UNIVERSITY OF EDUCATION, WINNEBA

EFFECT OF TEACHER MOTIVATION AND WORK ENVIRONMENT ON THE PERFORMANCE OF TEACHERS IN PRIVATE BASIC SCHOOLS IN OBUASI MUNICIPAL

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NOVEMBER 2022

DECLARATION

CANDIDATE'S DECLARATION

I, Ellen Tenkorang. hereby declare that this dissertation is the result of my original research and that no part of it has been presented for another degree at this University or elsewhere.

Signature: ….……………………………..

Date: …………………….………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the dissertation were supervised by the guidelines on the supervision of the dissertation laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Emmanuel Erastus Yamoah

Signature: …………………………...…………

Date: …………………………….………………...

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DEDICATION

To my father, Mr. William Tenkorang

ACKNOWLEDGEMENTS

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ABSTRACT

A well-motivated teacher in a conducive working environment obtained a sense of responsibility to prepare students for good performance in their final exams. The study investigated the effects of teachers' motivation and the work environment on the performance of private basic schools in Obuasi. The study employed the descriptive and explanatory survey design with a sample size of 102 teachers comprising 67 males and 35 females, who were randomly selected from five basic private schools in Obuasi. The findings were that teachers at private basic schools in Obuasi receive motivational packages such as allowances, study leave, high moral standards, prospects for career development, receive a salary on time, advance payment when performing well in teaching, and a yearly party. However, rules of conduct that set discipline in the school, availability of materials and classroom environment, free medical care in case of ill health, and availability of accommodation for teachers as motivation are insufficiently provided as a motivational package at a private basic school in Obuasi. It was recommended that management at basic private school in Obuasi should increase the motivational packages and provide a conducive environment for teachers to allow them to come up with creative ideas that improve their performance

CHAPTER ONE

INTRODUCTION

1.0 Background of Study

Employees perform an important role in every organization. They formed the greater and most important asset of an organization. A mechanical or engineering company needs people as an asset, which was to say even a company that uses machines in daily activities will also need the human asset to manage and take control of those machines, and equipment and to manage the administrative aspect of the organization. Thus, where people, workers, and staff are managed to bring out their best to achieve a collective aim or the goal set for an origination. (Kuranchie, Boye, & Amponsah, 2016) therefore, to effectively and efficiently manage people to help a business obtain a competitive advantage and reach its set goals, then there would be a need for Human Resource Management in that organization. It was structured in a way that will enhance the performance of service of an employer's strategic goal. Human Resource Management could be described as a process of employing people, training them, and developing strategies to ensure that good work is being done and also to be able to retain these people. In doing so, employees were motivated through payrolls, outing events, and other administrative roles. Juneja (2015), stated that organizations spent a lot of money to create events or training, or bonding moments for their employees to motivate them. This was because the motivation was seen as one of the most important concepts that organizations should engage in to develop their human resource management to achieve a common goal. The author also indicated motivation as the desire or tool that pushes an employee to get work done or finish a given task as required. Most organizations were seen to be underperformed due to no motivation. This then created a rippling effect on the performance of the company.

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Motivation also breeds a sense of responsibility and productiveness in performing a task among both the employer and employee and this also unites the owners of the business and its customers (Osei, 2011).

Managers were advised to include motivational packages as part of incentives to enhance performance for the benefit of the organization. Education was acknowledged as an engine for growth and development thus, the research study tries to bring home the effects of teachers' motivation coupled with the work environment on the overall performance of the Ghana Education Service (GES), particularly that of the private basic schools in the Obuasi district. The human resource is a vital asset in the performance of any organization and Ghana Education Service as one of those organizations with teachers at the heart of its operation, tasked with the execution of the national or municipal educational policy cannot be overlooked. According to Bennell and Acheampong (2007), ''Over one-third of all the teachers at the survey primary schools in five of the six extended case study countries indicated that teachers at their school are 'poorly' or 'very poorly' motivated. Motivation levels appeared to be chronically low in most African countries. Teachers were expected to render a very high performance, and the Ministry of Education was always curious about the performance of its teachers. The Ministry of Education on the other hand also demanded a very high measure of loyalty, patriotism, dedication, hard work, and commitment from teachers (Shafiwu & Salakpi, 2013).

1.2 Statement of the Problem

Education today has been recognized all over the world as a stimulant for socio-economic development. It was on this view that teacher-student motivation is encouraged. Teachers were considered to play an important role in preparing students

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for their final exams. The academic performance of a student depended on the teacher. Hence, motivating teachers were to them a sense of responsibility to help students obtain better results in their exams. (Adamu, 2018) This was also toppled with the work environments that these students were to find themselves in, whereas the environment may also serve as a motivational tool for the teachers as well. The nation was also mandated to provide schools with the resources and facilities needed for good learning and a conducive environment to learn. Ghana, in 2015, joined the United Nations to ensure Sustainable Development Goals (SDGs), which looks at 17 goals, and among these were the protection of the earth, peace and prosperity, poverty eradication. The educational framework which was stated the achievement of equity and to include the delivery of quality education facilities, just to mention a few. Upon joining the United Nations, Ghana was then obligated to ensure that these goals were achieved and also at all levels of education (Baafi, 2020).

The government had put measures in place to ensure that private basic schools were also regulated under this goal. The lack of well-motivated teachers and a conducive working environment was attributed to the poor performance of students. A well-motivated teacher in a conducive working environment obtained a sense of responsibility to prepare students for good performance in their final exams. Baafi (2020), asserted that statistics from the West African Examination Council indicate a general performance decline from 49.12% in 2010 to 46.93% in 2011. This indicated how poor students were performing and the kind of students that were produced, which will in the long run was to affect the development of the country also this was not a problem only found in Ghana here but also in other West African Countries. The rate at which the population increased in Ghana, and as every child has the right to education, the students produced should be of a good yield. In a country that believed

in using education as a reform to eradicate poverty schools were to bring out the capabilities and students with good intellects or bring forth good performance and are of good behavior (Baafi, 2020).

There had been several types of research in the area of teacher motivation as an effect on student performance. Adamu, (2018) gave an account of the effect of teachers' motivation on public school performance in the Wa East district of the Upper West region of Ghana, leaving a geographical gap whereas this study was observed in the Obuasi district in the Ashanti region of Ghana and based on private schools. Baafi (2020) also gave an insight into the work environment affecting students' performance at the Secondary level of education. However, there had been little or no such research done concerning this area in the Obuasi Municipality and the private schools; this research, therefore, analyzed the effects of teachers' motivation and the work environment in the private basic schools, specifically in the Obuasi Municipality.
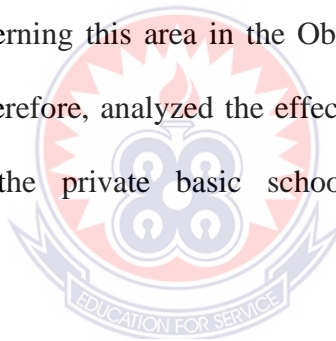
1.3 Research Objectives

The main objective of this research paper is to determine the effect of teachers' motivation and the work environment on the performance of students. The specific objectives were to;

1. ascertain the motivational packages of teachers of Private Basic Schools in Ghana.

