competence, and productivity of teachers in their roles. It includes aspects such as lesson delivery, classroom management, student engagement, assessment practices, feedback provision, communication skills, and overall impact on student learning outcomes.

### **1.10 Abbreviations and Acronyms**

<b>WAEC:</b>	West African Examination Council
<b>MOE:</b>	Ministry of Education
<b>PTA:</b>	Parent Teacher Association
<b>GNAT:</b>	Ghana National Association of Teachers
<b>NAGRAT:</b>	National Association of Graduate Teachers
<b>CCT:</b>	Coalition of Concerned Teachers
<b>GES:</b>	Ghana Education Service

### **1.11 Organization of the Study**

Chapter one introduces the study and provides the outline of the study. It also captures the background information, problem statement, objective of the study, research questions, significance of the study, and scope of the research, limitation and delimitation of the study. Chapter two deals with the review of literature related to the subject of study. The review involves in-depth studies related to the problem under study.

The third chapter describes the methodology used in the study. Specifically, the research design, the research instrument, sample and sampling technique, the procedures for data collection and the data analysis are discussed. The analysis, results and discussion are presented in chapter four. This chapter captures the interpretation of all the interview responses and content analysis of the data collected on the field of study. The data analysis was done using the Statistical Package for the Social Science (SPSS). Explanations to the data analysis were done by the researcher using some of the responses collected during the field study and the available secondary data.

In chapter five, the main focus is the summary, conclusions and recommendations. This chapter provides a summary of all the chapters in the study. In addition, the chapter also made few recommendations on alternative development approach before drawing a conclusion on the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

This Chapter discusses the review of related literature and this include meaning of motivation, types motivation, concept of performance, employee performance, motivation and teacher performance, monetary rewards and teacher performance and non, monetary rewards and teacher performance. The chapter ends with theoretical review and its relevance to this research.

#### 2.1 The Concept of Motivation

Motivation represents an employee's readiness to exert substantial effort toward their professional duties, provided that this effort fulfills specific personal needs and aligns with their environmental context. It is essentially a psychological catalyst that directs an individual's actions toward the attainment of defined objectives. Because motivation is tied to personal perceptions and internal attitudes, it fluctuates significantly between individuals. A simple biological parallel is the sensation of hunger: the need (hunger) triggers a specific response (eating), which subsequently satisfies the drive. In a professional setting, a motivated staff member is characterized by a voluntary commitment to deliver their peak performance to reach institutional milestones. Academic literature often defines this as an individual's active engagement and dedication to achieving prescribed outcomes.

Synthesizing these perspectives, employee motivation can be viewed as an internal impetus that dictates human behavior or passivity under specific circumstances. According to the foundational work of Maslow (1943), the motivational process typically begins with the identification of an unmet need. This realization leads to the

establishment of a goal, and the subsequent pursuit of that goal serves to satisfy the original deficiency.

Furthermore, the social and organizational environment plays a crucial role in shaping these drives. This includes the overarching corporate culture, leadership styles, and the dynamics of the immediate work team. Historically, a lack of such supportive structures has had detrimental effects on the teaching profession. For instance, the World Bank (1990) noted that poor professional conditions discouraged high-achieving individuals from entering teacher training programs. Even those who remained in the field often struggled to provide high-quality instruction due to systemic neglect.

It is important to distinguish between job satisfaction and motivation; while satisfaction is a trait often found in motivated workers, true motivation is more directly linked to actual job performance. Consequently, educational institutions must move beyond general "quality of life" programs and focus on cultivating environments that sustain high motivational levels. Research by Adelabu (2005) in Nigeria underscores this necessity, revealing that teacher motivation was severely undermined by inadequate compensation compared to other sectors, poor physical work environments, exclusion from decision-making processes, and limited access to professional growth.

### **2.1.1 Categorization of Motivation**

Scholars generally categorize motivation into two distinct types: intrinsic and extrinsic motivation.

#### **2.1.1.1 Intrinsic Motivation**

Intrinsic motivation is derived from "internal" drivers, meaning the impetus for action originates within the individual or from the inherent nature of the task itself. This form of motivation positively influences behavioral patterns, professional output, and

psychological well, being. According to Deci and Ryan (2000), when an individual is intrinsically motivated, they are driven to satisfy three fundamental psychological needs: autonomy, competence, and relatedness.

Employees motivated in this manner value the freedom to make independent decisions, outlets for creative expression, and opportunities for professional growth. They seek tasks that are meaningful and challenging, deriving a profound sense of achievement upon their completion. For instance, a teacher faced with a complex instructional challenge is unlikely to give up; instead, they may invest additional personal time because they view the problem as a rewarding intellectual hurdle. Research consistently suggests that intrinsic motivation has a more sustainable, long, term impact on performance and is often considered the "purest" form of motivation.

#### **2.1.1.2 Extrinsic Motivation**

Conversely, extrinsic motivation involves external drivers where behavior is performed in exchange for tangible or intangible rewards rather than for the sake of the work itself (Deci & Ryan, 2000). These external incentives include monetary bonuses, salary increments, or material gifts, as well as non, monetary rewards such as certificates of recognition, travel opportunities, and prestige. For example, a staff member might accelerate their workflow to meet a deadline specifically to secure a performance, based bonus.

While extrinsic rewards act as powerful reinforcers for short, term objectives, they may have detrimental effects on long, term behavior if used in isolation. Some research indicates that individuals who do not expect external rewards may actually outperform those who are solely focused on the incentive. However, extrinsic motivators remain

valuable in specific contexts, particularly when intrinsic interest is low or when tasks are highly repetitive and routine.

In the context of educational institutions, these two types of motivation can be measured as follows:

### **Motivation**

#### **Measurements for Teachers**

#### **Type**

#### **Intrinsic**

Personal satisfaction from teaching, passion for the subject, professional recognition, career milestones, and classroom autonomy.

#### **Extrinsic**

Competitive salary, staff housing, meal provisions, duty allowances, medical insurance, and paid leave.

Over, reliance on external rewards can inadvertently stifle innate creativity and undermine the internal desire to excel. This complexity was highlighted in a study by Yakub, Zaidi, and Mohamad (2018) involving 82 high, performing staff members at a higher education institution. Although the study found that job performance was high, the reported level of job motivation was only moderate. Interestingly, their findings showed no significant correlation between motivation levels and performance, suggesting that high performance may sometimes be driven by factors beyond immediate motivational variables.

## **2.2 The Concept of Students Learning Behaviour**

Students' learning behavior encompasses a broad range of actions, attitudes, and strategies that they employ during the learning process. It includes how motivated they are to learn, their level of engagement in classroom activities, their study habits, their

ability to collaborate with others, their self, regulation skills, and their overall attitudes towards learning (Zimmerman, 2020).

Motivation plays a crucial role in students' learning behavior, as it influences their willingness to learn, their interest in the subject matter, and their perseverance in overcoming challenges (Fredricks et al., 2019). Engaged students actively participate in class discussions, maintain focus during lectures, and demonstrate curiosity and interest in learning.

Study habits are another aspect of learning behavior, encompassing students' time management skills, organization of study materials, and use of effective study strategies such as summarization and self, testing (Pintrich, 2020). Collaboration and communication skills are also important, as students often work in groups, share ideas, and engage in discussions to deepen their understanding.

Self, regulation is the ability to monitor and control one's own learning process, including setting goals, planning study time, monitoring progress, and making adjustments as needed (Pintrich, 2020). Positive attitudes towards learning, a growth mindset, and a belief in the importance of effort and persistence also contribute to effective learning behavior (Dweck, 2016). Understanding students' preferred learning styles, such as visual, auditory, or kinesthetic, can also play a role in how they engage with and process information (Pashler et al., 2018). Overall, students' learning behavior is influenced by a combination of internal factors (motivation, attitudes, self, regulation) and external factors (study habits, collaboration, learning styles), all of which contribute to their overall learning experience and outcomes.

## **2.2.0. Factors Influencing Student Learning Conduct and Academic Performance**

### **2.2.1. Theoretical Evolution of Employee Performance**

Within any organizational framework, employee performance stands as a critical determinant of institutional success. It is fundamentally defined by the spectrum of actions, behaviors, and results that an individual contributes toward the realization of shared goals. Broadly, performance is characterized by several measurable dimensions: the quality and volume of work produced, the punctuality of delivery, the level of interpersonal cooperation, and the consistency of physical presence at the workplace. According to the conceptualization provided by Macky and Johnson (2000), employee performance is a comprehensive record of outcomes attained within specific job functions during a defined temporal window. However, modern scholars argue that this record is not a static data point but a longitudinal pattern of behavior that reflects an individual's evolving relationship with their work environment.

Historically, the management of human labor was rooted in classical economic theories that viewed employees as mere mechanical inputs, comparable to raw materials or machinery, in the production of goods and services. This reductionist perspective was revolutionized by the "Hawthorne Studies" conducted by Elton Mayo between 1924 and 1932. This landmark research provided empirical evidence that workers are not motivated by financial compensation alone; rather, their productivity is inextricably linked to psychological attitudes, social dynamics, and the "human" element of management. The Hawthorne findings laid the cornerstone for the Behavioral Approach to Management, shifting the focus of leadership from task, supervision to the fulfillment of human needs. In this modern context, performance management involves a strategic alignment where organizations communicate their core missions and

strategies to employees, setting individualized targets that harmonize personal professional growth with the organizational mandate.

The determinants of individual performance were further refined by Griffin (2005), who postulated that high, level output is the product of three intersecting factors: intrinsic motivation, the suitability of the work environment, and the technical ability to perform the task. Chandrasekar (2011) expands on this by demonstrating that the physical and social workplace atmosphere exerts a profound influence on employee morale. A suboptimal environment, characterized by rigid and poorly designed schedules, ambiguous authority structures, a lack of professional appreciation, and restricted autonomy, induces a state of chronic stress. This psychological burden "repugnantly dwindles" job performance, as employees become more focused on survival within the environment than on the pursuit of excellence. From a results-oriented perspective, Kusek and Rist (2005) assert that performance must be evaluated through the lens of objective achievement. They argue that measurement should occur at three distinct levels:

1. Output Level: The immediate products or services generated.
2. Outcome Level: The intermediate changes or benefits resulting from those outputs.
3. Impact Level: The long, term sustainable changes achieved.

Other academic contributors suggest that these measurements must be framed by efficiency, quality, and timeliness. Efficiency is defined as the competence of a staff member to reach specific targets with minimal waste, while productivity is often expressed as a mathematical ratio of output to input. Quality, perhaps the most subjective yet vital metric, is the degree to which the services provided satisfy the stated or implied needs of the stakeholders, in this case, the students and the broader educational community.

Naharuddin and Sadegi (2013) further emphasize that the "willingness and openness" of an employee are the psychological prerequisites for high performance. They suggest that when an individual possesses the internal "will," their productivity naturally surges, leading to superior institutional outcomes. Similarly, Foot and Hook (2008) maintain that for an organization to thrive, management must provide three key pillars: the *ability* to contribute, the *means* (resources) to execute, and the *incentive* (motivation) to excel. They advocate for a collaborative partnership model where management and staff work in tandem. This approach ensures that employees do not just "perform tasks" but "add value," creating a win, win scenario where the organization meets its strategic objectives while the employees derive direct professional and personal benefits from their high, performance output.

### **2.2.2 Conceptualizing Teacher Performance in the Educational Framework**

Within the academic ecosystem, teacher performance is profoundly influenced by the psychological state of motivation. It is widely observed that educators who possess a high degree of drive and enthusiasm consistently achieve superior professional outcomes. As noted by Ballou and Podgursky (1997), the caliber of teaching performance has remained a focal point of concern for stakeholders in the educational sector. While structural factors, such as academic credentials, mastery of subject matter, pedagogical expertise, and instructional skills, are fundamental to defining a teacher's competence, they are not self-sustaining. Manning and Patterson (2005) argue that even the most erudite educator may fail to maintain high, quality educational standards if they lack the requisite motivation and professional dedication.

Consequently, financial remuneration and reward structures emerge as pivotal catalysts for elevating the motivational levels of teachers, thereby enhancing their overall

effectiveness. This is supported by Griffin (2005), who posits that individual performance is the result of a synergistic interaction between three primary variables: motivation, the quality of the work environment, and the innate ability to perform assigned duties. While many individuals enter the teaching profession driven by a vocational altruism, a sincere desire to nurture the physical, intellectual, and emotional development of their pupils, their success is frequently appraised through the lens of student performance.

The classroom itself functions as a dynamic and influential theater, co-constructed by the behaviors of both the instructor and the learner (Greene et al., 2004). In this setting, the teacher serves as the architect of the learning experience, designing activities, establishing evaluative policies, and managing classroom operations (Wenglinski, 2000). A truly supportive pedagogical environment is one where the teacher bridges the gap between academic content and the student's lived experiences, maintains high expectations for student growth, and treats errors as essential learning opportunities rather than failures (Greene et al., 2004).

### **2.3 Challenges and Inhibitors to Teaching Performance**

One of the most decisive indicators of educational quality is the level of teacher commitment. This psychological trait differentiates educators who are deeply invested and student-centered from those who treat the profession with apathy or prioritize personal interests. Scholarly inquiries into this area have identified various facets of commitment, including dedication to student learning and loyalty to the institution. It is established that teaching performance is intimately intertwined with job satisfaction, morale, and motivational drivers.

However, teacher commitment is not static; it can be significantly fortified or severely eroded by a multitude of external and internal stressors. Day (2004) suggests that factors such as disruptive student behavior, the presence or absence of administrative and collegial support, fluctuating parental demands, and shifts in national educational policies all play a role in shaping an educator's professional trajectory.

Furthermore, systemic issues such as stagnant salary scales and substandard working conditions are frequently cited as the primary reasons for the "brain drain" within the profession. Other localized challenges that impede performance include:

1. The inadequate provision of modern instructional facilities and physical infrastructure.
2. Chronic underfunding of school programs.
3. The absence of robust motivation and incentive packages for staff.
4. Bureaucratic and administrative inefficiencies.
5. The diminishing social prestige of the teaching profession and a general lack of public appreciation for educators.
6. Inconsistent or ineffective supervision within the school management system.

### **2.3.1 The Symbiotic Relationship Between Motivation and Teacher Output**

Teachers represent a vital segment of the professional workforce, responsible for the development of a nation's human capital and the long, term socio, economic viability of the state. Despite this critical role, research by Bishay (1996) reveals a disturbing trend of professional dissatisfaction among educators, which has manifested in a noticeable decline in national productivity. To counteract this, it is imperative for the Ministry of Education and the Ghana Education Service (GES) to identify and implement durable motivational strategies designed to invigorate the teaching force.

According to Armstrong (2009), modern organizations must focus on achieving sustained high performance through their people. This necessitates a careful examination of how individuals are motivated through leadership participation, meaningful work, and the overarching organizational culture. As Hoy and Miskel (1987) assert, the survival of any institution, including schools, is contingent upon the performance of its members.

Nevertheless, within the context of the Ghanaian educational sector, teacher motivation remains a persistent challenge (Ampofo, 2016). While there is a consensus among school administrators that motivation is the "engine" of performance, its definition remains a subject of academic debate. Lunenberg and Ornstein (2008) describe motivation as those internal psychological processes that stimulate, direct, and sustain behavior in ways that align with the organization's strategic objectives. When these internal drives are neglected, the quality of education delivery inevitably suffers, necessitating a renewed focus on both intrinsic and extrinsic rewards.

### **2.3.2 The Conceptual Distinction Between Motivation and Professional Output**

In his analytical review of school dynamics, Dessler (2005) posits that from the perspective of educators, job performance and motivation represent fundamentally different psychological and operational constructs. While they are often conflated, Dessler argues that motivation serves as the antecedent stimulus, the internal or external reinforcement that compels an employee to act, whereas job performance is the quantifiable result or manifestation of that drive. Despite this distinction, he acknowledges the complexity of separating the two in practice, as motivation is frequently measured retrospectively based on the quality and volume of output produced. A critical mediator in this relationship is job satisfaction. When teachers find

fulfillment in their professional environment, remuneration, and institutional rewards, they tend to adopt a more proactive stance, naturally escalating the effort directed toward their instructional duties.

Supporting this framework, Hoy and Miskel (1987) describe employee motivation as a multidimensional force. It is viewed as a "tension state" or a "drive" that initiates and sustains voluntary activities aimed at reaching personal and organizational milestones. In this sense, motivation acts as both the ignition and the fuel for human behavior; it dictates how energy is channeled and how long it is sustained in the face of challenges. Therefore, the link between teacher motivation and institutional performance is not merely incidental but foundational to the existence of any educational entity. However, a nuance exists in the state of high job satisfaction: an educator might theoretically enjoy their work environment and remain satisfied while exhibiting low motivation from the school's strategic perspective. To address this, Aswathappa (2002) emphasizes the role of employee benefits. These non, direct payments, though not always tied to specific performance metrics, serve as essential conditions of employment that help schools attract and retain elite talent by increasing the overall value of the compensation package.

The discourse on the adequacy of satisfaction was significantly challenged by Drucker (2006). He argued that while many believe employee satisfaction is the primary requirement for success, it is often an insufficient driver for high performance. To Drucker, the only sustainable catalyst is internal self, motivation rooted in responsibility. This perspective suggests that an educator must feel a personal ownership of their outcomes rather than mere contentment with their conditions. Armstrong (1996) echoes this dual, pathway approach, noting that motivation can occur through self, directed search, where individuals find work that satisfies their intrinsic

needs, or through administrative intervention, where management utilizes incentives, promotions, and public praise to steer behavior.

### **2.3.3 Empirical Reviews of Motivation in Global and Regional Contexts**

Research by Bishay (1996) focused on the daily emotional states of teachers, identifying specific activities that directly fluctuate their motivational levels. This aligns with findings by Alam and Farid (2011), who revealed a widespread perception among educators that their salaries do not reflect their specialized knowledge or technical skills. They argue that to surpass current performance benchmarks, teachers must be treated with profound professional dignity and provided with regular refresher courses and development opportunities. Rewarding teachers must therefore go beyond a flat rate, accounting for individual qualifications, years of experience, and specific skill sets.

On a global scale, Inayatullah and Jehangir (2012) conducted a quantitative survey in Peshawar, Pakistan, which confirmed a significant and positive correlation between teacher motivation and performance in both the public and private sectors. Conversely, Bennell (2003) highlighted the detrimental impact of external factors, noting that in the Pakistani context, political interference had turned poor teacher motivation into a "colossal" systemic problem. As Latt (2008) suggests, high motivation is the only way for an organization to gain a competitive advantage, as it directly increases the productivity required to achieve complex goals efficiently.

The role of recognition is further emphasized by Allen and Helms (2002), who argue that reward systems must be strategically aligned with the organization's mission to recognize both individual and team contributions. Nelson (2004) and Torrington (2014) both maintain that timely and sincere praise from management is essential; it builds a

sense of professional identity and confidence that encourages employees to reach for strategic goals. Furthermore, Wayne et al. (2006) suggest that the most effective way to motivate human resources is to allow them to participate in the goal, setting and assessment process itself, ensuring they have the capital and material resources necessary to succeed. Finally, Mustafa and Othman (2010) highlight the direct impact of this dynamic on the learner, noting that teacher motivation not only improves the skills of the educator but is a primary driver of student achievement. Without sufficient drive, teachers remain under, competent, a state that negatively ripples through the entire education system.

#### **2.3.4 Organizational and Environmental Impacts on Teacher Efficacy**

The nexus between teacher motivation and professional competence is a critical pillar of any functional education system. Mustafa and Othman (2010) emphasize that a deficiency in teacher motivation leads to a corresponding decline in professional competence, which generates a cascading negative effect on student achievement and the wider educational infrastructure. Utilizing self, developed questionnaires and rigorous organizational analysis, their study identified a moderate positive correlation between these variables. Notably, their regression analysis established that this performance, motivation link remains constant regardless of the teacher's years of experience. This suggests that even veteran educators require consistent motivational stimulation to maintain their peak instructional efforts.

The socioeconomic environment also serves as a powerful mediator of performance. Nadeem et al. (2011) highlight that the interplay of low remuneration, inadequate infrastructure, and the diminished social status of educators can lead to a devastating deterioration in morale, particularly among female teachers. Factors such as self, esteem, health, and the quality of relationships with administrators and students are

primary drivers of efficiency. This is echoed by Davidson (2005), who argues that the organizational culture and the physical living conditions of staff determine whether they meet or fall short of instructional standards. In a multicultural school environment, poor communication and a lack of cultural sensitivity can heighten stress levels, further stifling the teacher's ability to impart quality education.

### **2.3.5 Theoretical Applications: Equity, Hierarchy of Needs, and Self, Esteem**

To ensure the retention of competent staff, educational stakeholders must prioritize the terms and conditions of service (Kadzamira, 2006). From an economic standpoint, Beardwell (2004) asserts that financial incentives remain the most effective motivators when linked to specific objectives. This aligns with Adams' Equity Theory, which suggests that teachers constantly evaluate their inputs (effort and skill) against their outcomes (pay and recognition). If the remuneration is perceived as fair and contingent upon performance, it emboldens the educator to scale up their classroom efforts.

Furthermore, Birabwa (2010) re, affirmed the relevance of Maslow's Hierarchy of Needs in the Ghanaian Senior High School context. This theory posits that teachers must first secure a "living wage" to satisfy basic physiological and safety needs, such as food and shelter, before they can be expected to dedicate their cognitive energies to complex school obligations. Carron and Chau (1996) supplement this by noting that skills alone do not guarantee quality; they must be paired with a mix of monetary and non, monetary rewards. When teachers feel empowered and assertive, they formulate "self, concordant" goals that lead to greater satisfaction of their psychological needs for autonomy and competence, ultimately improving overall well, being (Gary, 2007).

Despite these global insights, a significant research gap persists regarding the specific motivational dynamics within the public Senior High Schools of the Birim Central

Municipality. This study seeks to bridge that gap by examining how rewards specifically influence learning behaviors in this unique Ghanaian context.

### **2.3.6 The Role of Self, Esteem and Institutional Value**

Institutional management practices, such as those observed by Kreitner (2007) at Rockville, demonstrate that giving workers decision, making responsibilities and actively listening to their ideas creates a profound sense of value. The British Psychological Society (2008) found that the level of pay within an organization communicates a symbolic message regarding how much the institution values the employee. Their research suggests a "mediated model" where pay levels influence organization, based self, esteem, which in turn dictates job performance. According to Self, Consistency Theory, educators with high self, esteem are intrinsically motivated to perform at elite levels to maintain a self, concept that is consistent with their positive self, perception.

Finally, private, sector models, such as those used by Nestlé and Mary Kay Cosmetics, provide valuable lessons for the education sector. These organizations motivate through a combination of growth, responsibility, and highly visible recognition ceremonies (Robbins, 1996). Locally, Kwapong et al. (2014) validated these concepts within Ghanaian polytechnics, finding that motivation accounted for a staggering 79.5% of the variation in staff performance. Their study also highlighted that academic advancement and research experience are key drivers of both motivation and output, suggesting that professional development is an essential component of the motivational mix in the Ghanaian educational landscape.

## **2.4 Empirical Perspectives on Teacher Motivation and Student Outcomes**

### **2.4.1 West African Insights: Nigeria and Cameroon**

The socio, political and economic stability of any modern nation is fundamentally anchored in the quality of education provided to its citizenry.<sup>1</sup> **Chudi, Oji (2013)**, in an extensive study within the Udi Local Government Area of Nigeria, argued that for technical and national development to thrive, the educators responsible for imparting knowledge must be incentivized adequately. His survey of public and private secondary schools revealed a grim reality: irregular salary payments led to a widespread refusal by teachers to engage effectively in the classroom, causing a sharp decline in student performance. Beyond financial concerns, the research highlighted that a lack of promotional opportunities and professional development, such as workshops and seminars, caused many talented educators to abandon the profession for better, remunerated sectors. Chudi, Oji's findings underscore that when teacher welfare is neglected, the efficiency of the entire educational system is compromised.

This pattern of dissatisfaction is not isolated to the teaching profession. Akah (2010) explored similar motivational dynamics at Ultimate Companion Limited in Douala, Cameroon. Using descriptive statistics to analyze a sample of 74 employees, the study found that while job satisfaction was "fair," a lack of competitive salaries remained a primary point of contention.<sup>2</sup> Interestingly, Akah discovered that while financial motivation was imperative, employees were most responsive to a combination of intrinsic and extrinsic rewards. The study concluded that for an organization to reach its peak potential, management must utilize a hybrid strategy, pairing tangible rewards with non, financial incentives like recognition and career development.

#### **2.4.2 Comparative Analysis of East and Southern African Case Studies**

The multifaceted nature of motivation is further validated by a broader look at the African educational landscape. Kadzamira (2006), in a Malawian study, found that teacher satisfaction is determined by a delicate balance of pecuniary (monetary) and non, pecuniary factors.<sup>3</sup> This "pecuniary" focus was echoed in Zimbabwe by Muranda et al. (2014), whose research in the Bubi District found that monetary incentives were the most highly valued asset for teacher effectiveness. Their study recommended that teacher motivation be accorded "top priority" status to prevent the systemic erosion of classroom standards.

In Tanzania, a series of studies provided nuanced insights into professional entry and retention. Jamila (2013) and Mruma (2013) both identified that while job security and a lack of alternative employment were the primary reasons for joining the service, the actual drive to perform was hindered by inadequate compensation. While a majority of teachers expressed a strong intrinsic value for their work, their ability to meet basic physiological needs, food, housing, and healthcare, was constantly under threat due to salary levels that failed to match the rising cost of living. Jamila (2013) specifically recommended immediate salary increments and the provision of staff accommodation to bridge the gap between vocational passion and economic reality.

Furthering the Tanzanian context, Bahati (2013) investigated the primary schools of the Kongwa District to determine the availability of specific motivators, such as in, service training and reasonable teacher, to, student ratios.<sup>4</sup> His research highlighted a "weak positive correlation" between current satisfaction levels and job performance, suggesting that external variables, such as employer irresponsibility and poor infrastructure, often act as barriers that prevent teachers from fully actualizing their

potential. This confirms the Self, Determination Theory, which suggests that the social environment can either foster or hinder the natural inclination toward growth.

### **2.4.3 Quantitative Evidence from Kenya**

The impact of motivation is perhaps most clearly quantified in the Kenyan context. Ombati et al. (2013) conducted a comprehensive survey in the Nyamira District, utilizing a multi, linear regression model to analyze data from 68 respondents, including principals and teachers. Their findings reported a significant correlation, with motivation accounting for 53.6% of the variance in teacher performance ( $r = 0.536$ ). The remaining 46.4% was attributed to other environmental or personal factors. This empirical evidence led to the recommendation that the Ministry of Education must design both monetary and non, monetary incentives to spur performance. By establishing that more than half of a teacher's efficacy is directly tied to their motivational state, the study highlights the high stakes involved in neglectful administrative policies.

An investigation into the drivers of educational output was conducted by Ombuya (2016), who explored the influence of motivation on teacher performance within public secondary schools in Kenya's Rachuonyo South Sub, county. This study was meticulously structured around three core objectives: assessing the impact of in, service training, the quality of working conditions, and the regularity of professional promotions. Grounded in a quantitative research paradigm and a descriptive survey design, the study sampled 10% of the 1,568 teachers in the region (158 respondents) via stratified random sampling.

A significant theoretical contribution of Ombuya's work was its foundation on McClelland's Achievement Theory, which posits that the drive for excellence is a

primary motivator in professional settings. The findings revealed a paradox: while the sub, county possessed a wealth of highly qualified educators, actual task performance was hindered by substantial "motivation gaps." The study concluded that strategic interventions, specifically frequent in, service training, transparent promotion cycles, and systemic improvements to the physical work environment, are non, negotiable for fostering teacher commitment. Ombuya consequently urged school administrations and the central government to formalize internal motivation policies that treat working conditions not just as a logistical necessity, but as a catalyst for superior job performance. This is corroborated by Achoka et al. (2011), whose research identified that while job security and interpersonal relationships attract individuals to the Kenyan teaching service, it is the "delayed promotions" and "poor pay" that ultimately breed professional dissatisfaction. Furthermore, Re'em (2010) suggests that for rewards to be truly effective, they must be multifaceted, incorporating job enlargement, enrichment, and both monetary and non, monetary stipends to satisfy the complex needs of the modern teacher.

#### **2.4.5 Documenting the Ugandan Experience: From Primary to Tertiary**

In the Ugandan context, where documentation of teacher performance has historically been sparse, several landmark studies have begun to fill the void. Aacha (2010) conducted a pivotal study in the Masaka district, focusing on primary school teachers. Utilizing a mixed, method descriptive survey, her research unearthed a striking phenomenon: teachers maintained "good" performance levels despite facing inadequate motivational support. However, Aacha's analysis revealed a powerful positive correlation between intrinsic motivation and performance, alongside a clear link between extrinsic rewards and teacher efficacy. To sustain this performance, the study

advocated for salary increments aligned with the actual cost of living, alongside the provision of staff housing and strengthened supervisory frameworks.

Further up the educational ladder, Mbetegyerize (2010) examined the motivational climate at Makerere University. The findings indicated that while motivational factors significantly influenced teaching and research activities, they had a negligible impact on community service. This suggests that academic staff prioritize core institutional mandates when motivated, but may neglect peripheral duties if incentives are not holistically applied.

In a secondary study within Uganda's Kiruhura District, Mbetegyerize (2010) explored the triad of working environment, remuneration, and career development. Consulting a diverse group of 181 stakeholders, including teachers and students, the research found that despite a "satisfactory" completion of the syllabus and high punctuality, the working environment remained dilapidated. The lack of routine inspection and inadequate housing facilities, coupled with a remuneration package that failed to meet basic physiological needs, created a negative pressure on long, term performance. The study concluded that poor career development programs act as a ceiling to professional growth, recommending that both the government and individual teachers take proactive steps toward self, improvement and the creation of an environment that satisfies "higher, order" needs.

Further empirical weight is added to the discourse by the work of **Okulo (2006)**, who investigated the impact of motivational practices on the professional output of secondary school educators in the Lango Sub, region of Uganda. Utilizing a correlational research design, Okulo analyzed a sample of 150 respondents drawn from ten different secondary institutions. The data revealed a statistically significant

relationship between the quality of motivational strategies employed by school management and the subsequent job performance of the teaching staff. The study concluded with a stern recommendation to the Ugandan government and educational stakeholders: to safeguard the quality of national education, there must be a deliberate and sustained increase in the motivational packages offered to teachers.

This perspective is bolstered by the research of Toto (2003), who explored the nuanced "patterns of motivation" and their specific influence on performance maturity levels within the Nebbi District. Also employing a correlational design with a sample of 150 educators from ten public schools, Toto established that the maturity with which a teacher approaches their professional responsibilities is not merely a product of age or experience, but is fundamentally driven by the prevailing motivational factors. The study found that when motivational patterns are inconsistent or absent, performance maturity stagnates, leading to a decline in institutional effectiveness.

While Cheptoek (2000) explored the influence of job satisfaction on performance among non-academic staff at the Islamic University in Uganda, the findings provide a useful cross-sectoral comparison. Even outside the classroom, the link between satisfaction and output remains a dominant theme in organizational behavior.

The literature reveals a consistent global and regional theme: teacher motivation is the "engine" of the educational system. However, most existing research focuses on broad performance metrics rather than the specific intersection of teacher motivation and the learning behavior of students. Furthermore, while the studies from Uganda, Kenya, and Nigeria provide a robust theoretical foundation, there is a lack of localized data concerning the Birim Central Municipality in Ghana.

This research, therefore, borrows the analytical frameworks established by scholars like Okulo, Toto, and Cheptok but adapts them to investigate the unique socioeconomic and administrative landscape of Ghana's public Senior High Schools. By addressing this geographical and conceptual gap, this study seeks to provide the Birim Central Municipality with actionable insights into how tailored motivational practices can be leveraged to transform student learning outcomes.

### **2.3.2 The Efficacy of Monetary Rewards in Educator Performance**

Financial compensation serves as a cornerstone in the architecture of employee performance, encompassing a broad spectrum of instruments such as base salaries, performance, based bonuses, and various institutional allowances. The fundamental premise of monetary incentives is to provide a tangible, quantifiable reward for professional excellence. Armstrong (2012) defines basic pay as the fixed rate, either a salary or a wage, allocated to a specific job role. This rate typically fluctuates based on the job grade or, in technical roles, the level of specialized skill required. Organizations may adjust these baseline rates unilaterally or through collective bargaining to reflect shifts in the market or increases in the cost of living.

For the teaching profession, the most direct path to improving working conditions lies in the enhancement of these salaries. It is essential to analyze the structural organization of teacher pay, including the transparency of payment schedules and the promotion cycles that dictate long, term earning potential. Maicibi (2003) argues that the promptness of payment is just as critical as the amount itself. When educators can rely on timely remuneration, they can meet their personal obligations, thereby reducing psychological stress and allowing them to focus diligently on their instructional duties. In this regard, a well, structured pay scheme acts as a vital problem, solving mechanism

for individual job satisfaction. Furthermore, Karachiwalla (2010) suggests that teacher incentives are frequently framed as performance, based bonuses derived from annual evaluations. These are supplemented by allowances, additional payments for special duties or circumstances, which are often the subject of rigorous negotiation between staff and administration (Armstrong, 2009).

Under the "merit pay" model, professional standards are established, often linked to measurable student achievement, and teachers who exceed these benchmarks receive financial increments (Kawesa, 2004). While widely utilized in the private sector to align individual efforts with corporate goals, its application in education remains a point of intense debate. Proponents argue that merit pay fosters healthy competition and recognizes individual effort in a concrete, motivating way. Alternatively, school, based compensation shifts the focus from the individual to the collective, rewarding teams for achieving school, wide benchmarks and fostering a culture of collaboration.

In the Ghanaian context, private institutions often incentivize teachers based on the academic outcomes of their students, specifically the number of "distinctions" achieved in high, stakes examinations (Kawesa, 2004). However, critics argue that such systems are flawed, as a student's performance is the product of the entire school ecosystem, including resources and socioeconomic background, rather than the isolated effort of a single teacher.