2. assess the relationship between motivation and performance of Private Basic Schools in Ghana.

3. determine the relationship between the work environment and performance of Private Basic Schools in Ghana.

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1.4 Research Questions.

Furthermore, the following research questions were formulated to guide the study:

1. What are the motivational packages of teachers of Private Basic Schools in Ghana?

2. What is the relationship between motivation and performance of Private Basic Schools in Ghana?

3. What is the relationship between the work environment and the performance of Private Basic Schools in Ghana?

1.5 Significance of the Study

Baafi (2020), stated that part of the Sustainable Development Goals of the United Nations was to ensure that good infrastructure was put up to ensure quality education services of equity and all-inclusiveness. The findings of the study were to add to this policy and promote the policy. In practice, Osei (2011), observes in his findings that, the teachers' performance goes a long way for the teacher to feel part of the organization and encouraged to do more. As a practice, this research endeavors to be part of a change in the work attitude and how the environment is organized to suit the workplace. Also, it serves as the basis for other researchers to work on. The relevance of this study could also be seen in how far it supports or disagree with prior claims about motivation amongst teachers in the municipality and, if possible, teachers around the country. The overall purpose of the study was to analyze and explain teachers' work motivation and physical environment teachers' needs, and satisfaction with private schools' effectiveness in the Obuasi Municipality in terms of their performance. This study would also go a long way to add to policy and promote the

SDG goals. To a large extent, this study was built on the theoretical frameworks of the scholars Herzberg (1943), and Maslow (1970).

1.6 Scope of the Study

The study focused on the effects of teacher motivation and work environment on the performance of basic schools specifically in the Obuasi Municipal of the Ashanti region, other references made were only for comparison. It was mainly concerned with teacher motivational packages and the work environment for private basic schools in Obuasi and how to put measures into practice that would ensure the performance of students. The main respondents were teachers from selected private schools in the Obuasi municipality. The study also examined in content several theories on motivation and work environment.

1.7 Organisation of the Study

This study consisted of basically five chapters. The research background, statement of the problem, research objectives, research questions, scope of the study, significance of the study, and organization of the study were covered in chapter one. Chapter two constituted the literature that goes into motivation and work environment, particularly on the performance of basic schools and the definition of these concepts. The third chapter described the methodology that was used; which included the population size, sample size, sampling techniques, and methods of data collection and data analysis. Chapter four reflected on the analysis of the data and the findings obtained which were based on the research questions. Then finally, chapter five also presented an interpretation of the results based on the findings, the summary, conclusions, and recommendations of the study.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examined the study's main theories of motivation, performance, motivational factors, the relationship between motivation and work environment, and their effect on the performance of teachers in private schools. It also looked at the empirical evaluation of teachers' performance and the conceptual framework.

2.1 Theoretical Review

This study focused on Herzberg's two-factor theory or also known as Herzberg's motivation-hygiene theory and Maslow's theory of need. Theoretical models seek to understand and explain the context. The study used the two-factor theory as a base as it highlighted motivation and hygiene which has to do with the work environment. It also looked into Maslow's hierarchy of needs which outlines the basic needs of an individual. Adamu (2018) defined motivation as a force that fills people's enthusiasm to do more or the drive that pushes one to do more in a workplace or at a given task.

2.1.1 The Two-factor Theory

The two-factor theory of Herzberg's motivation-hygiene theory argued that the dissatisfaction and satisfaction of a job existed on two different continua, that is both job satisfaction and job dissatisfaction are interdependent with various factors. Herzberg noted that there were five features of work that bring about satisfaction: achievement, recognition, the job itself, responsibility, and advancement. The other aspect included was that Herzberg identified institutional politics, the management approach, supervision, pay, relationships at work, and working environments as factors that may demoralize employees. (Badubi, 2017) Kotni and Karumuri (2018)

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stated that organizations were progressively applying Herzberg's theory to make opportunities for individual growth, improvement, and credit among their employees. Personnel should be promoted after finishing certain phases of their career and should receive recognition for special accomplishments. An example could be when they produce exceptional results in their subject areas; on a more basic level, they ought also to be given the obligation to regulate tasks that relate to their jobs. This theory has however drawn its share of criticism. Shikalepo (2020) asserted how the two-factor theory failed to distinguish between physical and psychological features and specifically explain what motivators are and how they differ from hygiene factors; it also did not clearly express the degrees of satisfaction and dissatisfaction as a measure instead of using numbers. Another criticism put against it was that it made assumptions that every individual would react in the same way in related situations.

2.1.2 Maslow's Hierarchy of Needs

Maslow's hierarchy of needs could be stated as a motivational theory in psychology encompassing a five-tier model of human needs, often shown as hierarchical levels within a pyramid. McLeod (2018) explained how the needs lower down in the hierarchy must be satisfied before individuals could attend to higher-up needs. Starting from the foot of the hierarchy upwards, the needs include; physiological, safety, love and belonging, esteem, and self-actualization. They could be divided into deficiency needs and growth needs. Where the first four levels from the bottom were defined to be deficiency needs, while the top-level one was known to be growth needs. Jawad (2020) stated that the deficiency needs occur due to deprivation and could motivate the individual when unmet. Also, the motivation to realize such needs would become stronger depending on the number of times they were denied. For example, the longer a person goes without food, the hungrier they will become.

Shikalepo (2020) also stated that Maslow's theory indicated how individuals were to be satisfied at the lower-level shortfall needs before continuing to meet higher-level growth needs.

Maslow's pyramid has at the base psychological needs which indicated the needs required for survival and being able to develop to the next level. In instances where their psychological needs were not satisfied, employees could become ill and may not have the energy to execute tasks (Jawad, 2020). These psychological needs could be obtained by providing employees with a basic salary and favorable working environments such as air conditioning and cafeteria services (Budiharso, & Tarman, 2020).

The next level of the hierarchy consisted of safety needs which include protection from emotional and physical injury. Employees should be provided with a secure working environment where their safety is prioritized, and a place where they could work without anxiety and fear. In instances where safety needs were not met, employees work in fear of their security and this compromised their productivity, later leading to employee turnover (McLeod, 2018). Organizations could also satisfy their safety needs by guaranteeing a safe working environment, impartial rules, and work security (Budiharso, & Tarman, 2020). Social needs as the third level of the hierarchy encompassed the employees' desire to be valued, to have relations, to have their place in a group of people or as part of teamwork, and to feel needed. Employees that experienced this had, a sense of belongingness, they felt comfortable associating themselves with others and forming relationships. (Shikalepo, 2020) Social needs that were not satisfied, made employees felt isolated from other colleagues. Such detachment could lower the morale of an employee to produce effectively.