### **2.3.2.1 Structural Classification of Monetary Rewards**

Monetary rewards in education are generally categorized into three primary streams: basic pay (the foundational salary), allowances (supplementary payments for specific tasks), and bonuses (merit, based performance increments).

### 2.3.2.2 Theoretical Analysis of Basic Pay

Basic pay constitutes the contractual fixed rate for a job, representing the value an organization places on an employee's time and expertise (Armstrong, 2012). Aswathappa (2002) emphasizes that money is a powerful motivator because it is the fundamental medium through which tasks are completed and needs are met; it represents the "price" of labor in the professional marketplace. Mullins (2002) suggests that management and labor must work in partnership, with fair compensation acting as the lubricant for effective performance.

From a theoretical perspective, this relationship is grounded in Equity Theory, which posits that a teacher's performance is influenced by how they perceive their treatment compared to their peers. If the basic pay is viewed as equitable, performance remains high; if perceived as insufficient, the resulting dissatisfaction leads to a decline in effort or a total exit from the profession. This is further reinforced by Expectancy Theory, which states that motivation is high when an individual believes that their effort will result in a reward they truly value.

However, some scholars present a counter, narrative. Hanushek and Rivkin (2007) examined the relationship between salary and classroom quality, concluding that blanket salary increases across the board can be both prohibitively expensive and largely ineffective at changing teacher behavior. Their research shifted the focus from "performance" to "recruitment," suggesting that while higher, paying districts may attract recruits with better test scores, the actual quality of teaching once they are in the role is often dictated by other district features rather than the wage alone (Hanushek et al., 1999). Similarly, Murnane and Cohen (1986) found that performance, pay schemes

in the US were often used as administrative tools to build community support for funding rather than as genuine drivers of instructional quality.

In East Africa, Mbwambo (2005) conducted qualitative research in Tanzania involving 128 teachers and over 1,700 students. The study revealed that low salaries had a direct, negative impact on student performance. To supplement their meager incomes, many teachers were forced to take on extra roles in multiple schools, leading to exhaustion and a teaching load of over thirty periods per week. This "moonlighting" inevitably led to a decline in instructional quality, confirming that when basic pay is insufficient, teachers cannot provide the level of focus required for their students to excel.

#### **2.3.2.3 Performance, Based Bonuses**

In the modern organizational landscape, bonuses represent a dynamic strategy for stimulating professional excellence. Karachiwalla (2010) suggests that the incentivization of educators is increasingly categorized under "performance pay," where cash increments are tied directly to the outcomes of rigorous annual evaluations. Theoretically, this aligns with the logic presented by Dessler (2000), who argues that utilizing financial rewards to acknowledge employees who surpass pre-determined benchmarks creates a dual benefit: it reinforces the high standards of top performers while simultaneously serving as a catalyst for low performers to improve their future output.

Armstrong (2009) supplements this by noting that bonus schemes allow for flexibility, as they can be awarded based on individual achievement, departmental success, or collective institutional milestones. From the perspective of Expectancy and Equity Theories, a teacher's motivation is contingent upon the belief that increased effort will lead to a worthwhile reward. If this expectation is met, performance typically escalates;

if it is unfulfilled, a palpable decline in dedication occurs. Interestingly, however, Harris (2008) discovered a divergence in American schools, where teachers often prioritized non, monetary rewards, such as collaborative time and supportive leadership, over higher financial bonuses. This creates a compelling need for localized research in the Birim Central Municipality to determine if Ghanaian educators share this preference or if economic pressures prioritize cash bonuses.

#### **2.3.3.4 Instructional and Professional Allowances**

An allowance is fundamentally a regular financial provision allocated for a specific professional purpose (Armstrong, 2003). Beyond basic pay, these fringe benefits serve as essential motivators that encourage educators to pursue organizational goals with greater vigor. The significance of these payments was highlighted in a UNESCO (2005) study in Malawi, which found that teacher morale and instructional performance plummeted due to the inadequacy of allowance packages. The resulting "brain drain," where teachers abandoned the profession for better, paying sectors, serves as a warning for educational administrators. When the total reward package, inclusive of allowances, is perceived as insufficient to meet the teacher's socio, economic needs, the commitment to students' learning behavior inevitably diminishes.

#### **2.3.3 The Power of Non, Monetary Rewards in Education**

Non, monetary rewards are indispensable drivers of long, term employee engagement, particularly in sectors where financial resources may be constrained. These "intangible motivators" include study leaves, conducive work environments, occupational health and safety standards, job security, and professional development opportunities. They also encompass psychological needs such as prestige, recognition, and a sense of duty.

Odden (2000) contends that for teachers who are not primarily driven by financial gain, these non, financial rewards, such as the satisfaction derived from student achievement and personal growth, are the most effective tools for retention. Aacha (2010) emphasizes that in tight economic climates, these motivators assume even greater significance as they address the "internal" needs of the employee, specifically self, esteem and professional fulfillment.

### **2.3.3.2 Career Advancement and Promotion**

Promotion serves as a critical reinforcement within any reward system, representing the passage to a higher professional rank and increased authority (Robbins & Coulter, 2002). Schmitt (2012) emphasizes that the perceived fairness of the promotion process is a primary driver of performance; employees who feel bypassed often experience a sense of inequity, leading to increased absenteeism and a lack of punctuality.

Phelan and Lin (2001) utilized a massive sample of 48,000 cases to model promotion systems, finding that while there is a clear relationship between upward mobility and job performance, its effectiveness depends on the "task environment" and the transparency of the monitoring criteria. In the school context, a clear path for advancement ensures that ambitious teachers remain dedicated to their current institution rather than seeking growth elsewhere.

### **2.3.3.3 Social Recognition and Professional Gratitude**

The psychological impact of being "seen" and appreciated cannot be overstated. Mason and Simmons (2013) argue that recognized employees exhibit higher self, esteem and a greater willingness to innovate. This is supported by Grant (2012) and Gino (2010), who found that a manager's verbal expression of gratitude significantly boosts employee effort. For an excellent classroom teacher, recognition provides meaningful

validation that encourages continued focus on student outcomes (Nelson, 2004). However, the European Commission (2012/2013) warns that recognition alone is not a panacea; it must be combined with attractive salaries and working conditions to ensure a holistic motivational environment.

#### **2.3.3.4 Teacher Accommodation and Living Conditions**

The provision of housing is a decisive factor in teacher retention, particularly in rural or deprived areas (Mulkeen, 2005). Walusimbi (2006) asserts that schools lacking staff accommodation struggle to attract and retain competent staff. In Ghana, housing remains a major grievance that lowers teacher self-esteem and fosters demotivation.

A study by Mensah et al. (2008) in Sub-Saharan Africa highlighted this crisis, showing that in some districts, only 2% of teachers had access to decent on-site housing. Despite various government commitments in regions like Tanzania to provide "teachers' quarters," progress has been slow, leaving the majority of educators to navigate the challenges of finding their own accommodation in often unsuitable conditions (URT, 2007). For the Birim Central Municipality, investigating the current state of teacher housing is essential to understanding the local "motivation gaps" that affect classroom delivery.

#### **2.3.4 The Interconnectivity of Teacher Motivation and Student Learning Behaviour**

In the pursuit of institutional effectiveness and heightened productivity, the role of the teacher remains the most significant variable within any educational framework. Teacher performance is not an abstract concept; it is concretely manifested through the academic success of students, the effective management of instructional time, and the active involvement of learners in co-curricular activities. It is an established principle

in organizational psychology that educators are prone to deliver superior output when they perceive their reward systems, both monetary and non-monetary, to be equitable and robust. By injecting more effort into their pedagogical delivery, motivated teachers act as the primary catalyst for enhancing the learning conduct of their students.

Conversely, a systemic failure to reward teachers sufficiently leads to a predictable decline in performance. Demotivation often manifests as "withdrawal behaviors," such as chronic absenteeism, simulated illness (malingering), and persistent lateness. These behaviors do not merely affect the teacher's individual productivity; they erode the entire learning environment, reducing the total contact hours and instructional quality available to the student. Therefore, this study views performance through a holistic lens, using teacher attendance, time management, and, most importantly, student learning behavior as primary indicators of success.

The historical neglect of teacher welfare has had long, standing consequences. As documented in the Report on the Education Sector Towards 2000, schemes of service since the early 1960s have failed to reflect the heavy societal demands placed upon teachers or the critical role they play in molding future citizens. This lack of recognition has "devastatingly disheartened" academically talented young individuals, discouraging them from pursuing teaching as a career of first choice (World Bank, 1990). The resulting exodus of dedicated professionals to more "caring" employers has left a vacuum often filled by an unmotivated workforce.

The World Bank (1990) report concluded that in the absence of tangible incentives, many educators provide a quality of instruction far below their actual capacity. This demotivation is arguably the foremost factor contributing to the "dreadfully poor" learning accomplishments observed in both primary and secondary students globally. This

study, centered on the Birim Central Municipality in Ghana, explores the localized validity of this statement, seeking to confirm if the current student performance trends are a direct reflection of teacher morale.

Valuable insights can be drawn from Sumra (2004), who investigated the living and working conditions of 74 primary school teachers in Tanzania. Sumra's study utilized a demographic lens, examining gender, age, and qualifications to understand the "teaching experience" proxy. With an average age of 41.6 years, the sample reflected a seasoned workforce with nearly 15 years of experience. However, a significant age gap existed between Grade A teachers (averaging 36.2 years) and Grade B/C teachers (averaging 50.1 years). The latter group, largely products of the 1970s Universal Primary Education (UPE) program, faced imminent retirement, signaling a major transition where half the workforce would soon be replaced by younger, better, qualified, but less experienced teachers.

While Sumra's findings confirmed that working conditions did not match national expectations or the importance of the educator's role, the study lacked a statistical correlation between these motivational patterns and actual job performance. This study specifically addresses that empirical gap by applying a correlational analysis within the Birim Central context to determine how these patterns influence student outcomes.

The academic gains of a student are not achieved in a vacuum. Considine and Zappala (2002) argue that while factors such as gender, socioeconomic status, and residential area influence a student's success, the instructional faculty remains a dominant force. The Minnesota Report on Higher Education (2007) further reinforces this, asserting that institutional performance is fundamentally dependent upon the learning behavior of students. The implication for this study is clear: when teachers at the secondary level

provide intensive, motivated attention to their pupils, it establishes a behavioral foundation that ensures academic success not only in the present but also as they transition into higher institutions of learning.

### **2.3.5 Teacher Regularity, Punctuality, and the Economics of Time**

In the ecosystem of a school, the physical and psychological presence of the educator is a non, negotiable ingredient for success. Instructional performance is profoundly influenced by the consistency of a teacher's attendance; when educators are adequately incentivized through robust reward systems, their inclination toward regularity increases, which in turn stabilizes and enhances the learning conduct of their pupils. Conversely, teacher attrition and sporadic absenteeism act as significant disruptors that derail the academic calendar and delay the cognitive development of students.

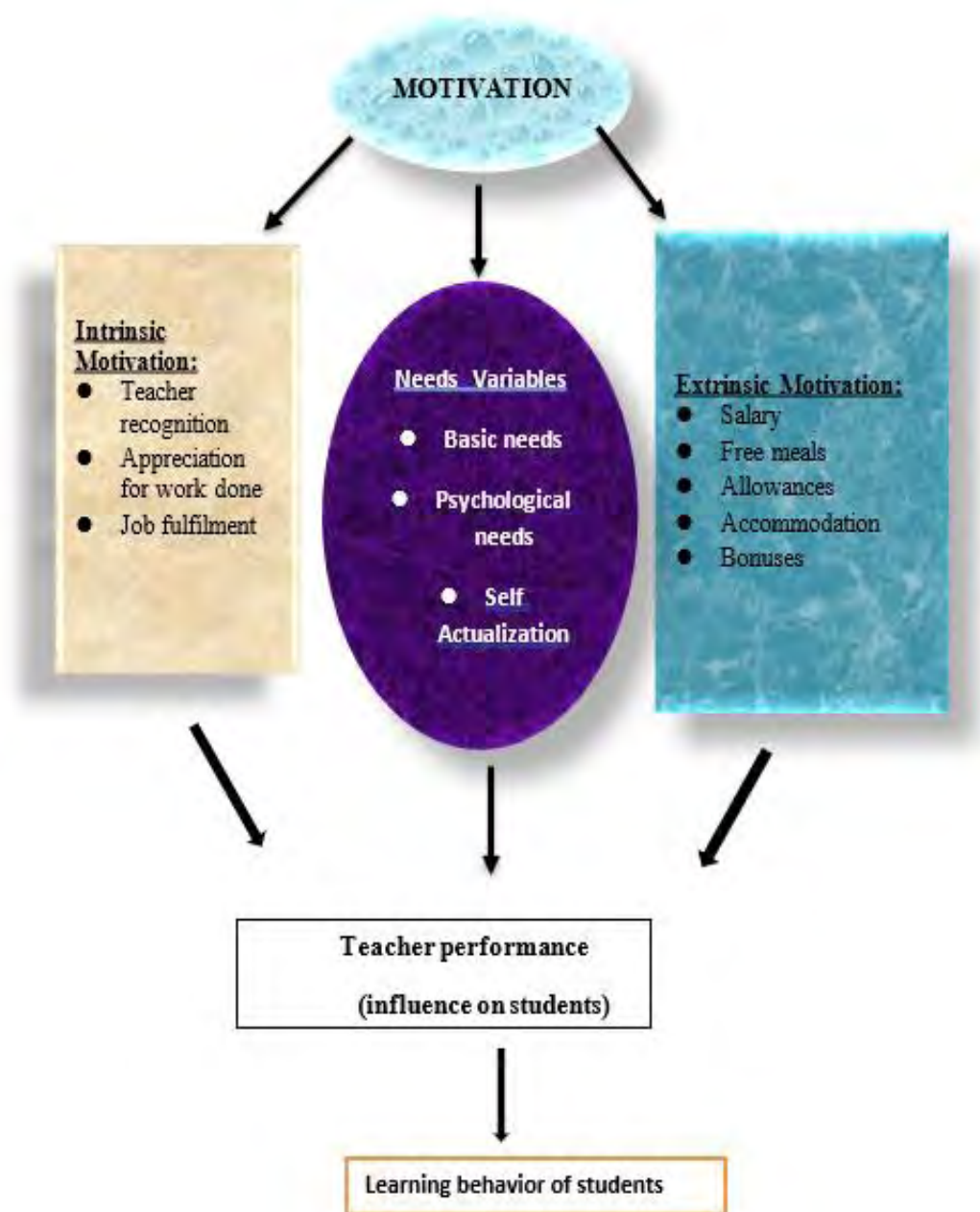
Research conducted by the Centre for American Progress (2008) highlights a socio, economic dimension to this issue: teachers in low, income school districts tend to utilize more sick days annually than their counterparts in high, income areas. This heightened rate of absenteeism in underserved schools is directly correlated with lower levels of student achievement, creating a cycle of educational disadvantage. Consequently, this study seeks to analyze the attendance patterns within the Birim Central Senior High Schools to determine if a similar correlation exists.

Beyond mere attendance, time management is a critical determinant of professional efficacy. As Tracy (2007) posits, effective time management requires a disciplined approach to planning and the prioritization of duties, ensuring that technological distractions do not dominate the workday. For teachers, who must navigate a complex balance between intensive paperwork, extracurricular school activities, and domestic

responsibilities, the ability to schedule within the boundaries of physical strength is essential.

Meier et al. (2001) emphasize that while time is a fixed commodity distributed equally to all, its utilization varies wildly across different cultural and professional contexts. They argue that productive individuals are those who schedule their time according to established priorities. However, a revolutionary insight provided in their work is that energy management may be more vital than time management. While the hours in a day are finite, the quality and quantity of energy an educator brings to those hours can be optimized through motivation. Therefore, if the Birim Central Municipality is to achieve its educational goals, it must focus on strategies that maximize the "energetic output" of its teachers.

The empirical weight of these claims is supported by Oluseyi and Ayo (2009), who investigated the intersection of work motivation, leadership, and time management in Nigeria. Utilizing a stratified random sample of 300 participants and an *ex post facto* design, they found that these three variables accounted for a 27.2% variance in employee performance. Among these, the motivation to work provided the most unique and significant contribution to productivity. This confirms that teacher performance remains one of the preeminent global challenges, especially as school systems strive to remain competitive in a knowledge, based world market.



**Figure 1: Conceptual Framework**

**Source: Researcher's Own Construct, 2023**

## **2.5 Theoretical Review**

This section discusses the theoretical frameworks that underpin the relationship between motivational drivers and professional output. In this study, employee performance is perceived as a direct behavioral consequence of motivational stimuli. While the study draws primary inspiration from Herzberg's Two, Factor Theory and Maslow's Hierarchy of Needs, several auxiliary theories are invoked to provide a holistic understanding of how teachers in the Birim Central Municipality perceive the value of their labor and the rewards associated with it.

### **2.5.1 Expectancy Theory**

The Expectancy Theory, originally propounded by Victor Vroom (1964) and later refined by Porter and Lawler (1968), is a process theory of motivation that focuses on the cognitive steps individuals take before deciding to exert effort. Unlike early content theories, this framework assumes that motivation is a calculated product of three specific variables: Expectancy, Instrumentality, and Valence.

The core tenet of this theory is that motivation is maximized only when an individual perceives a logical, sequential link between their input and a worthwhile outcome. It suggests that educators are not driven by a singular incentive but by a complex array of personal goals. They are inspired to enhance their instructional delivery only when they believe that increased effort will result in a measurable improvement in performance, which in turn triggers a reward that satisfies a significant personal need.

#### **The Triad of Motivational Beliefs:**

1. **Valence (V):** This represents the "attractiveness" or emotional value an individual attaches to a potential reward. For teachers in Ghana, valence may be high for monetary outcomes such as basic salary increments, performance bonuses, and

allowances. Alternatively, non-monetary rewards like professional promotion, public recognition, or staff accommodation may hold equal or greater valence depending on the teacher's current life stage. It is, therefore, incumbent upon the Ministry of Education to identify exactly what teachers value most to ensure rewards have high valence.

2. **Instrumentality (I):** This refers to the employee's subjective probability that a specific performance level will actually result in the promised reward. It is a measure of trust in the organizational leadership. If teachers in the Birim Central Municipality perceive that merit-based rewards are consistently fulfilled, their instrumentality remains high. Conversely, if promotion cycles are delayed or bonuses are inconsistent, the motivational link is severed, regardless of how attractive the reward might be.
3. **Expectancy (E):** This is the belief that one's effort will lead to the desired performance goal. This variable is heavily influenced by self-efficacy and the availability of resources. Management must ensure that teachers are equipped with the necessary training, supervision, and instructional materials to feel confident in their ability to meet performance standards.

The practical application of this theory to the current research suggests that Williams (2002) is correct in asserting that for employees to pursue elite performance, the "end result" must be more attractive than leisure. However, as Mankin (2009) points out, rewards alone are insufficient if the teacher lacks a clear understanding of their specific duties or the metrics by which they are being evaluated.

In summary, when the Expectancy Theory is applied to the Ghanaian education system, it implies that teachers will only adopt innovative teaching techniques, maintain

rigorous lesson notes, and demonstrate high levels of punctuality if they are convinced that these actions will lead to desirable outcomes. These outcomes might include career development opportunities or significant improvements in their standard of living. If the perceived strength of the link between effort and reward is weak, teacher performance will remain stagnant, ultimately hindering the learning behavior of the students.

### **2.5.2 Maslow's Hierarchy of Needs Theory**

The Hierarchy of Needs theory, pioneered by Abraham Maslow (1943), is arguably the most recognizable content theory of motivation. It is predicated on the "deficit principle, the idea that human beings are driven by unsatisfied needs, and the "progression principle," which stipulates that needs must be satisfied in a specific, ascending order. Maslow posited that human requirements are organized into five distinct levels: Physiological, Safety, Social, Esteem, and Self, Actualization. According to this framework, once a lower, level need is substantially met, it no longer acts as a primary motivator, and the individual's focus shifts to the next level in the hierarchy.

#### **1. Physiological and Survival Needs**

At the base of the pyramid are physiological needs, which are essential for biological survival. These include fundamental requirements such as nourishment, hydration, sleep, and shelter. In the context of the Birim Central Municipality, many teachers face a constant motivational deficit when these basic needs are not secured. As Birabwa (2010) previously noted, a teacher who is preoccupied with the "survival struggle", finding adequate food or clean water, cannot fully commit their cognitive energy to instructional excellence.

## **2. Safety and Security Needs**

Once survival is ensured, the focus shifts to safety. This encompasses physical protection from harm, emotional stability, and, crucially for professionals, job security (Beach, 1980; Spector, 2008). In schools where political interference or administrative instability is prevalent, the lack of safety needs creates a climate of fear. Hayward (2009) and McCarthy (2008) argue that when the journey to school or the environment within the school is governed by uncertainty or violence, both the teaching process and student learning behavior are severely compromised.

## **3. Social and Belongingness Needs**

Level three involves the human desire for affiliation, friendship, and social acceptance. For educators in Public Senior High Schools, this need is satisfied through professional memberships, informal staff social groups, and healthy rapport with subordinates and superiors. A teacher who feels isolated or excluded from the school community is likely to experience lower morale, whereas a sense of belonging fosters a collaborative spirit that benefits the students.

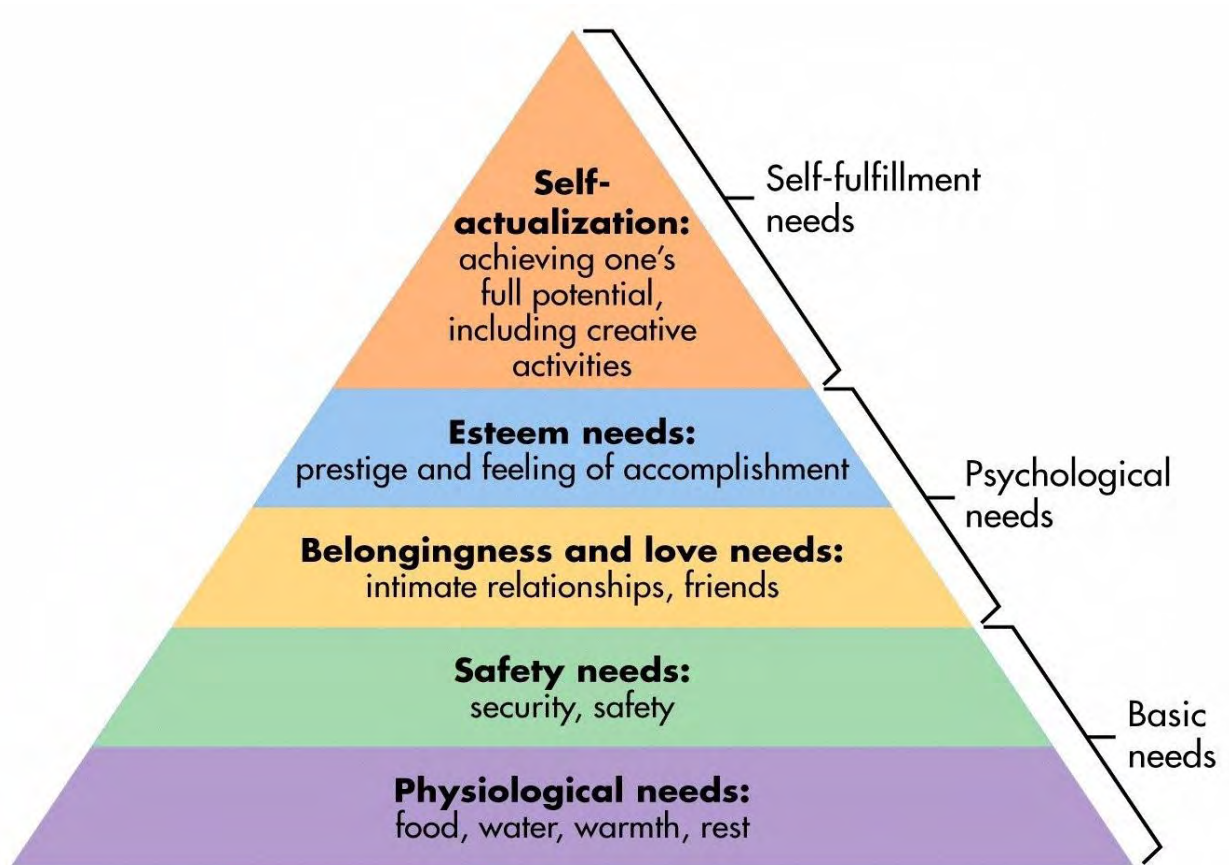
## **4. Esteem and Status Needs**

Esteem needs involve the desire for both internal self, respect and external recognition. Teachers at this level seek professional autonomy, mastery over their subject matter, and the respect of their peers and the community. When society views the teaching profession with high regard and provides opportunities for recognition, teachers experience a boost in self, esteem that translates into more dedicated classroom performance.

## **5. Self, Actualization Needs**

The apex of the hierarchy is self, actualization, the quest to reach one's ultimate potential. Unlike the lower, order needs, self, actualization is an ongoing process of growth that is never fully exhausted. It motivates teachers to innovate, seek wisdom, and strive for justice and truth in their pedagogy. While Maslow suggested that only a small percentage of the population reaches this level, it remains the ultimate goal for professional development in education. The integration of Maslow's theory into this study is vital because it explains the "foundational readiness" of the teaching force. If the Ministry of Education and school administrators provide for basic needs, such as staff accommodation, clean water, and meal provisions, they effectively clear the path for teachers to pursue higher, order professional goals.

Despite its intuitive logic, the theory has faced criticism for its rigid hierarchy and a lack of empirical evidence suggesting that needs follow a universal, linear path. These criticisms led to the development of the ERG Theory (Existence, Relatedness, and Growth) by Alderfer, which allows for more flexibility in need satisfaction. Nevertheless, for the purpose of this study in the Birim Central Municipality, Maslow's theory provides a robust lens to examine how the fulfillment of a teacher's personal life requirements serves as the prerequisite for their professional productivity and, subsequently, the positive learning behavior of their students



**Figure 2: Maslow's Hierarchy of Needs Theory**

### 2.5.3 McGregor's Theory X and Theory Y (1960)

Douglas McGregor's conceptualization of Theory X and Theory Y provides a profound look into the philosophical assumptions that school administrators hold regarding teacher behavior. This theory suggests that a manager's underlying beliefs about human nature dictate the motivational strategies they employ.

**Theory X: The Traditional Command, and, Control View** Theory X is rooted in a cynical perspective of the workforce. It assumes that the average individual possesses an inherent dislike for work and will avoid it whenever possible. Consequently, from a Theory X perspective, teachers are viewed as lacking ambition, disliking responsibility, and being fundamentally resistant to organizational goals. Under this framework, management relies on "hard" approaches, such as coercion, close supervision, and the threat of punishment, to ensure that the syllabus is covered and school functions are attended. McGregor argued that this approach is counterproductive; if teachers are

treated as lazy and untrustworthy, they will likely adopt those exact traits, leading to a decline in student learning behavior.

**Theory Y: The Integration and Professionalism View** In contrast, Theory Y posits that work is as natural as play or rest. It assumes that teachers are self-directed, creative, and capable of high levels of commitment when they are invested in the school's mission. The central principle here is integration: the creation of an environment where teachers can achieve their personal goals (such as professional growth and prestige) by directing their efforts toward the school's success.

The application of Theory Y in the Birim Central Municipality suggests that teacher performance is not maximized through micromanagement or rigid control. Instead, when school heads adopt a collaborative approach, involving teachers in decision-making and trusting their professional judgment, it fosters a sense of ownership. This internal commitment is what ultimately drives the energy and regularity needed to improve student outcomes.

#### **2.5.4 Herzberg's Two, Factor (Motivation, Hygiene) Theory**

Developed by Frederick Herzberg, this theory is pivotal to this study as it distinguishes between factors that prevent dissatisfaction and those that actively drive performance. Herzberg argued that the opposite of "Satisfaction" is not "Dissatisfaction," but rather "No Satisfaction."

1. **Hygiene Factors (Dissatisfiers)** Hygiene factors are extrinsic to the work itself and relate to the environment in which the work is performed. These include basic salary, administrative policies, quality of supervision, interpersonal relationships, and physical working conditions. Crucially, Herzberg noted that while the *absence* of these factors causes extreme dissatisfaction and low performance, their *presence* does not necessarily

motivate a teacher to excel. For instance, providing a teacher with a desk and a fair salary prevents them from quitting (retention), but it does not inherently make them stay late to help a struggling student (motivation).

2. Motivator Factors (Satisfiers) These are intrinsic to the job and relate to what the teacher actually does in the classroom. They include achievement, recognition for excellence, the work itself (pedagogy), responsibility, and opportunities for advancement. These are the factors that truly "energize" a teacher to surpass minimum standards.

In the schools of Birim Central, this theory implies a two, step strategy for administrators. First, they must address the "hygiene" needs, ensuring clear, fair policies, adequate resources, and competitive remuneration to stabilize the workforce. Second, they must provide "motivators", such as public recognition for high, performing teachers and pathways for professional growth.

By balancing both, schools can create an environment where teachers are not only "content" enough to stay but are "inspired" enough to transform the learning behavior of their students. This study utilizes Herzberg's framework to evaluate which specific hygiene or motivational gaps currently exist in the municipality's public senior high schools.



**Figure 3: Herzberg's Two Factor Theory**

Teachers are the instrument of impacting knowledge to students to become someone in future. Teachers are instrumental in students' performance and as such motivation on their part has effect on learning behaviors of students. The study will make use of Herzberg's Two Factor Theory and Maslow's Hierarchy Theory. Thus, it is contended that satisfaction of needs (Maslow's Hierarchy Theory) alone may not be able to boost the morale of teachers to improve their performance. It is in this light that that Herzberg's Two Factor Theory was used in support. With this regard, investigation will be conducted on needs satisfaction and motivation types and if Herzberg's Two Factor Theory and Maslow's Hierarchy Theory are combined it will impact teacher's performance.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the methodology that was employed in conducting the study on the influence of teacher motivation on the learning behaviour of public senior high school students in the Birim Central Municipality. The chapter outlines the study area, research design, population, sampling procedure, instrument development, validity and reliability, as well as the procedures for data collection and analysis. The chosen methods were carefully selected to ensure that the research objectives and questions were adequately addressed while maintaining scientific rigor and ethical considerations.

#### 3.1 Study Area

The Birim Central Municipality is one of the thirty, three (33) administrative districts in the Eastern Region of Ghana. It was carved out of the former Birim South District Assembly in 2007 under Legislative Instrument (L.I) 1863 as part of the government's decentralization programme. The Municipality capital, Akim Oda, serves as a major commercial hub in the region and is well connected to other districts, promoting trade, education, and socio, economic activities. The Municipality is located in the southwestern corner of the Eastern Region and shares boundaries with the Birim North and Kwaebibirem Districts to the north, Adansi South District in the Ashanti Region and Assin North District in the Central Region to the west, Asikuma, Odoben Brakwa and Agona West Municipality Districts in the Central Region to the south, and the West Akim Municipality District to the east.

The Municipality is predominantly rural with a few urban centers, and its economy is largely agrarian, dominated by cocoa farming, food crop cultivation, and small, scale trading. This socio, economic background influences the living standards of the inhabitants and indirectly impacts educational investment and teacher motivation. Educational institutions in the Municipality include public and private schools at the basic, secondary, and technical levels, with public senior high schools forming the central focus of this study.

Education plays a pivotal role in the development of the Birim Central Municipality, with the Municipality Education Directorate overseeing the management of schools. Despite efforts to expand access to quality education, challenges such as inadequate infrastructure, limited teacher accommodation, insufficient teaching and learning materials, and relatively low teacher motivation persist. These challenges are further compounded by the Municipality's economic structure, where low, income levels among parents often make them unable to provide full educational support for their wards.

This study focuses on the public senior high schools in the Birim Central Municipality because they represent the highest level of pre, tertiary education and are critical in preparing students for higher education and the job market. Teacher motivation in this context is particularly important, as motivated teachers are more likely to demonstrate commitment, creativity, and diligence, which in turn influences students' learning behaviour. The geographical location of the Municipality, coupled with its socio, economic characteristics, makes it an ideal site for examining how teacher motivation affects student learning.

The findings of this study will therefore be directly applicable to the Birim Central Municipality and can also serve as a reference point for similar Municipalities across Ghana, particularly those with predominantly agrarian economies and similar educational challenges. By situating the study in this context, the research provides localized insights into the motivation, performance nexus and its impact on students' learning behaviour.

### **3.2 Research Paradigm**

The architecture of academic inquiry is built upon the researcher's choice of paradigm, which serves as the "worldview" or basic set of beliefs that guide action (Guba & Lincoln, 1994). In social science research, these paradigms are categorized into three fundamental pillars: ontology, epistemology, and methodology. Ontology represents the starting point of the research process, referring to a theory of social entities concerned with the very nature of existence and reality (Walliman, 2006). It challenges the researcher to define whether the social world is an objective reality external to the individual, or a subjective construct of the human mind (Krauss, 2005; Jonker & Pennink, 2010). Directly linked to this is Methodology, which outlines the specific procedural steps and strategies, whether quantitative, qualitative, or mixed, used to uncover knowledge about that perceived reality.

Epistemology, the core philosophical underpinning of this study, focuses on the nature of human knowledge and the criteria for what is considered "acceptable" information within a specific discipline (Bryman, 2008). It seeks to resolve the relationship between the inquirer and the "knowable," providing a legitimate grounding for the research process (Maynard, 1994).

In the field of social science, the dominant paradigms include Positivism, which utilizes deductive reasoning to test theories and increase predictive understanding, and

Interpretivism, which focuses on how individuals make sense of their world through subjective experience (Fisher, 2012). While Realism (or post, positivism) adopts a scientific approach grounded in the senses, Critical Realism provides a more flexible framework to gain a deeper understanding of information systems in the contemporary world (Mingers et al., 2013). This research explicitly adopts a Critical Paradigm (Epistemological stance). This paradigm is particularly suited for this study as it moves beyond mere description to focus on issues of power, systemic inequality, and the potential for social change within the educational delivery system of the Birim Central Municipality.