Organizations satisfied social needs through the availability of opportunities for teamwork, encouraging group discussions as well as provision of good mentoring potential to employees (Jawad, 2020).

The fourth hierarchy focused on self-esteem needs. These include the need to have a status, to be respected, and a need to be allowed to show competence in problem-solving, cooperation, or, any related area. Unachieved self-esteem in an organization may put the individual in an embarrassing position which would also affect the organization in the long run negatively (Budiharso, & Tarman, 2020). Jawad (2020) also emphasized that organizations can satisfy self-esteem needs through employee recognition, award programs, and promotions. Last but not least level focused on self-actualization needs. Self-actualization needs recount to employees' need that the individual could distinguish themselves from others as dictated by their capabilities, competencies, and achievements and who they aspired to become in life. If an employee works in an environment where there were no chance of realizing their potential, employees could be demotivated, resulting in them looking for a better working environment where they would be able to realize their full potential and actualize the personality they aspired of becoming. Organizations could also satisfy self-actualization needs by involving employees in tasks that capitalized on employees' unique skills to rouse development (Ryan, Coppola, Canyon, Brickhouse, & Swienton, 2020).

2.1.3 The Concept of Teacher Motivation

The term 'motivation' was derived from the word 'motive'. It could be described as the process of inspiring people or staff of an organization to intensify their willingness and desire to effectively complete a given task and to cooperate to achieve a common

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goal in the organization. (Ali, & Anwar, 2021). In other words, it means to convince, prompt, or provoke an individual to undertake an intended course of action to obtain the expected outcome from that individual or worker. Jawad (2020) defined motivation as a general inspiration process that inspired team members to get a job done effectively in a group and each team member was to accept their duties and carry them out with members of the team, pull their weight effectively to give their loyalty to the group to carry out properly the tasks they have accepted and generally to play an effective part in the job that the was undertaken. Motivation could be regarded as an integral part of the process of direction. Subordinates that were not given the right direction to diligently and willingly do their work helped an organization achieve its set goals. Motivation became a yardstick to direct employees to get a job done (Yanyan, & Gao, 2020). Motivation doesn't just refer to the reasons that stimulate actions, it also involves factors that direct and upholds goal-directed actions within an organization. The behaviors that people put up or the reasons behind the work could be accounted for by motivation (Cherry, 2022). Various kinds of motivation had been established over the years. These included intrinsic, extrinsic, positive, or negative motivation.

Cherry, (2022) explained that extrinsic motivation came from external sources like the weather, leadership styles, sovereignty, rewards, castigations, etc in an organization. A study published in the Arabian Journal of Business and Management Review in 2o17 revealed that extrinsic motivation plays an important role to improve the efficiency of an employee. On the other hand, intrinsic motivation has its sources from internal factors like belief, attitude, confidence, etc. whereas positive motivation had to do with reward base motivation, while negative had to do with fear or penance.

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Teacher motivation renders a significant contribution to the promotion of excellence in teaching and learning methods and bringing about improvements in the system of school education. Generally, motivated teachers were more likely to motivate students to bring about improvements in their academic skills. They needed to implement their job duties with interest and enthusiasm and incur job satisfaction. It was essential to acquire an understanding of the factors that promote teacher motivation (Bardach, & Klassen, 2021). As these were necessary to achieve educational goals in every learning and educational institution. The educational institutions needed to ensure that the environmental conditions were conducive for the teachers to enhance their motivation and to ensure that they were satisfied with their job. Teacher motivation renders a significant contribution to the promotion of excellence in teaching and learning methods and bringing about improvements in the system of school education (Han, & Yin, 2016).

Teacher motivation assessed by Kapur (2019) had a key role in the promotion of distinction in teaching and learning methods and brought about improvements in the school education system. Normally, motivated teachers were more likely to motivate students to ensure enhancements in their academic skills. They needed to implement their job obligations with attention and enthusiasm and acquire job fulfillment. She continued and noted that it was very important to acquire an understanding of the underlining factors needed to encourage the teacher to motivate. For educational goals to be achieved in any learning and educational institution. These educational institutions were required to ensure that the environmental conditions were favorable for the teachers to promote their motivation and to guarantee that they were satisfied with their performance.

Dörnyei (2018) also gave an assertion that attention had been shown to teacher motivation as an undeniably crucial factor leading to the surge in the responsiveness of classroom realities that was because the teacher's motivation had significant bearings on students' motivational outlook and, more largely, on their learning accomplishment. He further gave backing to his previous statement by appealing that teacher, who held the key position to outline classroom undercurrents, were essential to the course of converting a classroom into a motivating learning environment as this transformation started with the teachers.

Teacher motivation, otherwise known as, motivation to teach, Toboso (2019), referred to the underlying reasons that arose from an individual's will to teach and withstand teaching, and its strength is designated by the effort dedicated to this process of teaching as intrinsic motivation. Additionally, teacher motivation is particularly prominent as well as contagious as it had the likelihood to spread the pupils and produce in them a smart vision of language learning (Dornyei, 2018). Also, teachers had attitudes, energy and, most of all motivation was one of the most significant features which may affect learners' motivation to have participated in learning.

Teacher motivation is regarded as an essential component to enhance classroom effectiveness. Within the classroom environment, they're the most important aspects to which teachers need to pay attention. These include the implementation of teaching-learning methods, instructional and strategies, putting into operation other activities, such as role-plays, games, and other activities primarily that are meant to augment student learning. In addition to these, the teachers need to ensure that infrastructural facilities, equipment, machinery, technology, and other materials are well-maintained. They usually gave instructions to the students as well, regarding

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maintenance. Teaching effectiveness was normally explored in terms of teaching styles that are put into operation by the teachers. (Han, & Yin, 2016) When the teachers were putting into operation various teaching methods, they needed to take into consideration several factors. These were the needs and requirements of the students, their learning abilities, subjects and concepts, availability of materials, and facilities, and overall classroom environmental conditions.

The learning outcomes of the students were dependent upon the quality of instructional methods to a major extent (Dornyei, 2018).

The quality of instruction was dependent on the subjects and concepts. For instance, when teachers were providing knowledge and information to the students in terms of mathematics, then it was vital to provide explanations regarding the problems on the blackboard. Hence, writing strategies were put into practice. Whereas, when the teachers were instructing students in terms of English lesson plans, then normally either they read and explain or they made the students read on an individual basis and explain. Usually in all subjects, teachers encourage students to take down notes (Lazarides, & Schiefele, 2021).