### **3.3 Research Design**

This study utilizes an Explanatory Sequential Mixed, Method Design, a robust framework that allows for a comprehensive understanding of complex educational phenomena. As conceptualized by Creswell et al. (2003), this design is implemented in two distinct yet interactive phases. The initial phase prioritizes the collection and analysis of quantitative data. The rationale for starting with a quantitative approach is to provide a broad, statistical overview of the research problem, specifically the relationship between teacher motivation and professional performance (Tashakkori & Teddlie, 2003). By utilizing questionnaires and structured observations, the researcher can generate quantifiable data that allows for the profiling of teachers based on demographic characteristics and the testing of hypotheses regarding motivational variables.

The subsequent qualitative phase is designed to follow directly from the quantitative findings. Here, the researcher explores the meaning that individuals or groups ascribe to the social problem through an inductive style (Creswell, 2013). By conducting in, depth interviews with headteachers, the researcher can hear the "voices" of the

participants, providing the necessary context to explain *why* certain statistical trends appeared in the first phase. This phase honors the complexity of the situation in the Birim Central Municipality by building general themes from specific, lived experiences.

The integration of these two approaches is essential because, while quantitative data provides the "what" and the generalizable trends, qualitative data provides the "how" and the "why" (Morse & Niehaus, 2009). This enrichment of methods ensures that the findings are not just numbers on a page but are grounded in the actualities of the classroom.

From a practical standpoint, the explanatory sequential design offers several advantages:

- Feasibility: It is straightforward to implement as a single researcher can manage the two types of data collection in separate stages.
- Predictive Value: The quantitative orientation allows for the creation of models that can predict teacher behavior based on observable characteristics.
- Depth: It allows for an emergent approach where the qualitative instruments are refined based on the learnings of the initial phase.

However, the researcher acknowledges the inherent challenges of this design. It is significantly time, consuming, as the qualitative phase often requires a lengthy period for transcription and thematic analysis. Furthermore, the researcher must make critical decisions regarding which specific quantitative results require further explanation and carefully select the sample for the second phase to ensure the most relevant participants are interviewed.

### **3.4 Population**

The population of a study refers to the entire group of individuals, events, or objects that possess common characteristics relevant to the research problem from which the sample is drawn (Creswell, 2014). For the purpose of this study, the target population comprised all teachers and students in public senior high schools within the Birim Central Municipality.

According to data obtained from the Birim Central Municipality Education Directorate (2024), there are 343 teachers serving across the various public senior high schools in the Municipality. These teachers represent a diverse group in terms of gender, age, years of professional teaching experience, subject specialization, and rank. They are directly responsible for curriculum delivery, student supervision, and overall academic achievement in the Municipality. Since teacher motivation is the independent variable under investigation, the inclusion of all public SHS teachers provides a reliable foundation for examining the various factors of motivation, such as salary, allowances, accommodation, recognition, and career development opportunities, and how these influence their level of commitment and performance.

In addition to teachers, the population also included students enrolled in the public senior high schools in the Municipality. Students are considered critical stakeholders in this study because their learning behaviour constitutes the dependent variable. Students' responses provide direct insights into how teacher motivation, or lack thereof translates into classroom practice, student engagement, discipline, and overall academic performance. Including students therefore strengthens the study by ensuring a balanced perspective from both the providers (teachers) and recipients (students) of education.

The choice of focusing on public senior high schools is deliberate. Public SHSs are directly supervised and resourced by the Government of Ghana, making them subject to policies and interventions related to teacher motivation such as salary adjustments, study leave with pay, accommodation provision, and other conditions of service. By concentrating on this group, the study aligns with the broader national discourse on improving quality education in Ghana through teacher motivation. Thus, the study population is appropriate and sufficient for generating comprehensive data to address the research questions. The teachers represent the agents of instructional delivery whose motivation is under scrutiny, while the students represent the beneficiaries whose learning behaviour reflects the effectiveness of teacher motivation in practice.

### **3.5 Sample and Sampling Technique**

In most cases, researchers find it very difficult to study the entire population because of many constraints, including those related to time and resources (Kusi, 2012:80). Therefore, a subgroup of the population is selected or sampled for the study and the findings generalized (only when the sample is representative of the population) to the entire population.

Sample in qualitative study is always smaller since it is labour intensive and as such using large sample will be time consuming. Stratified sampling technique was used in this study to sample the teachers. The qualitative study sought to know the influence of motivation of teachers on learning behaviour of students. In, depth interviews were used to gather information on that. Quantitative data involves large number of respondents. The quantitative part of this study employed structured questionnaires to solicit the views on the study. The data collected included information on the bio data, motivation practices, factors that influence those practices and many more.

The questionnaire was administered to 185 teachers, which were sampled using the Yamane formula (Yamane, 1967) for determining sample size as displayed below.

Where:

$n$  = sample size

$N$  = population size

$e$  = estimated percentage error (level of significance = 0.05)

1 = constant

$$\begin{aligned} n &= \frac{343}{1 + 343(0.05)^2} \\ &= \frac{343}{1.8575} \\ &= 184.657 \\ &\approx 185 \end{aligned}$$

**Table 3. 1: Distribution of the Sample**

School	Teacher population	Percentage of representation	Sample selected
Oda SHS	132	39%	72
St. Francis SHTS	97	28%	52
Attafuah SHS	114	33%	61
<b>Total</b>	<b>343</b>	<b>100%</b>	<b>185</b>

The interview was also conducted with nine (9) teachers, three from each school. These teachers were sampled purposively because they were information, rich as far as the subject of this study is concerned.

### **3.6 Data Collection Procedure**

This study employed both primary and secondary data sources in order to provide a comprehensive and reliable account of the influence of teacher motivation on students' learning behaviour in public senior high schools within the Birim Central Municipality. Primary data refers to first, hand information collected directly from the field by the researcher specifically for the purposes of the study. The main advantage of primary data is that it is tailored to the researcher's objectives, current, and context, specific. However, it is often more expensive and time, consuming to obtain (Kumar, 2011). In this study, primary data was collected through questionnaires and interviews administered to teachers and students in the Municipality.

The questionnaire was structured and designed to capture teachers' perceptions and experiences regarding various forms of motivation such as salaries, allowances, study leave with pay, accommodation, and recognition, as well as how these factors affect their teaching performance. Questionnaires were also administered to students to capture their perspectives on how motivated teachers influenced their learning behaviours, such as attentiveness in class, participation in learning activities, discipline, and academic performance. The use of questionnaires was advantageous because it allowed for the collection of standardized responses from a relatively large population within a short period of time, ensuring comparability and statistical analysis.

To complement the questionnaires, interviews were conducted with selected teachers and school leaders. The interviews provided deeper insights into the subtleties of teacher motivation that could not be fully captured through questionnaires alone. As Cohen and Manion (2007) note, interviews are purposeful conversations that allow the interviewer to obtain detailed explanations, clarifications, and descriptions of issues

under study. In this case, interviews allowed the researcher to explore the subjective experiences of teachers and their personal views on how motivational factors affect not only their professional commitment but also students' academic behaviour. The interactive nature of interviews also allowed the researcher to probe further into emerging themes and clarify ambiguities in questionnaire responses.

In addition to primary data, secondary data was also utilized. Secondary data refers to information that has already been collected by other researchers, institutions, or organizations but is found relevant to the present study (Saunders et al., 2019). Sources of secondary data included official reports from the Ghana Education Service, policy documents on teacher motivation, previous academic research, and statistical records from the Birim Central Municipality Education Directorate. These documents provided background information and supported the interpretation of primary data by situating the findings within the broader educational context of Ghana.

The combination of questionnaires, interviews, and secondary data ensured triangulation, thereby enhancing the validity and reliability of the study's findings. Questionnaires offered breadth of coverage, interviews provided depth, and secondary data gave contextual background. This multi, method approach was particularly appropriate for studying a complex issue such as teacher motivation and its influence on student learning behaviour.

### **3.6. 1 Questionnaires**

Questionnaire was used to reach all teachers to get their views on the subject under discussion. A twenty, item questionnaire which was divided into five parts was prepared. The first part captures the respondent's biodata. This enabled the researcher to have characteristics of teachers such as age, sex and marital status. Part II captures

academic and professional qualification. This gave the researcher details about the highest educational level of teachers as well as how long they have been in the profession. Part III to VI has twenty items which sought to investigate teacher's perception about motivation and how it influences their performance as well as the learning behaviour of students in Public Senior High Schools in the Birim Central Municipality. In order to ensure that the questionnaire items were valid and reliable, the prepared questionnaire was pre, tested at Akim Swedru Senior High School in the Birim South District.

### **3.6.2 Qualitative Interviewing Procedures**

The interview method represents a sophisticated and essential tool for data collection within the qualitative phase of this mixed, method study. Janesick (1998) conceptualizes the interview as a purposeful "meeting between two individuals to exchange information and thoughts through a dialogue of questions and answers." This process results in a collaborative communication effort and the joint construction of meaning regarding a specific phenomenon. Esterberg (2002) further asserts that interviewing is situated at the very heart of social research, serving as a versatile and popular form of data gathering that allows the researcher to delve into the subjective experiences of participants.

In social science inquiry, interviewing techniques generally fall into three distinct categories, each varying in its degree of flexibility and control:

1. **Structured Interviews:** These are the most formal and rigidly controlled of the three types. In this format, the researcher adheres strictly to a predetermined set of questions, ensuring that every respondent is asked the same questions in the same order. While this facilitates easy comparison of data, it remains detached and often fails to capture personal nuances. Furthermore, as noted by Esterberg (2002),

structured interviews are highly susceptible to "social desirability bias," where participants provide answers they believe are expected or pleasing to the interviewer rather than sharing their authentic views.

2. Semi, Structured Interviews: Positioned between the two extremes, semi, structured interviews are less rigid and more exploratory. The primary objective here is to navigate a specific topic openly, allowing the respondents to communicate their ideas, opinions, and lived experiences in their own vocabulary. While a basic guide is used to maintain focus, the researcher has the liberty to probe deeper into interesting responses, making it an ideal tool for capturing the complexity of teacher motivation in the Birim Central Municipality.
3. Unstructured Interviews: This approach is characterized by its lack of formal preparation. There are no pre, planned questions or formal recordings; instead, spontaneity serves as the core element. This allows for a free, flowing dialogue that emerges naturally from the immediate situation or behavior. While rich in detail, unstructured interviews are often difficult to analyze systematically in a multi, case study.

For the purpose of this research, semi, structured interview guides were developed and tailored around the fundamental themes of the study: intrinsic and extrinsic motivation, teacher performance, and student learning behavior. The use of open, ended questions was prioritized to ensure that participants were not constrained by a "yes or no" format. By utilizing this approach, the researcher was able to obtain evidence that was not only consistent with the research objectives but also rich enough to explain the quantitative trends identified in the first phase of the study. Hearing the first, hand accounts of

educators provided a "human" dimension to the data, ensuring a more holistic understanding of the educational challenges in Ghana.

### **3.7 Data Processing and Analysis**

After the data collection phase, careful attention was given to the processing and analysis of the data to ensure that the findings were accurate, consistent, and relevant to the study objectives. The first step involved checking all administered questionnaires for completeness, accuracy, and consistency of the responses. Questionnaires that were incomplete or contained obvious errors were either corrected where possible (through verification with respondents) or excluded from the final dataset to ensure the reliability of subsequent analysis.

The responses were then systematically entered into Microsoft Excel (2010 version) for preliminary organization and coding. This stage allowed the researcher to assign numerical values to categorical variables (e.g., gender, rank, years of teaching experience, perceptions of motivation factors) and to ensure proper formatting for transfer into advanced statistical software. Following this, the cleaned dataset was exported into the Statistical Package for the Social Sciences (SPSS) version 27 for Windows, Student Version. SPSS was chosen because of its widespread use in educational and social science research, as well as its ability to efficiently manage large datasets and perform both descriptive and inferential analyses.

At the preliminary stage in SPSS, descriptive statistical analyses such as frequencies, percentages, means, and standard deviations were performed. These measures provided a summary of teachers' and students' responses, highlighting central tendencies and variations in the data. For example, the mean and standard deviation helped in understanding the extent to which motivational factors such as salary, allowances,

accommodation, and recognition were perceived as satisfactory or unsatisfactory among teachers. These descriptive results also enabled the researcher to assess trends in student learning behaviours, including punctuality, attentiveness, and participation in academic activities.

For the qualitative component, data obtained from interviews was transcribed, coded, and analyzed using thematic analysis as defined by Braun and Clarke (2006). Thematic analysis is “a method for identifying, analyzing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 79). This approach was particularly suitable for this study because it allowed flexibility in analyzing participants’ lived experiences and subjective perspectives on motivation while being compatible with the overall mixed, methods framework of the research. Thematic analysis involved six key phases: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Through this systematic process, recurring ideas about motivation, commitment, and their influence on student learning behaviour were identified and categorized into major themes.

The combination of quantitative (SPSS) and qualitative (thematic analysis) methods provided a robust framework for interpreting the data. While the quantitative analysis highlighted statistical patterns and relationships, the qualitative analysis enriched the findings by offering detailed insights into the subjective experiences of teachers and students. This mixed, methods triangulation ensured that the study findings were not only statistically sound but also contextually grounded in the lived realities of the respondents. In summary, the use of SPSS for quantitative data and thematic analysis for qualitative data allowed the researcher to achieve a balance of breadth and depth in the analysis. This methodological approach was essential for addressing the research

questions and for drawing reliable conclusions on the influence of teacher motivation on the learning behaviour of students in the Birim Central Municipality.

### **3.8 Ethical Considerations**

The philosophical frameworks governing research ethics are of paramount concern to any scholarly inquiry. As Silverman (2020) asserts, it is not enough for a researcher to simply follow a checklist; they must recognize contemporary standards and profoundly understand the moral imperatives behind them. Ethical deliberation in social science is essential to mitigate risks associated with deception, identity disclosure, and the infringement of privacy (Welman, Kruger, and Mitchell, 2005).

In conducting this study within the Birim Central Municipality, the researcher adhered to the following ethical pillars:

- **Informed Consent and Voluntary Participation:** Every participant was fully briefed on the nature and purpose of the study before any data collection commenced. It was made explicitly clear that participation was entirely voluntary, and respondents retained the right to withdraw from the process at any stage without penalty or prejudice.
- **Anonymity and Confidentiality:** To protect the professional standing of the teachers and headteachers involved, the researcher ensured that no identifiable information, such as names or specific school affiliations, would be linked to individual responses. Data was aggregated to ensure that findings remained anonymous, and all collected information was stored securely, accessible only to the researcher for the strictly intended academic purposes.
- **Protection from Harm:** The researcher carefully evaluated the study to ensure that no physical, psychological, or professional harm would befall the respondents. By

utilizing a neutral and respectful approach during interviews and questionnaires, the study avoided creating any distress or conflict within the school environments.

### **3.9 Chapter Summary**

This chapter has provided a detailed roadmap of the methodological framework employed to investigate the influence of teacher motivation on student learning behavior. The importance of a robust methodology cannot be overstated, as it serves as the systematic outline required to achieve the study's research objectives and provide valid answers to the research questions.

The study was grounded in a Critical Epistemological Paradigm, focusing on the social dynamics of the educational system. By adopting an Explanatory Sequential Mixed, Method Design, the research leveraged the statistical power of quantitative data alongside the contextual depth of qualitative inquiry. The quantitative phase allowed for a broad analysis of motivational trends and performance metrics, while the subsequent qualitative case study approach enabled the researcher to gain a deeper, more nuanced understanding of *why* specific behaviors and performance patterns are exhibited in the classroom. Through the careful selection of participants, the development of validated instruments, and the strict adherence to ethical protocols, this methodology ensures that the findings generated in the subsequent chapters are both reliable and representative of the current educational climate in the Birim Central Municipality.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.0 Introduction

This chapter presents the results of the study and is divided into sections. The first section reports the demographic characteristics of the participants. The rest of the sections present the results according to the research questions.

#### 4.1 Demographic Characteristics of Respondents

The demographic information consists of characteristics of respondents in terms of gender, number of years in the teaching profession and academic qualification. Details can be seen from Table 4.1.

**Table 4. 1: Demographic Characteristics of Respondent**

		Frequency	Percent
Gender	Male	105	56.8
	Female	80	43.2
Number of years in the teaching profession	1, 5 years	27	14.6
	6, 10 years	82	44.3
	11, 15 years	50	27
	16, 20 years	23	12.4
	21 years and above	3	1.6
Academic qualification	Bachelor's degree	150	81.1
	Master's degree	35	18.9

**Source:** Fieldwork Data (2023)

In terms of gender, 105(56.8%) of the respondents were males while 80(43.2%) were females, meaning the males respondents were more than the females. According to number of years in the teaching profession, 27(14.6%) had been teaching for 1, 5 years. 82(44.3%) had been in the profession for 6, 10 years, 50(27%) for 11, 15 years, 23(12.4%) for 16, 24 years and 3(1.6%) for 21 years and above. Academic qualification was also determined on the questionnaire. The highest number (150, 81.1%) had bachelors degrees and 35(18.9%) were masters degree holders.

#### 4.2 Analysis of Quantitative Data

Under this section, data was analyzed to answer the research questions posed. All four parts of the questionnaire, Parts III, IV, V and VI, representing the four research questions respectively, employed the five, point likert scale, thus strongly disagree – strongly agree. The scales used ranged from 1 – 5 thus, strongly disagree to strongly agree. 1, 1.80 represents strongly disagree, 1.81, 2.60 represents disagree, 2.61, 3.40 represents neutral, 3.41, 4.20 represents agree, 4.21, 5.00 represents strongly agree.

**Table 4. 2: Motivation practices employed in Senior high Schools in Birim Central Municipality**

Statements	Mean	Standard Deviation	Rank
Higher salary	3.97	1.021	3rd
Bonuses and allowances	4.26	0.440	1st
Teaching offers better job security	3.01	1.285	5th
Staff accommodation	3.36	1.673	4th
The existence of study leaves with pay	4.02	0.924	2nd

Source: Fieldwork data (2023)

Under this section, participants were requested to identify motivation practices which exist in Senior high Schools in Birim Central Municipality. From Table 4.2, participants

strongly agreed that, bonuses and allowances exist with mean ( $M=4.26$ ) and standard deviation ( $SD=0.440$ ), making it the highest ranked motivation practice at Birim Central Municipality. This was followed by the item, study leave with pay as agreed by participants with mean and standard deviation ( $M=4.02$ ,  $SD=0.924$ ).

The third and fourth on the rank were, higher salary ( $M=3.96$ ,  $SD=1.21$ ) and, Accommodation ( $M=3.36$ ,  $SD=1.673$ ) respectively. The mean ( $3.96$ ) for the third on the rank indicates that teachers agreed that higher salary exist as motivation package while mean ( $3.36$ ) indicates that participants were neutral about accommodation as a motivational practice.

With teaching offers better job security having means and standard deviation ( $M=3.01$ ,  $SD=1.285$ ), it indicates that the teachers were neutral about this item as motivation practice in Birim Central Municipality.

In taking these into account, the answer to the research question, what are the motivation practices employed in senior high schools in Birim Central Municipality is, the motivation practices employed in senior high schools in Birim Central Municipality include the existence of bonuses and allowances, existence of study leave with pay and high salary.

**Table 4. 3: What Public Senior High School Teachers in Birim Central Consider as Motivation**

Statements	Mean	Standard Deviation	Rank
I am highly motivated to teach by the basic salary I get	3.85	1.016	3 <sup>rd</sup>
Bonuses and allowances motivate me	3.79	1.313	4 <sup>th</sup>
Staff accommodation/bungalows can motivate me to give off my best	4.31	0.529	1 <sup>st</sup>
Best teacher award is the best way of motivating teachers	1.37	0.483	5 <sup>th</sup>
Conditions of service such as maternal leave, sick leave etc, motivate me to give off my best	3.94	0.867	2 <sup>nd</sup>

Source: Fieldwork data (2023)

Under this section, participants were requested to identify the items they consider as motivation. From Table 4.3, staff accommodation/bungalows can motivate me to give off my best (M=4.31, SD=0.529) is the highly ranked item, which participants strongly agreed to. This was followed by the statement, conditions of service such as maternal leave, sick leave etc, motivate me to give off my best (3.94, SD=0.867), making it the second on the rank.

Participants also agreed that they are highly motivated by the basic salary they get (M=3.85, SD=1.016), meaning that they consider basic salary as motivation. The fourth and fifth on the rank were, bonuses and allowances motivate me and, best teachers' award is the best way of motivating teachers with means and standard deviations, (M=3.79, SD=1.313) and (M=1.37, SD=0.483) respectively. The mean 3.79 indicate participants' agreement with bonuses and allowances as items they consider as

motivation while the mean 1.37 indicates that participants strongly disagreed that best teachers' award is the best way of motivating teachers.

The answer to the research question, what do teachers in public senior high schools in Birim Central Municipality consider as motivation, is that, In Birim Central Municipality, teachers consider, staff accommodation/bungalows, conditions of service such as maternal leave, sick leave etc, basic salary, bonuses and allowances as motivation.

**Table 4. 4: Influence of Motivation on Teacher Performance in Public Senior High Schools in Birim Central Municipality**

Statement	Mean	Standard Deviation	Rank
I am always mindful about learning behaviour of students when I am motivated	3.50	0.956	4 <sup>th</sup>
I will teach overtime when I am motivated	4.45	0.499	1 <sup>st</sup>
I always compensate for the lessons I miss when I am motivated	4.21	0.635	2 <sup>nd</sup>
I always conduct progressive assessment throughout the teaching period when I am motivated	3.46	0.938	5 <sup>th</sup>
I always enter class to teach on time when I am motivated	3.61	1.027	3 <sup>rd</sup>

**Source:** Fieldwork data, 2023

Under this section, participants were requested to indicate the influence motivation has on teacher performance in Public Senior High Schools in Birim Central Municipality. From Table 4.4, I will teach overtime when I am motivated (M=4.45, SD=0.499) is the

highly ranked influence, identified by participants. This means that participants strongly agreed that when they are motivated, they will teach overtime.

The second highly ranked influence is, I always compensate for the lessons I miss when I am motivated with mean ( $M=4.21$ ) and standard deviation ( $SD=0.635$ ), showing participants strong agreement. The third influence identified is, I always enter class to teach on time when I am motivated ( $M=3.61$ ,  $SD=1.027$ ).

I am always mindful about learning behaviour of students when I am motivated ( $M=3.50$ ,  $SD=0.956$ ) and, I always conduct progressive assessment throughout the teaching period when I am motivated ( $M=3.46$ ,  $SD=0.938$ ) are the fourth and fifth on the rank respectively. Their means (3.50 and 3.46) indicate that participant considered these items as things that result when a teacher is motivated.

Considering the various means of all the items, the answer to the research question, what influence does motivation have on teacher performance, is that in Birim Central Municipality, when teachers are motivated, they will teach overtime, always compensate for the lessons they miss, enter class to teach on time, always be mindful of students' academics and, always conduct progressive assessment throughout teaching period.

**Table 4. 5: Influence That Teacher Motivation Practices has on Learning behaviour of students in Public Senior High Schools in Birim Central Municipality**

Statement	Mean	Standard Deviation	Rank
Learning behaviour of students will improve when basic salary increases	4.65	0.479	1 <sup>st</sup>
Students' pass in national/external exams depends on bonus and allowances a teacher receives	2.53	0.766	5 <sup>th</sup>
A promoted tutor will have effect on students' performance	2.69	1.250	4 <sup>th</sup>
Availability of teacher accommodation (bungalow) improves students monitoring and eventually improve students learning	4.01	0.684	2 <sup>nd</sup>
Recognition and awards given to performing tutors influence students' performance	3.51	1.011	3 <sup>rd</sup>

**Source:** Fieldwork data, 2023

Under this section, participants were requested to identify the influence that teacher motivation practices have on learning behaviour of students in Public Senior High Schools in Birim Central Municipality. From Table 5, participants strongly agreed to the statement, learning behaviour of students will improve when basic salary increases with mean ( $M=4.65$ ) and standard deviation ( $SD=0.725$ ), making it the highly ranked influence that teacher motivation has on students' performance.

This was followed by the statements, availability of teacher accommodation (bungalow) improves students monitoring and eventually improves students learning ( $M=4.01$ ,  $SD=0.684$ ) and recognition and awards given to performing tutors influence students' performance ( $M=3.51$ ,  $SD=1.011$ ).

The fourth on the rank was, a promoted tutor will have effect on students' performance with mean ( $M=2.69$ ) and standard deviation ( $SD=1.250$ ) indicating participants neutrality about promotion of teachers affecting students' performance. The fifth item, students' pass in national/external exams depends on bonus and allowances a teacher receives, was also neutral as it recorded mean ( $M=2.53$ ) and standard deviation ( $SD=0.766$ ).

The answer to the research question, what influence does teacher motivation practices have on learning behaviour of students in Senior High Schools in Birim Central Municipality is that, motivating teachers through basic salary increment, provision of teacher accommodation (bungalow), recognizing and awarding performing tutors, all influences students' performance. However, promoting teachers and bonuses and allowances partially influences students' performance.

### 4.3 Hypothesis Testing

$H_0$ : There is no significant influence of motivation on teacher performance in Senior High Schools in Birim Central Municipality.

**Table 4. 6: ANOVA**

Source of variation	SS	Df	MS	F	p, value
Between Groups	6.0366	4	1.5091	6.1329	0.0097*
Within Groups	5.3516	15	0.3568		
Total	11.3882	19			

**Source:** Fieldwork data, 2023

The Analysis of Variance (ANOVA) in Table 4.6 examined whether different teacher motivation practices significantly influence teacher performance in public senior high schools in the Birim Central Municipality. The results show that the between, groups

sum of squares ( $SS = 6.0366$ ,  $df = 4$ ) accounts for a larger proportion of the total variance compared to the within, groups sum of squares ( $SS = 5.3516$ ,  $df = 15$ ). This suggests that variations in teacher performance are not random but are strongly associated with differences in motivation practices such as salaries, allowances, accommodation, recognition, and career development opportunities. The calculated F, statistic of 6.1329 is relatively high, and the corresponding p, value of 0.0097 is less than the conventional significance threshold of 0.05.

This statistical evidence provides grounds to reject the null hypothesis, which assumed that teacher motivation has no significant influence on teacher performance. Instead, the findings confirm that teacher motivation is a significant determinant of teacher performance in the Municipality. From a practical standpoint, these results imply that motivated teachers demonstrate higher levels of commitment, punctuality, lesson preparation, and overall teaching effectiveness. This aligns with Maslow's Hierarchy of Needs (1943), which argues that once teachers' physiological and safety needs (e.g., salaries, accommodation, job security) are satisfied, they become more focused on higher, level needs such as recognition and self, actualization, which drive better performance. Similarly, McGregor's Theory Y suggests that when teachers are intrinsically motivated and their work environment supports autonomy and recognition, they are more likely to be creative, responsible, and productive. Furthermore, the results are consistent with Herzberg's Two, Factor Theory, where motivational factors such as recognition, opportunities for advancement, and achievement enhance job satisfaction and lead to improved performance. On the other hand, the absence of such factors may not necessarily cause dissatisfaction but can limit teachers' willingness to go beyond minimum expectations.

The findings also resonate with Expectancy Theory (Vroom, 1964), which emphasizes that teachers will exert greater effort when they believe their efforts will yield desirable outcomes such as recognition, promotions, or improved conditions of service. In conclusion, the ANOVA results in Table 4.6 confirm that teacher motivation practices have a statistically significant effect on teacher performance in public senior high schools in Birim Central Municipality. This underscores the importance of designing effective motivational policies and interventions to enhance teacher productivity and, by extension, improve the quality of education in the Municipality.

**H<sub>0</sub>: There is no significant influence of teacher motivation practices on learning behaviour of students in Senior High Schools in Birim Central Municipality.**

**Table 4. 7: ANOVA**

Source of variation	SS	Df	MS	F	p, value
Between Groups	5.7335	4	1.4334	4.4222	0.0256*
Within Groups	8.485	15	0.5657		
<b>Total</b>	<b>14.2185</b>	<b>19</b>			

**Source:** Fieldwork data, 2023

The Analysis of Variance (ANOVA) presented in Table 4.7 was conducted to determine whether there are statistically significant differences in students' learning behaviour as a result of varying teacher motivation practices in public senior high schools in the Birim Central Municipality. The results indicate that the between, groups sum of squares (SS = 5.7335, df = 4) is considerably larger relative to the within, groups sum of squares (SS = 8.485, df = 15), suggesting that a portion of the total variance in students' learning behaviour (SS = 14.2185, df = 19) can be attributed to differences in teacher motivation practices such as salary increments, allowances, staff accommodation, recognition and awards, and conditions of service. The calculated F,

statistic of 4.4222 exceeds the critical value at the 5% significance level, and the corresponding p, value of 0.0256 is less than the threshold of 0.05. This statistical evidence leads us to reject the null hypothesis, which posited that teacher motivation practices have no significant influence on students' learning behaviour. Instead, the findings support the alternative hypothesis that teacher motivation exerts a significant effect on how students learn, engage, and perform academically.

Practically, this result implies that when teachers are adequately motivated through fair remuneration, accommodation, recognition, and other supportive measures, their improved performance and commitment in the classroom positively translate into students' learning behaviour. This is consistent with Expectancy Theory (Vroom, 1964), which suggests that motivated teachers are more likely to exert effort because they expect desirable outcomes such as recognition and improved working conditions, which in turn benefits their students. The findings also align with Herzberg's Two, Factor Theory, where motivational factors (recognition, achievement, advancement) directly enhance job satisfaction, thereby promoting effective teaching and better student outcomes.

Moreover, the rejection of the null hypothesis suggests that policy interventions aimed at improving teacher motivation in Birim Central should not be underestimated, as they have measurable impacts on student learning. For example, enhancing housing facilities for teachers or providing performance, based incentives could yield improvements in students' classroom attentiveness, punctuality, and overall academic achievement. In summary, the ANOVA results provide empirical evidence that variations in teacher motivation practices significantly explain differences in students' learning behaviour in public senior high schools in Birim Central Municipality. This highlights the critical

role of teacher motivation in shaping educational outcomes and underscores the need for sustained investments in teacher welfare and professional development.

#### **4.4 Analysis of Qualitative Data**

After the quantitative phase, the interview guide was developed and used in conducting interviews with 9 participants, 3 from each school. The data was transcribed and coded. To ensure anonymity, the respondents were numbered from 1 to 9. Respondents were given the serial codes, R1 to R9, where R1 means respondent one and R9 means respondent nine. The data analysis method used was thematic analysis. Although identified issues from the quantitative phase informed the qualitative phase, the qualitative phase was conducted based on four themes, in line with the research questions. The themes include, motivation practices employed in Senior high schools in Birim Central Municipality (first theme), what public senior high school teachers in Birim Central Municipality consider as motivation (second theme), influence of motivation on teacher performance in public senior high schools in Birim Central Municipality (third theme) and influence that teacher motivation practices has on learning behaviour of students (fourth theme).

Under the first theme, the following codes were generated; motivational allowances, further studies with pay issues, meagre salaries, and inner motivation. With the second theme, the following codes were generated; accommodating bungalows, receiving leave of absence. With the third theme, the codes generated include; overtime work, first work payments. Finally, under the fourth theme, the codes generated include teacher accommodation influence performance; recognition can create envy and management initiatives.

## 4.5 Discussion

Under this section, the results of the study are discussed into detail, the interview data which was collected at the second phase was used in explaining the quantitative data, where necessary. It is important to note that the concepts teacher motivation and students learning behaviour are common in the educational field therefore investigating about them will be of great benefit hence the discussion of the analysed results of this study.

### 4.5.1 Motivation Practices Employed in Senior High Schools in Birim Central Municipality

Motivation plays an important role in the development of institutions. Organizations must work very hard to motivate employees. In other words, they must ensure that they give close attention to how individuals can be motivated and also adopt practices that motivate. The answer to the research question under this section is that, the motivation practices employed in senior high schools in Birim Central Municipality include the existence of allowances, existence of study leave with pay and high salary.

The highly ranked item, allowances motivate me to give off my best had mean,  $M=4.26$  and standard deviation,  $SD=0.440$ . This means that allowances are usually given to teachers in Birim Central Municipality, as a way of motivating them. According to Karachiwalla (2010), incentivizing teachers is generally framed in the context of bonuses and is often based on annual evaluations. This was confirmed by the interview response as one participant mentioned,

*“Usually, at the end of the year, we get some allowances and bonuses. You know in the Parents’ Teachers Association, funds are generated for different projects so at the end of the year, they put some money in envelopes*

*for all the teachers in the form of bonus for all the work we have been doing particularly the extra classes we have been giving the final year students.”*  
(Interview data, R1)

That said, a report by the European Commission on teachers and school head teachers' salaries and allowances in Europe (2012/2013) assert that non, monetary rewards are not enough to promote employee performance, indicating that what motivation practice to give bonuses to teachers at the end of the year, as described by R1 is highly appreciated by the teachers, accounting for it being the highly ranked motivation practice in the Municipality.

Another motivation practice is the existence of study leave with pay, as the item, the existence of study leave with pay motivates me to teach as second on the rank with mean ( $M=4.02$ ) and standard deviation ( $SD=0.924$ ). This finding links with that of Edmund & Nilsson, 2007) which pointed out that extrinsic motivation practices like paid leave motivate workers more than intrinsic motivation. It can be seen that the item, love for my students motivate me to stay in teaching, an intrinsic item appeared fourth on the rank ( $M=3.36$ ,  $SD=1.673$ ).

It is important to state that the study leave with pay provides the teacher after a number of years of teaching under the education service, an opportunity to further his or her studies while being paid. From the interview responses, although the study leave with pay motivates the teachers, there are issues associated with it that teachers are not happy about; loss of opportunity for study leave, discipline not included in designated courses and inappropriate approval of staff who have served few years.