The classroom environment consisted of many phases, to which teachers needed to pay attention. They included the application of teaching-learning procedures, and instructional approaches, placed to operate with other activities, such as role-plays, games, and other events mainly the ones that were meant to enhance student learning (Kapur, 2019). Furthermore, the teachers certified that infrastructural facilities, equipment, machinery, technology, and other materials were well-maintained. They regularly gave instructions to the students as well, regarding maintenance. Teaching efficacy was generally explored in terms of teaching skills that were made operational

by the teachers (Demir, 2020). That was to say the teachers had to use various teaching procedures, they needed to take into consideration several factors. These were the needs and requirements of the students, their learning capabilities, subjects and concepts, accessibility of materials and facilities, and classroom environmental conditions as factors the teachers should consider. Hence the learning results of the students were dependent on the quality of instructional means to the main level expected (Toboso, 2019). The value of tuition was dependent on the subjects and theories. For example, when teachers were imparting knowledge and facts to the pupils in terms of statistics, then it was essential to provide clarifications concerning the problems on the board. That was, writing strategies that were put into practice by the pupils. Therefore, for such a thing to be achieved the teacher needed the expected motivations thereof (Kapur, 2019).

2.1.4 Concept of Work Environment

The work environment today has posed various challenges for institutions and organizations. Better job satisfaction could be obtained through the work environment which was considered the major factor to be measured by employers. To retain the sound rising growth of the institutions it was required to keep the effectiveness, value, and productivity of the employees by providing suitable conveniences as the work environment was the most vital demand of the employees. Therefore, a healthier work environment was also the prime concern of the organizations or institutions to maintain a firm workforce for the industry to operate (Taheri, & Kamaruzzaman, 2020). The work environment was a significant module of work-life for employees as they spent a substantial part of their time at work, and it shaped them in one way or the other. Employees that were satisfied with their work environment provided more optimistic work outcomes (Rasool, Wang, Tang, Saeed, & Iqbal, 2021). Forgoing

researchers established that some environmental causes such as noise, color, temperature, workplace design, and indoor plants affected employee performance and well-being. It was also proposed that comparative studies were conducted between the work environment of government and private offices indicating working in the environment was vital, that is a comfortable environment employees could concentrate on their work properly, which led to better employee performance, and improved organizational productivity (Taheri, & Kamaruzzaman, 2020).

An attractive environment or supportive environment concentrated on people and had enthused them to be in its workforce, provided them the outlook to perform competently, and also ensured successful recruitment as well as job security. This also gave increase to the conditions in which employees were placed together with their outstanding use of skills, competencies, and knowledge to accomplish a job proficiently. Organizations therefore should invest more in providing excellent services to employees and clients (Hafeez, Yingjun, Hafeez, Mansoor, & Rehman, 2019).

The work environment has two scopes. The physical condition of the working place and the social condition. Outcomes have shown that organizations that give less importance to the work environment were facing serious challenges and fallouts. The work environment conformed to job security, employee safety, increase in performance, motivating facilities, and upholding good understanding among subordinates and managers (Rasool & et al, 2021). An employee's attachment to an organization was described to fortify the company as they received proper importance from the organization. However, causes like wage rate, flexible working period, employees involved in decision making, etc also had a key role in a healthier and a

better work environment. Managers and subordinates, on the other hand also experienced critical situations in instances where one of the two was not responsive to the other and this normally occurred when the supervisor gave an improper assessment when ideas were not shared, or the employee did not agree with the work environment (Hafeez, &, et al, 2019). A proactive management system gave an enhanced work environment rather than that a reactive management system. That was to say, employees were change-oriented, anticipatory, and worked ahead of schedule instead of a system where they only reacted to an issue or found solutions when there was a problem (Parent-Lamarche, Marchand, & Saade, 2021). Achieving the goal of an organization depended so much on employees and supervisors being on the same page while the transparent flow of information also played a dynamic role to run an organization. The work environment ensured the achievement of organizational goals as the relationship in the organization was to be also considered (Hafeez, &, et al, 2019).

2.1.5 The Concept of Performance

Cho, Melloch, and Levesque-Bristol, (2021) assessed that the performance of an individual was of great importance equally for an organization and the individual. The display of high performance in completing a given task resulted in satisfaction, feelings of self-efficacy, and mastery. Also, the employee got endorsed, awarded, and reverenced. Whereas, career opportunities were much better for individuals who performed well other than those with low or average performance (Bourne, Smeltzer, & Kelly, 2021).

The concept performance, deliberated by various researchers agreed that it has to be considered a multi-dimensional concept. This was distinguished on a basic level between a process aspect (i.e., behavioral) and an outcome aspect of performance (González-Rodríguez, Díaz-Fernández, Shi, & Okumus, 2021).

The first feature known as the behavioral aspect referred to what persons do while working, the act itself. The performance incorporates precise behaviors like customer relations, teaching mathematics to students, and computer software programming. This concept implied that the actions of an individual in an organization were the only thing that could be measured or counted and were considered as performance (Cho & et al, 2021). Besides, this performance concept clearly only described goal-oriented behavior, therefore the employer was expectant of a specific behavior when an individual was hired, and the employee was to do well before being considered to have performed (González-Rodríguez & et al, 2021).

The outcome feature also denoted the consequence of the individual's behavior. That has to do with the result of teaching a student, the software product produced after programming, and the number of products sold after a good customer relationship. (Wang, Derakhshan, & Rahimpour, 2022).

2.2 Measure of Performance

The legitimacy of the operationalized concepts and constructs, which could be put in the form of both independent and dependent measures, was fundamental to the understanding of theoretical relationships being verified in empirical research and was the principle of the measurement stream of research. This line of course has received substantially less attention over the years, particularly with reverence to the measurement of dependent variables. Organizational performance could be judged by

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many different areas of research, ensuing in different clarifications of effective performance. Each of these outlooks of organizational performance could be argued to be exceptional. Further, each organization has an exceptional set of conditions, making performance measurement innately situational (Cook, Jones, & Al-Twal, 2022).

Most management research focused on the determinants of performance. For example, Fayolle, (2018) projected that new undertaking performance was a purpose of a new venture approach and industry structure expressed as a formula. (P=f(VS, IS) He continued and tested the association between two independent variables and the dependent hypothesis of new venture performance. The independent variables were anticipated as determinants of the changes in the dependent variables. The variations in the dependent measures were measured to represent "performance" caused by the differences in the independent measures. The dire argument here was that performance was a concept involving the measurement of the effects of organizational activities (Beltrán-Martín, & Bou-Llusar, 2018).

2.3 The Relationship between Work Environment, Motivation, and Performance

The level to which employees were motivated in their work was dependent on how well those employees could provide output in their performance and the work environment they find themselves in. The motivation was likely to have a positive effect on an excellent performance. Employees who were considered by a high level of motivation showed advanced work and life satisfaction. Having a high level of motivation was therefore in itself valuable for employees and a decrease in motivation affected employees negatively (Badrianto, & Ekhsan, 2019).

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Job satisfaction was attributed to being generally a mental attribute. Taheri, et al, (2020) stated that job satisfaction was dependent on the employees and differs from person to person. Essentially, they argued that good outcomes were usually expected than physical condition since physical condition never really displeased employees. They realized rewards developed the employees for long-term motivation while the physical condition, as in the work environment could not ensure job satisfaction. Nonetheless, it improved the displeasure condition to not dissatisfaction in which the absence of a good physical condition of the work environment also increased the dissatisfaction of the employees (Badrianto, & Ekhsan, 2019). It described that employee efficiency needed to be increased by giving the right importance to the work environment concerning the employee's demand and, it also improvised that improved understanding among managers and subordinates and supervisors played a prominent role in performance than that of income rates and recommended to improve the supervision skill which ensured the total performances of employees gave an enhanced outcome of the organization. (Tannady, Erlyana, & Nurprihatin, 2019).

Adamu, (2018) also argued that the work environment could not ensure performance of the teachers. But it only improved the unhappiness condition to a satisfied condition, thus, the work environment and motivation was the independent variable whereas performance of teachers was the dependent variable. Therefore, job safety, employee security, well understanding among colleagues and supervisors, working hours, rewards, and salary rate could be the parameters to study the working environment, employee motivation, and its effect on performance.

Moreover, some constraints were categorized into physical or environmental constraints including; satisfaction level on office decoration, desk position, hygiene,

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and other physical condition. The second was the social category which also included; approval level on the relationship with colleagues, and relationship with the supervisor or manager, satisfaction level on job security, and employee safety, while the third constraint was financial level which also included; satisfaction level on pay rate, motivational facilities appreciation, and support for logistics (Basalamah, & As'ad, 2021).

2.4 Empirical Review

The motivation of teachers has been established by various researchers as something that does not exist if it was not related to student motivation. Hence motivated teachers conform to certain activities that helped to keep up their students' motivation. Mercer, & Dörnyei, (2020) outlined 'Ten commandments for motivating language learners, which was a brief set of ten motivational shortcut approaches attained from an empirical survey carried out by two hundred Hungarian teachers of English. The motivational strategies represented the approaches that teachers considered most significant in terms of their motivational nature.

The ten strategies included; first and foremost, to set a personal example with your behavior, secondly, to create a pleasant, relaxed atmosphere in the classroom, present the works or assignments properly, and establish a good relationship with the learners.

The fifth was to increase the learners' linguistic self-confidence. This principle refers to the idea that students' discernments of their aptitude and judgments of their capabilities determine their set of goals and aspirations. The Sixth was to make the language classes interesting. The seventh one was, to promote learner autonomy. Eighth, personalize the learning process. The last but one was, to increase the learners' goal-orientedness. Lastly, familiarize learners with the language culture

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target. Erdil-Moody, & Thompson, (2020) research findings comparatively showed that, even though some strategies were considered important by Taiwanese teachers, they were however underutilized in their teaching practice. In addition, another approach that was also not accomplished and, contrasting the previous strategies, was considered insignificant was 'promoting learner autonomy.

Furthermore, after relating the data analysis and findings of seven empirical studies from diverse countries, it was found that exhibiting appropriate motivating teacher behavior' was considered a universal strategy that could surpass cultures, together with encouraging the self-confidence of students and generating a nice and supportive classroom atmosphere. (Lee, Gardner, & Lau, 2020) Dörnyei and Muir (2019) also argued that some of the best motivational strategies to motivate students were only if the teacher encouraged feedback' and 'used several learning resources and teaching procedures and turned learning into a pleasing experience and tasks into exciting activities, that would ensure good performance.

Employee performance within an organization could be encouraged through motivation in diverse ways like rewards which can be intrinsic or extrinsic. Internal or intrinsic rewards have to do with achieving challenging coursework, while extrinsic or external rewards cover honorable acknowledgment or classy compensation (Karayanni, & Nelken, 2022).

Motivating employees for goal setting is another vital tool. (Goerge, 2015) This procedure of employee motivation ultimately progresses their performance and improved the level of performance of the organizations. He continued to state two primary purposes of goal setting, one was to improve the individual's behavior and

the second was a higher level of further motivation where they performed well with efficiency. Also, specific goals were more actual than generalized goals.

Likewise, Bourne & et al (2021) argued great performance was achieved through challenging goals as likened to an easy goal. A warm welcome, practical goals, and existences encouraged open communication. Another crucial module of the behavioral factor was attitude and organizational justice. Previous research has proven the three most crucial important facets of the organization. The first was interaction justice which was defined as justice between the employees and how employees communicate with each other during working hours in terms of courtesy, respect, and dignity which have also defined the diverse degrees of treatment with each other. The second one was also known as procedural justice which has to do with making fair decisions and lastly, was the distribution justice, also regarding apparent objectivity in rewards and cost-sharing among the team members about equity and equality (Hafeez, Yingjun, Hafeez, Mansoor, & Rehman, 2019).

However, it could be determined that in the organization, the work environment was significant and had a high effect on employees with different characteristics. When the work environment of an organization does not appeal to the employees, resulting in having a negative perception of other workplace environment essentials like truancy, performance, stress-related illness, and output, then finally their commitment has condensed to a low level which in turn affects the productivity of the organization and expansions. (Bala, 2020) On the other hand, an organization with a work environment that was friendly, harmless, and trusted, had effects on employees positively and their performance, ingenuity, output, commitment, and financial health streaks high, which in turn influences the organization's growth. Hence, Bhatti (2018)

illustrated that the work environment had enhanced significance by motivating employees.

Furthermore, the work environment could be categorized into two folds including the physical and behavioral environment factors. Bibi, Ahmad, & Majid, (2018) cited the manufacturing sector and found modules on the work environment and its effects on employee performance. They established employee performance as the dependent variable and other factors like interpersonal relationship, monetary benefits, employee welfare, safety, security and training and development, formalization and standardization, participative management, objective and rationality, supervision, and scope of advancement as independent variables. It subsequently revealed that other factors like a safe work environment, monetary packages, and the effects of rewards, training facility, acknowledgment, motivation, and job security have positively influenced employee performance.

2.5 Conceptual Framework for School Performance

Below is a conceptual model carefully derived from various studies and will help to understand this research. The structure implies teacher motivation and work environment affects school performance. The school performance as the dependent variables that has teacher motivation and work environment as its determinant.