According to R8,

*Yes, we are motivated by the study leave with pay. But there are other things associated with it that are frustrating. For instance, you know most of us*

*who progressed from the basic school to the public senior high school might have already enjoyed our study leave with pay because most of us have degrees already. The thing is that most of those who teach at the senior high schools already have degrees. It is just recently that even those with degrees have been included. It means those who entered with degrees have lost that opportunity because most of them had to take leave without pay in order to further their studies. (Interview data, R8)*

R4 also added,

*There are some areas that the study leave with pay does not cover. We the business teachers have been complaining about it. It is not appropriate for teachers in Science, Maths, English etc, to be considered for study leave with pay while the rest of us are not. It makes us believe that our superiors think that the courses we teach are not relevant. (Interview data, R4)*

The third item on the rank, higher salary motivates me to stay in teaching had mean and standard deviation ( $M=3.97$ ,  $SD=1.021$ ). Although most of the participants complained about their salaries, it was uncovered that once in a while the government does increase salary, which motivates them. That said it is important to highlight the importance of higher salaries for teachers.

When teacher's salary is small, they tend to look for other opportunities in the form of a second job. This divides the teachers' focus and can affect their performance which will eventually affect students' performance. When teachers' salary is high and keep increasing, teachers are not forced to look for other financial opportunities elsewhere therefore they become motivated and put in their best for the benefit of the school. In essence, higher salaries can retain teachers in the profession.

In a study conducted by Garcia and Han (2022) to examine the relationship between teacher pay and students learning, it was found out that mathematics and English test scores are higher significantly in areas where higher salaries are paid to teachers

compared to areas with low salaries. This indicates that the government is doing a great job by focusing on salaries. However, the issue most teachers have is on how meagre the salary is. They lamented that the salaries they receive are so small yet prices of commodities keep increasing, making it difficult for them to handle their financial responsibilities. They admitted that there are increments sometimes but these are very insignificant.

This is evident from the explanation R9 gave,

*“Our salaries are important and it is duly paid but increment is more important. Because of the small amount of money, they add when they claim they have increased the salary, we don’t even take them seriously again. They themselves don’t take us serious” (Interview data, R9)*

Also, Alam and Farid (2011) revealed that predominantly teachers experienced less salary pay not worth their knowledge, skills and capabilities for doing their job. They added that it is an indication that teachers are not treated with dignity, regardless teachers are supposed to put in their best. In the Ghanaian context, it is commonly said that the teachers’ reward is in heaven. In effect, motivational practices such as training sessions are considered as a favour to teachers. This makes intrinsic motivation even more important.

The fourth item on the rank, love for my students motivate me to work had mean (M=3.36) and standard deviation (1.673). Participants were neutral about this item, which could mean that in the Birim Central Municipality, teachers are partial about being motivated because of the love they have for their students. It could also mean that with 50% of the participants, love for their students motivate them to work hard.

One of the participants asserted, “Sometimes it is not about the money involved. I want my students to succeed. So, I put in all my best to ensure this is done. Teaching itself is my passion so whether the money is there or not I always put in my best.” (Interview data, R9).

R5 also highlighted, “I think the work we are doing is because we have this inside motivation. Not necessarily the money we are being paid. Because if you’re considering the money, we wouldn’t be working at all. It is so discouraging.”

The fifth item on the rank is, teaching offers better job security ( $M=3.01$ ,  $SD=1.285$ ). This finding is inconsistent with the finding of Mruma (2013) conducted in Tanzania which revealed that job security and absence of alternatives or prospects for employment are part of the motivational factors for teachers to join the teaching profession. Teachers and every government worker know that at the end of every month they will receive their salary and unless they decide to quit or dire situations arise, they will not lose their job however, the participants of this study made it clear that, teaching because of job security is not one of the motivation practices in Birim Central Municipality.

In conclusion, it is important to encourage that professional development opportunities and training sessions are required for teachers in view of the fact that the motivation practices employed in senior high schools in Birim Central Municipality include the existence of allowances, existence of study leave with pay and high salary only.

#### **4.5.2 What Public Senior High School teachers in Birim Central Municipality consider as Motivation.**

Motivation can be considered as a driving force towards the achievement of an objective. In the school setting, certain actions and policies are put in place to ensure

that teachers are well motivated to give their best as far as teaching is concerned. This section therefore discusses what public senior high schools in Birim Central Municipality consider as motivation.

The answer to the research question is that, in Birim Central Municipality, teachers consider, staff accommodation/bungalows, conditions of service such as maternal leave, sick leave etc., basic salary, bonuses and allowances as motivation.

As staff accommodation/bungalows appeared as the top motivating factor, it had mean and standard deviation ( $M=4.31$ ,  $SD=0.529$ ). The provision of housing can be a proof of having the posted teachers in mind, and this can motivate the teachers to do their best. Bungalows despite their location are a bit accommodating as compared to the rural buildings. This could be as a result of the poor structure of buildings in the rural areas. A response from R3 gives a clearer picture of how the teachers feel, “As a lady, I have some preferences, so I was not really inspired when I was posted here because of the housing conditions. But I was encouraged after I heard there are bungalows for teachers” (Interview data, R3).

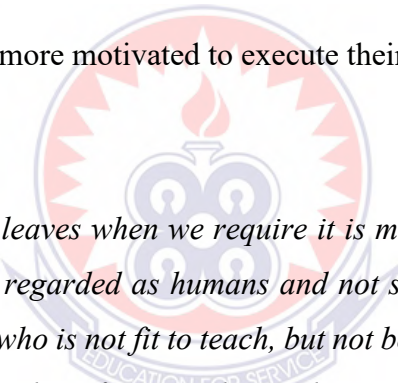
Mulkeen (2005) considers the provision of housing (accommodation) to be a key factor in ensuring retention, especially in rural areas. This finding confirmed it. Most teachers confessed that, the bungalows’ being present was one of the major reasons they remained where they are. Mulkeen was supported by Walusimbi (2006), who argued that housing facilities for teachers could make them more effective and thus enhance their performance positively. That said, schools that lack accommodation for teachers face a problem of attracting and retaining poorly qualified and average teachers.

The retention happens because having a place to stay that is free, helps teachers save money, and reduces their burden as well. As mentioned earlier, housing in rural areas

can be a bit discouraging, and these major reason teachers leave their posts, and in some places, there are actually no houses available for the teachers. The bungalows are great relief package to the posted teachers and this is evident from a response from R1: “Going to a place with housing, releases the burden of looking for a place to stay” (Interview data, R1)

Conditions of service play a crucial role in a working environment. When people receive the best conditions of service when they need it most, it motivates them to give their best. This was found to be true as conditions of service came second as a motivating factor for the teachers at Birim Central Municipality. These conditions make the teachers feel cared for and understood. And as they take leaves for whatever reason, they come back feeling more motivated to execute their expected duties.

According to R5,



*“Receiving sick leaves when we require it is motivating because, it makes us know we are regarded as humans and not superhuman, who never get tired. A teacher who is not fit to teach, but not been granted leave does well to no one. The quality of service the teacher would provide would not be at its best level, because of ill health. Health is trivial to quality performance, and ignoring grants for sick leaves or maternity leaves, shows lack of empathy for staff. And when one person is denied this, it actually affects the performance of the whole team.” (Interview data, R5)*

R4 also added:

*“I’m most glad when my fellow female teachers receive maternal leave, because in as much as they may love to teach, that is a formative part of their life where they need necessary rest. And the whole team is happy when they come back refreshed and alive, it makes us know that our health is being sought after.” (Interview data, R4)*

The third best way the participants identified as motivating was the basic salary received ( $M=3.85$ ,  $SD=1.016$ ). This finding confirms the study of Adedeji and Olaniyan (2011) which found out that one way of motivating teachers is by enhancing the salaries they received. The basic salary payment is a form of fulfilment, after a long month's work, looking forward to receiving basic salary keeps the teachers teaching. R6's response expands this, "The salary is not golden but compensating. It motivates me because I'm getting paid for my input. That is why we usually go on strikes when we don't get what we want. Work input must be equal to its output." I repeat, salary is motivating, everybody wants to be paid for working". (Interview data, R6)

That said, bonuses and allowances was the fourth item considered as motivation ( $M=3.79$ ,  $SD=1.313$ ). Armstrong (2009) supports this as he asserted that bonus schemes that are related to performance, organization or team provide cash payments to employees in order to motivate them. When teachers are paid allowances, for extra curriculum and other teaching activities that go beyond normal classes time, it spikes up their interest to deliver their best even outside the class room.

Being given the best teacher award was the least motivating, an interviewee said, "an award is not what we'll eat. Even though this comes with intentions to motivate, this does not really motivate the teachers" (Interview data, R2). R4 also said "Oh, it's good to give and receive awards, but with this economy, you need cash to do anything. And that award cannot at any time to transfer as money." The best teacher awards are mostly certificates, sometimes with some amount of money. And as much as this award is given with the intention to motivate everyone else to be the best, it does not really inspire anyone to do anything.

Therefore, educational stakeholders of Birim Central Municipality must come on board and consider all aforementioned factors teachers in the Municipality consider as motivation and work towards them effectively

#### **4.5.3 Influence of Motivation on Teacher Performance in Public Senior High Schools in Birim Central Municipality**

Teacher performance is a very important subject in educational discourse. It can be said that the behaviour of the teacher and style the teacher uses in teaching can influence students' understanding of lessons. The question is, could there be something that influences this behaviour and teaching style? That is what this section intends to discuss.

First of all, the answer to the research question is that, in Birim Central Municipality, when teachers are motivated, they will teach overtime, always compensate for the lessons they miss, enter class to teach on time, always be mindful of students' academics and, always conduct progressive assessment throughout teaching period.

With the first item on the rank being, I will teach overtime when I am motivated ( $M=4.45$ ,  $SD=0.499$ ), it implies that teachers will teach beyond their allocated time, perhaps to ensure students understand particular topics better or they are conversant with how to revise some subjects. For instance, with a subject like mathematics, one can say that extra classes will be of great help to both exceptional and struggling students. The same goes for Science, where practicals can be done after school hours for students to really grasp the concepts thought theoretically.

This finding confirms the study of Mbetegyerize (2010) which found out that motivated teachers' performance was satisfactory in terms of their teaching activities and extra time they give to students. The study was a cross sectional survey involving both

qualitative and quantitative methods. A total of 181 persons (103 secondary school teachers, 70 students, 7 head teachers and one District Education Officer) were consulted. Primary data was collected using questionnaires and interview guides. Similar to this study, the sample used was about 180 and the data was analysed with descriptive statistics, explaining the similarity in results.

It can be described as normal for anyone motivated to decide to give more, in terms of their time. Some interview participants explained that when they receive their bonuses especially the ones from the Parent Teachers Association, they do not think twice when it comes to doing extra classes for the students. This can be understood from the response of R4,

*“Personally, I do extra classes for the students, especially when it is getting close to exams. But when I am motivated that is when we receive our bonus, I even do it in the course of the term, not necessarily waiting for the exams period.” (Interview data, R4)*

The second item on the rank is, I always compensate for the lessons I miss when I am motivated with mean ( $M=4.21$ ) and standard deviation ( $SD=0.635$ ) showing that participants strongly agreed with it as influence motivation has on their performance. It is important to note that the teacher has other responsibilities aside the classroom. For example, there may be children to take care of, parents to visit due to their ill, health, family members' occasions to attend or even spousal duties. These circumstances may force teachers to absent themselves from class.

In some schools particularly the day schools, online platforms (for example the use of WhatsApp, zoom) are provided for teachers to be able to compensate for lessons they miss or even have extra classes with students. Contrarily, the boarding school system does not support the use of online platforms outside the class therefore a teacher

intending to compensate for a class missed may have to go the extra mile by scheduling for a class after the normal class hours. It may also happen that the teacher can contact a different teacher to teach in his or her stead. Having said these, teachers can easily ignore lessons missed if they are not motivated.

They can also decide to go to class whatever time they wished if they are not motivated. That is why participants agreed that going to class early to teach is because they are motivated ( $M=3.61$ ,  $SD=1.027$ ). It means that when the motivation element is taken off or not properly managed, it could be very challenging.

According to R2,

*Usually in the first week of the month where, every teacher has been paid, you would realize that most teachers go to class early. I think this happens because we are motivated when we have money in our pockets. In the last week of the month, particularly in this school, most teachers do not go to class early. Maybe it is because, by then the salary might have been spent and some needs may have been unmet. (Interview data, R2)*

This suggests that, extrinsic motivation is highly important to the teacher. The comment made by R4 points to the fact that the time with which a teacher's salary is paid can influence the time the teacher goes to class to teach. Should the government fail to pay the teachers' salary early enough, teachers could be psychologically stressed which will affect delivery. This item falls back on the government as it implies that the time a teacher goes to class to teach can be directly linked to the time with which salaries are paid. The study of Chudi (2013) confirms this as it was found out that, teachers refused to teach effectively causing a decline in performance because of irregular payment of salaries.

The fourth item on the rank was, I am always mindful about learning behaviour of students when I am motivated ( $M=3.50$ ,  $SD=0.956$ ). Considering the first three items (I will teach overtime when I am motivated, I always compensate for the lessons I miss when I am motivated, I always enter class to teach on time when I am motivated) and the fifth item (I always conduct progressive assessment throughout the teaching period when I am motivated), one can say that teachers are mindful about learning behaviour of students when they are motivated. According to R3, “We are concerned with how students are performing, we identify students with problems and help out to resolve them, we engage the management on how to introduce new learning aids, and we give assignments and record students’ progress. And all this happens because we are motivated”

It is important to reiterate that when teachers are motivated, they will teach overtime, they always compensate for the lessons they miss, enter class to teach on time, always be mindful of students’ academics and, always conduct progressive assessment throughout teaching period. Therefore, actions that can be taken for teachers to be motivated all the time has to be taken.

#### **4.5.4 Influence that teacher motivation practices have on learning behaviour of students in Public Senior High Schools in Birim Central Municipality**

Learning behaviour of students has been the focus for educational stakeholders all over the world. This is mainly because it is an indicator for quality education. That is why some parents try to check the statistics regarding performance of a school before enrolling their wards. This discussion addresses the influence teacher motivation practices have on learning behaviour of students in Public Senior High Schools in Birim Central Municipality.

The answer to the research question is that, motivating teachers through basic salary increment, provision of teacher accommodation (bungalow), recognizing and awarding performing tutors, all influence students' performance, while promoting tutors moderately influences students' performance and bonuses and allowances don't influence performance.

For the first finding, an increment in basic salary positively influences learning behaviour of students; the mean and standard deviation were 4.65 and 0.479 respectively. This confirms the finding of Considine and Zappala (2002); students' academic gain and learning performance is affected by teaching salary. It is important for the organizations responsible for paying teachers to set certain standards upon which salaries can be increased. This means they can put in place structures that have indicators upon which the basic salaries of teachers can be increased as it is clear that salary increase leads to good students learning.

Authors have expressed their opinions concerning general salary increase and individual salary increase (Kawesa, 2004). For the individual salary increase, Kawesa advises that merit pay or performance pay approach be used where, a standard for individual performance is set, such as increased student achievement and if a teacher meets or exceeds this standard, he or she receives a salary increase (Kawesa, 2004). The implication of this in the Ghanaian context is that, education ministry would have to put in a lot of work to be able to identify all teachers who qualify for individual salary increase. Although there are ways in which highly performing teachers are rewarded and general salary increase exists, when teachers get to know about individual salary increase indicators, they will work hard to achieve it, influencing students' performance positively.

The finding is also in tandem with a Malawian study by Kadzamira (2006) which found that primary and secondary teacher motivation and job satisfaction were strongly determined by pecuniary factors, such as levels of pay and other material benefits. This clearly points out that as teachers were motivated by the salary they received, their motivation affect their satisfaction which will in turn affect learning behaviour of students.

The second item on the rank, availability of teacher accommodation (bungalow) improves students monitoring and eventually improve students learning had mean and standard deviation ( $M=4.01$ ,  $SD=0.684$ ). Accommodation for the teacher creates easy access for monitoring and engagement in extra instructional hours. For senior high schools, this is an important factor towards the success of evening studies. Although senior students are put in charge to ensure that their fellow students comport themselves during evening studies, the presence of teachers (those staying on the campus are chosen for monitoring and supervision because of their proximity to the classrooms) causes students to focus more on their books during those hours.

This finding is consistent with that of Zotorvie (2017) as it was found out that accommodation positively influences students' performance. Responses from the interview also corresponds with it thus, R6 asserted,

*“You know, some students like to misbehave during evening study hours. When this happens it disturbs other students who really are in to study. I have personally punished some students who decided to use the prep hours for music and dance. They were drumming when other students were busily studying. I was even coming from town when I heard the noise. I was not on duty for the evening prep but I only heard them because I was going to my bungalow. So, I will say the bungalows are motivating to the extent that we*

*are forced to take action even when we are not on duty.” (Interview data, R6)*

Another participant talked about a different element aside the accommodation, which must not be overlooked.

According to R1,

*“I am an elective maths teacher and you know most students are afraid of the subject. I implored the school administration and they gave me an office, close to the block where my students are. I was no longer doing my after, class activities in the staff common room. I was highly motivated and I noticed that the students started coming to me with the challenges they had with the subject. I will take out time and help them out. That term, the performance of the entire block was amazing.” (Interview data, R1)*

This comment suggests that it is not only accommodation that motivates teachers, when their requests are granted for example with physical structures like personal offices, they become motivated and this can influence students’ performance positively. It also suggests that, the closeness of the teacher to the student makes the students feel comfortable to channel any challenge they may be facing which can be resolved for them to focus on their academic activities.