Figure 1: the relationship between teacher motivation, work environment, and school performance.
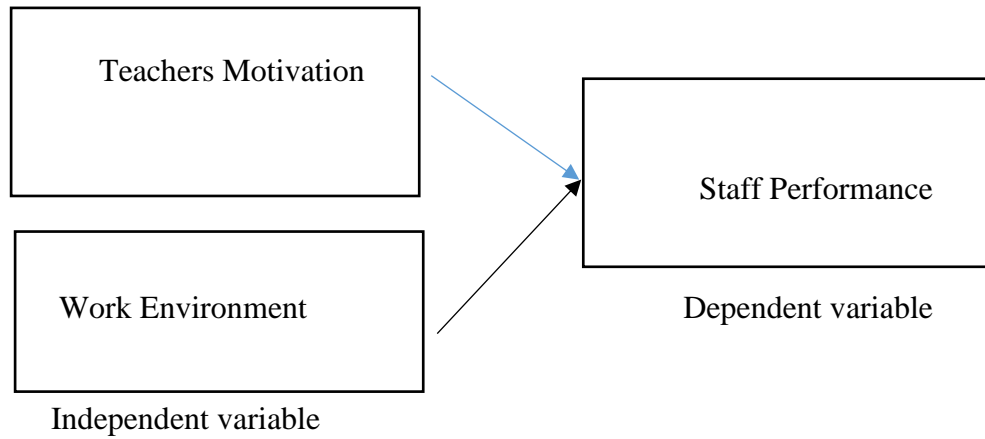
Source: Authors Construct (2022)

2.5 Chapter Summary

This study critically examined the relationship between teacher motivation, work environment, and school performance, reviewed theories of the study, and examined factors affecting teachers' motivation, and the work environment. An investigation was also done on the measure of performance, empirical review, and a conceptual framework. employees' personal growth and self-development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the processes and procedures used to arrive at the findings of the study. It considered issues such as research approach research design, study population, sample and sampling procedures, research instrument, data collection method data analysis, and ethical considerations. The data analysis methods and the data collection tools are also presented in this chapter.

3.2 Research Approach

The study employed the quantitative research approach based on the nature of the study purpose specific objectives and research questions. Creswell (2014) asserted that the quantitative approach deals with explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). This approach typically begins with data collection based on a theory and it is followed by the application of descriptive or inferential statistics (Tashakkori & Teddlie, 2003).

Quantitative research was chosen for this study because it helps in broad coverage. Data collected through a quantitative research approach are objective and measurable. Quantitative research permits the researcher to familiarize himself with the concept to be examined (Salehi & Golafshani, 2010).

3.3 Research Design

Research design is usually a plan or blueprint which specifies how data relating to a given problem should be collected and analyzed. It provides the procedural outlines for the conduct of any investigation. The research took both descriptive and

explanatory forms to identify the effect of teachers' motivation and the work environment on the performance of students in private basic schools in Obuasi. Descriptive research involves describing, recording, analyzing, and interpreting conditions as they exist. Explanatory research refers to research that focuses on studying a situation or a problem to explain the relationships between variables. It is concerned with how the researchers go about answering the research questions by way of knowing what data to gather, the source of data, the intent behind it, and the justification of the particular research design decision (Saunders, Lewis, & Thornhill, 2007).

3.4 Study Area

The study was undertaken at five private basic schools in Obuasi. This is because the study area was closer to the researcher and access to information was easy.

3.5 Sample Size (Target Population)

According to Leedy and Ormrod (2010), a population can be seen as the target group about which the researcher is interested in gaining information and drawing conclusions. This research focused on five private basic schools in Obuasi. These schools are made up of over sixty teachers each. A sample size of one hundred and two (102) teachers were chosen due to financial and time constraints faced in conducting the study.

3.6 Sampling method

Owing to the larger number of the total population of the study, the researcher selected a representative few or units from a larger group or population through sampling techniques. According to Malhotra, Birks, and Wills (2013) sampling is the process of selecting a representative few or unit from a larger group or population,

which is used as a basis for estimating certain characteristics or elements of the group or population. Arnold et al. (2010) also held a similar view when it was concluded that sampling deals with the selection of respondents chosen in such a way that represents the total population as well as possible. A convenience sampling method was used to identify or get in contact with our respondents. Convenience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or reach. Then a random sampling technique was used in selecting participants from each group to form our sample size. Self-administered questionnaires were issued to the respondents.

3.7 Research Instruments

The questionnaire was designed to capture the demographic data of respondents and their opinion concerning the research questions. The questionnaire was divided into four sections, section A was designed to obtain information on the demographics, section B consisted of twenty (20) questions about motivation developed by Fourie (1989), section C elicits twenty (20) questions on work environment developed by Wudarzewski (2014) and section D consisted twenty (20) questions on performance teachers developed by (Goodman & Svyantek, 1999). The questionnaire was constructed using a four-point Likert-type scale. The respondents were required to indicate the extent of their agreement or disagreement with each statement on a score of one (1) to four (4). All the questionnaires were adapted and had Cronbach of .81, .81, and .79 respectively.

3.8 Data collection techniques

The questionnaires were administered to the sample of teachers selected out of the population to obtain information about the effect of teachers' motivation and the work environment on the performance of students in private basic schools in Obuasi. This method was chosen over other research methods based on the assertion of Saunders, Lewis, and Thornhill (2007) that, surveys are appropriate and are a highly economical means of analyzing a large amount of data. The questionnaire was prepared to provide answers to the research questions.

3.9 Data Collection Procedure

The questionnaire was self-delivered to the respondents. The respondents were taken through the questions to avoid any doubts that could have occurred. The answered questionnaires were retrieved from the respondents a week after they had been administered to them.
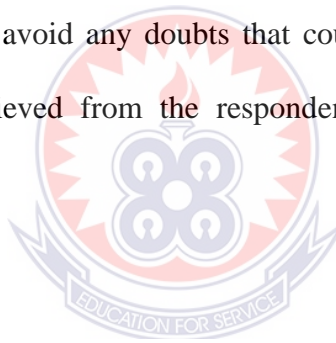
3.10 Data analysis

The data obtained from the questionnaires were grouped based on their connection with various research objectives. Question one was analyzed using descriptive statistical tools such as mean and standard deviation. Questions two and three were analyzed with regression (inferential statistics). The relevant information was obtained in a standard form using tables, frequencies, and percentages to analyze.

3.11 Ethical Considerations

Ethical issues were considered to be very important in conducting research of this kind. For this reason, the researcher took into consideration the ethical issues in the study. The consent of the respondents was sought before the study was carried out. In gathering data for the study, the respondents were about the purpose of the research

and the objective it was meant to achieve. Respondents were encouraged to feel free and be as objective as possible in giving out their responses as utmost confidentiality was assured and they had the option to either participate or not. The participants in the study were also assured of anonymity and confidentiality in terms of how the findings were revealed. Participants were also assured that names would not be used and specific references would not be made to individuals to allow anyone to discern the real persons being referred to in the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

This chapter is to analyze the data obtained as responses to the effect of teachers'
motivation and the work environment on the performance of students in private basic
schools in Obuasi. The analysis was guided by the following research questions.

1. What are the motivational packages of teachers of private basic schools in
   Obuasi?

2. What is the relationship between motivation and performance of private basic
   schools in Obuasi?

3. What is the relationship between the work environment and the performance
   of private basic schools in Obuasi?
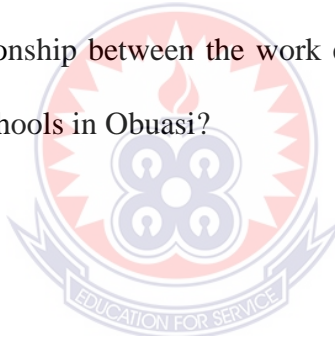
4.1 Results

Table 1: Demographics

Gender	Frequency	Percentage
Male	67	65.7
Female	35	34.3
Total	**102**	**100.0**
Age		
20-30 years	28	27.5
31-40 years	36	35.3
41-50 years	35	34.3
51 and above	3	2.9
Total	**102**	**100.0**
Marital Status		
Married	46	45.1
Single	40	39.2
Divorced	16	15.7
Total	**102**	**100.0**
Educational Level		
Diploma	34	33.3
Degree	62	60.8
Masters	6	5.9
Total	**102**	**100.0**
Years of Working Experience		
1-5 years	24	23.5
6-10 years	51	50.0
11-15 years	27	26.5
Total	**102**	**100.0**
Professional Teacher		
Yes	82	80.4
No	20	19.6
Total	**102**	**100.0**

Source: Field Survey, August 2022.

Table 1 presents the results of the demographics of respondents. From the table, the male teachers who participated in the study were 67(65.7%) with their female counterparts numbered 35(34.3%). By Implication, more males than females participated in the study. It also shows that there were more male teachers that in the various schools. The same table shows that among the respondents, 82(80.4%) were professional teachers and 20 (19.6%) were not, that is most of the teachers working in private basic schools in Obuasi had just completed their second cycle education and are also likely to leave. The table revealed that 28(27.5%) were between the ages of 20-30, 36(35.3%) were between the ages of 31-40, 35(34.3%) were between the ages of 41-50 and 3(2.9%) were between the ages of 51 and above. Respondents who were married were 46 (45.1%), 40 (39.2%) were single, and 16(15.7%) were divorced. Respondents falling within 1-5years of working experience were 24 (23.5%), respondents falling within the years of 6-10 working experience were 51(50%), and respondents falling within the years of 11-15 working experience were 27 (26.5%). This indicates that most of the respondents fall within 6-10years working experience or more experience in teaching. The table shows that 34(33.3%) of the respondents were diploma holders, 62(60.8%) were degree holders and 6 (5.9%) were masters holders. By implication, most of the respondents were degree holders.

4.2 Research Question One

What are the motivational packages of teachers of private basic schools in Obuasi?

Table 2: Motivational Packages of Teachers

	Mean	Std. Deviation
I receive other allowances aside from my monthly salary	2.10	.59
I have never been granted study leave to pursue further studies (opportunities for training and development for staff	2.07	.60
There are high moral standards set for teachers in the school	2.06	.63
There are rules of conduct that set discipline in the school	1.93	.57
Materials and classroom environment are made available for teaching	1.94	.61
I have prospects for career development in the teaching profession	2.07	.57
Favorable attitudes towards teaching and learning are achieved through warmth and a professional atmosphere	2.01	.54
Teachers are recognized and rewarded for their good performance	2.04	.60
Teachers are given free medical care in case of ill health	1.94	.63
The atmospheric temperature of the classroom is convenient for the majority of the students	2.01	.60
Working conditions in the school are satisfactory	2.04	.67
Accommodation is available	1.95	.55
I receive my salary on time	2.12	.65
I get advance payment when I perform teaching	2.08	.61
The school prepared the yearly party every year	2.10	.62
The school provides meals	2.09	.58
Praise for a job well done from my supervisor encouraged me to perform my job better	2.12	.60
I am more useful to the community as a teacher than in my other profession	2.05	.57
When I get a bonus increment, my job performance increases	2.04	.58
When I'm better remunerated it increases my performance	2.10	.59

Source: Field Survey, August 2022

Table two shows the motivational packages received by respondents. With a criterion value (mean) of 2.5, scores within 2.0-2.5 showed agreement, and scores below 2.0-2.5 showed disagreement. From the table, respondents agreed to the following motivational packages; they receive other allowances from their salaries (2.1). Study revealed that there is much relationship between adequate compensation and motivation (Mansoor, & Rehman, 2019). This was to buttress the postulation of Locke (1976) that compensation can be adequate when satisfying say the economic, psychological, g, growth and motivational needs of workers. Such compensation Locke concluded can help to retain satisfactory employees and in the long run complement the effort, loyalty, experience, and achievement of such workers. The study also conforms to Essien (2002) and Opashl and Dunnette (1966) that employees are motivated when their job can provide those things which are viewed as being important to them. Reward and benefits packagimpactctn the value of employee efficiency and incincreasee romance outcomes. It increases performance, satisfaction, and productivity. The perception of employees about the organization benefits policy, if is good the employee performance will be good, quality and quantity of work will increase eases (Ivancevch and Glueck, 19Organizationalation pay directly inflces on employee voluntary turnover and compare their pay with other organization (Henman and Schwab, et.al. 1987). People stay or leave the company for reasons that heretthey satisfied with their job promotional opportunities and work environment (Mitchall and Holton et.al.1993).

Furthermore, a significant majority of the respondent agrees that they are granted study leave to pursue further studies (opportunities for training and development) (2.07), there are high moral standards set for teachers in the school (2.06), Jones and Larke, 2017 postulate that Career development practice involves all of the technical

and managerial skills employees acquire to develop in achieving growth in their careers. Developing employees" careers at all levels of the organization is important both to the individual officers who serve in various departments and to those in the management hierarchy who must develop policies and institute practices that govern and guide such career development (McMullen, 2003; Lawer, 2017; Mankoe, 2017). The career development process contributes to organizational development. For both processes to take place at a higher pace, organizational commitment is requisite that ensures the continuity of the efforts (Issa & Nwalo, 2015). Such a commitment depends on an individual"s loyalty to the organization, and on the motivational levels that could result from that organization"s commitment to the individual"s career development (Lawer, 2017). This will ensure the long-term association of individuals with the organizations for which they work. On the other hand, this long-term association requires commitment from both the individual and the organization (Merchant, 1995).

Additionally, a significant majority of the respondent agrees they have prospects for career development in the teaching profession (2.07). The career development process contributes to organizational development. For both processes to take place at a higher pace, organizational commitment is requisite that ensures the continuity of the efforts (Issa & Nwalo, 2015). Such a commitment depends on an individual"s loyalty to the organization, and on the motivational levels that could result from that organization"s commitment to the individual"s career development (Lawer, 2017). Again, a significant majority of the respondent agrees that there is a favorable attitudes towards teaching and learning are achieved through warmth and a professional atmosphere (2.01), teachers are recognized and rewarded for their good performance (2.04), the atmospheric temperature of the classroom is convenient for

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the majority of the students (2.01), the working conditions in the school are satisfactory (2.04), they receive their salary on time(2.12), they get advance payment when they performed in teaching (2.08), a yearly party is being prepared for them (2.10), the school provides meals for them (2.09), praise from their supervisor encouraged them to perform their job better (2.12), they are more useful to the community as a teacher than any other profession (2.05), bonus increases their performance (2.04), better remuneration increases their performance (2.10). However, respondents disagreed with the following motivational packages; there are rules of conduct that set discipline in the school (1.93), materials and classroom environment are made available for teaching (1.94), teachers are given free medical care in case of ill health (1.94), accommodation is available (1.95). The indicators shows that schools in the Obuasi municipality receive motivational packages that seems to interest their needs and wants. It also shows that basic private schools actively engage in giving motivational packages to their teachers to encourage and increase performance. The motivational with high indiccators had to do with money compensation involved. That is any package that has to do with money received high acknowledgement.