The fourth item on the rank is, recognition and awards given to performing tutors influence students’ performance ( $M=3.51$ ,  $SD=1.011$ ), agreed to by participants. Recognizing of teachers and giving of awards have been seen to boost the morale of teachers. However, interview responses from participants uncovered that aside the positive aspect it carries, there is negative aspect too. One participant spoke about how recognition can create envy and sow discord among teachers.

R3 attested to this,

*There was a time in the school on the day of vacation, our Head of Department called us and congratulated us for the work we had done in the term. He congratulated everyone but he mentioned two teachers that they had done very well. We were all not happy because one of teachers he mentioned had been with us for only one year. I know he had good intentions but we all felt that for him to specially recognize a newcomer, it implies that the ones who have been around longer were doing nothing. In the next term, we all relaxed. Although we were doing our work we were not putting in extra effort.*

This comment implies that recognition and awards positively influence learning behaviour of students however, the approach used can bring out negative outcomes. The Head of department could have called the two teachers individually and congratulated them specially. That said, those at the forefront of educational leadership must take this into consideration the best approach as far as recognition and awards is concerned.

The fourth item on the rank is, a promoted tutor will have effect on students' performance, which participants were neutral about ( $M=2.53$ ,  $SD=0.766$ ). This neutrality can be explained with the study of Monyamane (2020). The author found out that male teachers in secondary schools in the central region of Botswana were not satisfied with the promotional opportunities provided them as compared to the female teachers.

According to earlier discussion, motivation can affect satisfaction and satisfaction can affect learning behaviour of students. Therefore, if the male teachers express their dissatisfaction while female teachers express their satisfaction with the promotional opportunities, one can say that the neutrality identified can be described as a result of gender differences. This implies that for the promotion of teachers to influence learning

behaviour of students positively, management must look out for the differences in gender opinions and preferences, and settle them.

The last item on the rank is, students' pass in national/external exams depends on bonus and allowances a teacher receives ( $M=2.53$ ,  $SD=0.766$ ). This item was disagreed by participants. From the interview responses, it was discovered that students' pass in national/external exams depends on factors such as management initiatives towards student learning, parental participation in provision of student needs, teachers' ability to complete syllabus and students' desire for academic excellence.

In one of the schools, participants referred to the early morning and weekend evening studies introduced by the new headteacher that had a significant impact on the students' performance in the West African Secondary School Examination (WASSCE) that year.

R8 elaborated,

*“Prior to the coming of the new headteacher, we only had evening studies. He has now introduced studies that start from 6:00am to 7:30am on weekdays before any other activity. As for our bonuses and allowances, it is a norm so we can hold that constant. In the first year after the introduction, our WASSCE results were so good. So when management introduces things like this to make student learning effective, we can see positive learning behaviour of students. That aside, I think the students themselves were motivated to study” (Interview data, R8)*

Another participant added,

*Students can only be comfortable to focus on their studies when they have all their needs met by parents. This is because, no matter how motivated the teachers may be, if parents do not provide for students all they require for effective learning, there will be problems. Things like textbooks and other learning materials must be provided.*

From the foregoing, teacher motivation has influence on learning behaviour of students. However, it is evident that it is not the only factor. Therefore, all educational stakeholders must come on board and perform their individual responsibilities so as to ensure that students learning behaviour is influenced largely.

The findings of this study have significant implications for educational leadership and teacher management in the Birim Central Municipality. The study revealed that motivation practices in senior high schools include the provision of bonuses and allowances, study leave with pay, and competitive salaries. These practices are consistent with Expectancy Theory (Vroom, 1964), which posits that workers are motivated when they believe their effort will lead to performance and that performance will be rewarded. Teachers' preference for bonuses and study leave indicates that they value tangible outcomes that strengthen their expectancy and instrumentality. Likewise, Herzberg's Two, Factor Theory (1959) supports this finding by categorizing salary and allowances as hygiene factors that, while not necessarily increasing satisfaction, prevent dissatisfaction and sustain a basic level of commitment.

The study further revealed that teachers in Birim Central consider staff accommodation, conditions of service such as maternity leave and sick leave, in addition to salaries and allowances, as essential forms of motivation. This finding can be explained through Maslow's Hierarchy of Needs (1943), where housing and basic salary satisfy physiological and safety needs, while maternity and sick leave address security and wellbeing. When these lower, level needs are adequately met, teachers are better positioned to pursue higher, level needs such as recognition and professional growth. The results also reflect Herzberg's theory, in which such provisions constitute hygiene factors that reduce dissatisfaction and create a stable environment for effective teaching.

The study also showed that when teachers are motivated, they are more likely to engage in positive professional behaviours such as teaching overtime, compensating for missed lessons, being punctual, prioritizing students' academic progress, and conducting regular assessments. This observation is consistent with McGregor's Theory Y, which assumes that when employees are adequately motivated and trusted, they naturally become responsible, committed, and creative in carrying out their duties. In contrast, the absence of motivation could push teachers toward Theory X behaviours, where they may avoid responsibility, demonstrate indifference, or reduce effort. Thus, the findings demonstrate how motivation shifts teachers from passive compliance to active engagement in their work.

Finally, the results indicated that motivating teachers through salary increments, provision of accommodation, and recognition or awards for performance directly influences students' learning behaviour. However, promotions, bonuses, and allowances were found to only partially influence learning behaviour. This resonates with Expectancy Theory, which emphasizes that the perceived value of a reward determines its motivational impact. While financial rewards remain important, teachers in Birim Central placed greater value on recognition, housing, and salary increments, which they perceive as directly improving their welfare and professional identity. This also connects to Herzberg's distinction between motivators and hygiene factors: while allowances and bonuses reduce dissatisfaction, intrinsic motivators such as recognition and achievement more strongly influence behaviour and performance. In sum, the findings suggest that teacher motivation in Birim Central Municipality is shaped by both extrinsic and intrinsic factors, with different levels of influence on teachers' performance and students' learning behaviour. The interplay of Maslow's needs theory, Vroom's expectancy theory, McGregor's Theory X and Y, and Herzberg's Two, Factor

Theory provides a comprehensive explanation of how motivation practices can transform teachers' work behaviour and ultimately enhance student learning outcomes.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter focuses on conclusions of the study, implications of the finding for research, policy, practice and education. Also included in this chapter are the limitations of the study and recommendations based on the findings of the study.

#### 5.1 Summary of findings

The findings of this study have implications for the educational leadership in general. It was found out that;

1. The motivation practices employed in senior high schools in Birim Central Municipality include the existence of bonuses and allowances, existence of study leave with pay and high salary.
2. In Birim Central Municipality, teachers consider, staff accommodation/bungalows, conditions of service such as maternal leave, sick leave etc, basic salary, bonuses and allowances as motivation
3. In Birim Central Municipality, when teachers are motivated, they will teach overtime, always compensate for the lessons they miss, enter class to teach on time, always be mindful of students' academics and, always conduct progressive assessment throughout teaching period.
4. In Birim Central Municipality, motivating teachers through basic salary increment, provision of teacher accommodation (bungalow), recognizing and awarding performing teachers, all influences students' learning behaviour, while promoting teachers and, bonuses and allowances partially influence their learning behaviour.

## **5.2 Implications for Management**

Management of educational institutions, Ministry of Education and the Ghana Education service can rely on the results and take corrective actions where necessary. For the issue of the basic salary being small, there has to be increments that align with the economic conditions of state otherwise, teachers will pay attention to other jobs and neglect or partially attend to their teaching duties which will affect learning behaviour of students in the long run.

## **5.3 Conclusion**

The findings of this study clearly demonstrate that while several motivation practices are currently employed in public senior high schools within the Birim Central Municipality such as allowances, study leave with pay, and salary adjustments these measures are not sufficient to fully satisfy teachers' professional and personal needs. Consequently, teachers do not appear to be entirely motivated, which affects their level of commitment and performance in the classroom. In particular, the issue of staff accommodation emerged as one of the most pressing needs, suggesting that policies aimed at improving teacher housing should be given utmost priority.

The study also revealed that when teachers are adequately motivated, they tend to demonstrate higher levels of concern for students' academic progress. This includes being punctual, compensating for missed lessons, conducting continuous assessments, and showing genuine commitment to student learning outcomes. Such behaviours strongly indicate that teacher motivation is not only a personal or organizational issue but also a critical factor in shaping students' learning behaviours and overall academic performance.

Furthermore, it was established that teacher motivation is influenced by a combination of factors such as accommodation (bungalows), recognition and rewards, and opportunities for promotion. These factors resonate strongly with Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (e.g., salary, job security, working conditions) that prevent dissatisfaction and motivators (e.g., recognition, achievement, career advancement) that enhance job satisfaction. Similarly, the findings align with Maslow's Hierarchy of Needs, where the provision of basic and safety needs, such as housing and fair remuneration, forms the foundation for higher-order needs like self-esteem and self-actualization to flourish among teachers.

However, the study also concludes that the neglect of other essential educational factors, such as strong school management initiatives, active parental involvement in the provision of student needs, teachers' ability to complete the syllabus, and students' own intrinsic motivation for academic excellence, could undermine the positive effects of teacher motivation. This implies that while motivation is necessary, it is not sufficient in isolation; a holistic approach involving teachers, parents, school leaders, and students is required to sustain improvements in learning outcomes.

In effect, the study concludes that teacher motivation is a critical driver of both teacher performance and student learning behaviour in Birim Central Municipality. Nonetheless, existing practices are inadequate and need to be re-evaluated and expanded to include staff accommodation, systematic recognition and rewards, and career development opportunities. If these motivational factors are properly addressed, it will not only enhance teachers' professional commitment but also foster a supportive learning environment that improves the academic performance and overall development of students.

## **5.4 Recommendations**

Based on the findings of the study, the following recommendations were made:

### **1. Strengthening Stakeholder Collaboration in Teacher Motivation**

There is a critical need for educational stakeholders including the Ministry of Education (MoE), Ghana Education Service (GES), school managers, Parent–Teacher Associations (PTAs), and local government authorities to cooperate in providing both financial and moral support toward motivating teachers in public Senior High Schools within the Municipality. Motivation should not be seen as the sole responsibility of government but as a shared obligation among all stakeholders in education. Such collaboration can ensure a more consistent and sustainable provision of incentives such as allowances, housing facilities, recognition awards, and opportunities for career development.

### **2. Professional development through training and workshops**

Training sessions, seminars, and workshops should be organized regularly by school management in collaboration with the GES and MoE. These interventions will not only equip teachers with modern teaching skills but also expose them to various motivation packages available within the education system. Continuous professional development can boost teachers' confidence, competence, and job satisfaction, thereby enhancing both their motivation and effectiveness in the classroom.

### **3. Establishment of internal motivational structures at departmental levels**

Heads of departments should design internal motivational structures to recognize and appreciate the efforts of teachers who may not receive attention at the broader school level. Simple measures such as “Best Teacher of the Month” awards, peer recognition, or small tokens of appreciation can go a long way in making teachers feel valued. This

departmental, level recognition can complement broader institutional initiatives and ensure that no teacher's efforts go unnoticed.

#### **4. Supporting teachers' interests beyond classroom activities**

School managers should explore and create avenues to engage teachers in extracurricular activities that align with their personal interests, such as sports, clubs, cultural programs, or creative arts. Encouraging teacher involvement in these areas can provide them with fulfillment outside the core teaching role, reducing burnout and enhancing overall job satisfaction. Such opportunities allow teachers to express their talents, build stronger relationships with students, and feel more motivated to contribute positively to the school environment.

#### **5. Government and MoE focus on extrinsic rewards**

It is recommended that the Government of Ghana and the Ministry of Education carefully consider the findings of this study to better understand the extrinsic rewards that significantly influence teacher performance. Policies should prioritize not only salaries and study leave with pay but also teacher accommodation (bungalows), promotion opportunities, and recognition schemes. By addressing these extrinsic factors, the government can create a more enabling environment for teachers to thrive, which will, in turn, positively impact student performance.

#### **5. Enhancement of community and parental support**

Finally, it is important to recognize that teacher motivation is not influenced solely by institutional structures. Community members and parents also play a vital role in supporting teachers. Parental involvement in providing basic student needs, showing appreciation for teachers' efforts, and collaborating with schools to ensure students' academic excellence can significantly boost teachers' morale.

## 5.6 Suggestions for Future Research

Future researchers in the field of education should consider replicating this study in other Municipalities, districts, and regions across Ghana to provide a more holistic and comparative understanding of teacher motivation and its influence on student learning behaviour. Such replication will make it possible to identify whether the trends observed in the Birim Central Municipality are consistent across different geographical, cultural, and socio, economic contexts.

Additionally, future research should broaden its focus to include other human resource factors that influence students' learning behaviour aside from teacher motivation. Factors such as teacher professional development, leadership practices of school administrators, workload management, and teacher, student relationships could provide a more nuanced understanding of what drives effective teaching and learning in public senior high schools.

Researchers may also explore longitudinal studies to track how motivation practices and interventions influence both teacher performance and student outcomes over time. This will help in establishing causal links rather than relying solely on cross, sectional findings.

Moreover, future studies could integrate mixed, methods approaches that combine quantitative analyses with in, depth qualitative insights to capture teachers' lived experiences, perceptions, and contextual challenges more comprehensively.

It would also be useful for researchers to examine the role of external stakeholders, such as parents, community members, and local education authorities, in enhancing teacher motivation and student performance. Exploring how these partnerships

contribute to the overall school climate can generate valuable insights for policy and practice.

Finally, comparative research between public and private senior high schools, or even across different countries in Sub, Saharan Africa, could provide important lessons on best practices in teacher motivation and how these can be adapted to improve student learning outcomes in Ghana.



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## APPENDIX

### QUESTIONNAIRE FOR TEACHERS

#### UNIVERSITY OF EDUCATION, WINNEBA

This research is being undertaken to collect information on Influence of teacher motivation on the learning behaviour of public senior high school students in Birim Central Municipality. I therefore seek your support to participate as a respondent.

Any information you provide will be treated with anonymity and your response will remain confidential.

Informed CONSENT: Agreed [ ]

**Part I:**

	<b>Biodata</b>	<b>CODING CATEGORIES</b>
1.	Gender of respondent:	Male [ ] .....1  Female [ ] .....2

**Part II: Academic and Professional Qualification**

Highest academic/ professional qualification

- A Level ( )
- Post-Secondary ( )
- Diploma ( )
- Bachelors Degree ( )
- Masters Degree ( )
- Others (specify): .....

How many years have you been in the teaching profession?

- 1-5 years ( )
- 6-10 years ( )
- 11-15 years ( )
- 16-20 years ( )
- 21years and above ( )

Read each item carefully and indicate whether you strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A),

### Part III: Motivation practices employed in Birim Central Municipality

	STATEMENT	SD	D	N	A	SA
1	Higher salary exists as motivation package					
2	Bonuses and Allowances exist as motivation package					
3	Teaching offers better job security					
4	Staff accommodation exist					
5	Study leave with pay exist					

### Part IV: What do teachers consider as motivation?

	STATEMENT	SD	D	N	A	SA
6	I am highly motivated to teach by the basic salary I get					
7	Bonuses and allowances motivate me					
8	Staff accommodation/bungalows can motivate me to give off my best					
9	Best teacher award is the best way of motivating teachers					
10	Conditions of service such as maternal leave, sick leave etc motivate me to give off my best					

**Part V: Influence of motivation on teacher performance**

	STATEMENT	SD	D	N	A	SA
11	I am always mindful about learning behaviour of students with the basic salary I get					
12	I will teach overtime when there is overtime allowance					
13	I always compensate for the lessons I miss.					
14	I always conduct progressive assessment throughout the teaching period.					
15	I always enter class to teach on time.					

**Part VI: Motivation and Students learning Behaviour**

	STATEMENT	SD	D	N	A	SA
16	Learning behaviour of students will improve when basic salary increases					
17	Students pass in national/external exams depends on bonus and allowances a teacher receives					
18	A promoted tutor will have effect on students' performance					
19	Availability of teacher accommodation (bungalow) improves students monitoring and eventually improve academic performance					
20	Recognition and awards given to performing tutor influence students' performance					

## INTERVIEW GUIDE FOR TEACHERS

This interview is a follow-up on data that has already been collected on Influence of teacher motivation on the learning behaviour of public senior high school students in Birim Central Municipality. I therefore seek your support to participate as a respondent. Any information you provide will be treated with anonymity and your response will remain confidential.

1. Can you kindly tell me what motivation means to you?
2. Do you receive bonuses and allowances as teachers?
3. Does the study leave with pay motivate you?
4. Can you kindly tell me, do you have an inner drive for teaching?
5. Aside the aforementioned, what other things do you consider as motivation? Kindly explain.
6. How does salary increment motivate teachers?
7. What about teacher accommodation? How does it affect teacher performance?
8. Can you kindly brief me on the importance of recognition and award for teachers?
9. Please can you say anything else about how teacher motivation affects teacher performance?
10. How about the influence of teacher motivation on learning behaviour of students?

Thank you.