4.3 Research Question Two

What is the relationship between motivation and performance of teachers in private basic schools in Obuasi?

Table 3: Linear Regression of Motivation and Performance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	37.138	3.737		9.938	.000
Motivation	.076	.091	.083	.836	.405

a. Dependent Variable: Performance of Teachers

Table three shows the results of a linear regression test on how motivation influences or relates to performance. According to the findings, motivation had a positive significant prediction, which means that as motivation improves, performance improves R=.083, R^2= .007, F (1, 100) =.700 p<.001

The level to which employees were motivated in their work was dependent on how well those employees could provide output in their performance and the work environment they find themselves in. The motivation was likely to have a positive effect on an excellent performance. Employees who were considered by a high level of motivation showed advanced work and life satisfaction. Having a high level of motivation was therefore in itself valuable for employees and a decrease in motivation affected employees negatively (Badrianto, & Ekhsan, 2019). Job satisfaction was attributed to being generally a mental attribute. Taheri, et al, (2020) stated that job satisfaction was dependent on the employees and differs from person to person.

Essentially, they argued that good outcomes were usually expected than physical condition since physical condition never really displeased employees.

That is to say the motivational packages encourages and increased the performance of the teachers in the Obuasi municipality, even though it should be done according to the means available. This proves that motivational packages has positive influence or effect on the performance of teachers in the Obuasi municipality.

4.4 Research Question Three

What is the relationship between the work environment and the performance of private basic school teachers in Obuasi?

**Table 4: Linear Regression of Work Environment and Performance**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	37.749	3.905		9.666	.000
Work Environment	.058	.090	.064	.642	.522

a. Dependent Variable: Performance Teachers

Table four shows the results of a linear regression test on how the work environment influences or relates to performance. According to the findings, work environment had a positive significant prediction, which means that as work environment improves, performance improves R=.064, R^2= .004, F (1, 100) =.412 p<.001

Tarmizi and Puspila (2021) stated that better job satisfaction could be obtained through the work environment which was considered the major factor to be measured by employers. To retain the sound rising growth of the institutions it was required to keep the effectiveness, value, and productivity of the employees by providing suitable conveniences as the work environment was the most vital demand of the employees.

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Therefore, a healthier work environment was also the prime concern of the organizations or institutions to maintain a firm workforce for the industry to operate. (Taheri, & Kamaruzzaman, 2020). An attractive environment or supportive environment concentrated on people and had enthused them to be in its workforce, provided them the outlook to perform competently, and also ensured successful recruitment as well as job security. This also gave increased the conditions in which employees were placed together with their outstanding use of skills, competencies, and knowledge to accomplish a job proficiently. Organizations therefore should invest more in providing excellent services to employees and clients. (Hafeez, Yingjun, Hafeez, Mansoor, & Rehman, 2019). The work environment conformed to job security, employee safety, increase in performance, motivating facilities, and upholding good understanding among subordinates and managers. (Rasool & et al, 2021).
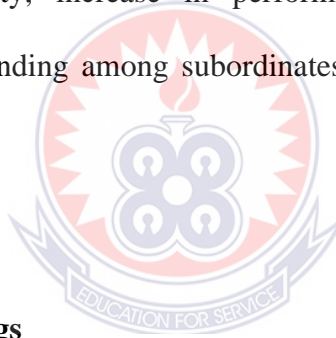
4.5 Discussion of Findings

Respondents revealed that they receive motivational packages such as allowances, study leave to pursue further studies (opportunities for training and development), high moral standards set for teachers, prospects for career development in the teaching profession, favorable attitudes towards teaching and learning, recognition and reward for good performance, the atmospheric temperature of the classroom, satisfactory working conditions, receive a salary on time, advance payment when performing well in teaching, a yearly party, provision of meals, praise from supervisor, useful to the community as teachers than any other profession, bonus increment, and better remuneration. This is inconsistent with Badrianto, and Ekhsan, (2019) who posited that employees who were considered by a high level of

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motivation showed advanced work and life satisfaction. Having a high level of motivation was therefore in itself valuable for employees and a decrease in motivation affected employees negatively. However motivational packages such as rules of conduct that set discipline in the school, availability of materials and classroom environment, free medical care in case of ill health, and availability of accommodation for teachers are insufficiently provided or are not provided.

From the study, motivation had a positive significant prediction or positive relationship with the performance of teachers, which means that as motivation improves, performance improves. This confirms a study by Karayanni and Nelken, (2022) who found out that employee performance within an organization could be encouraged through motivation in diverse ways like rewards which can be intrinsic or extrinsic. Internal or intrinsic rewards have to do with achieving challenging coursework, while extrinsic or external rewards cover honorable acknowledgment or classy compensation.
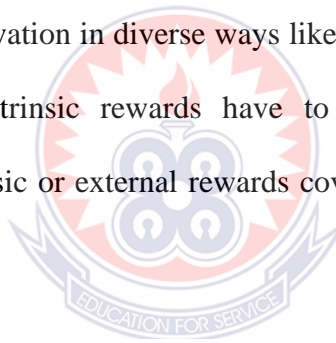
The study showed work environment had a positive significant prediction or positive relationship with performance, which means that as the work environment improves, performance improves. This contradicts Adamu, (2018) who argued that the work environment could not ensure performance. However, the finding is inconsistent with Bala, (2020) who posited that an organization with a work environment that was friendly, harmless, and trusted, had effects on employees positively and their performance, ingenuity, output, commitment, and financial health streaks high, which in turn influences the organization's growth. This implies as work environment and motivation improve, teachers' performance improves as well as students or the school's performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter included an overview of the study's major findings, as well as conclusions and recommendations based on those findings. The study's major goal was to see the effect of teachers' motivation and the work environment on the performance of students in private basic schools in Obuasi.

Specific objectives were to:

1. ascertain the motivational packages of teachers of private basic schools in Obuasi.

2. assess the relationship between motivation and performance of private basic school in Obuasi.

3. determine the relationship between work environment and performance of private basic schools in Obuasi.
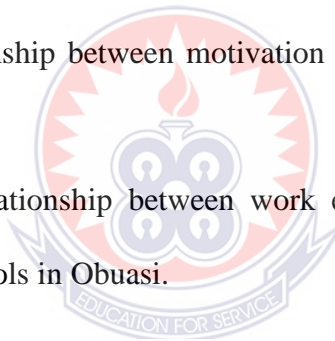
5.1 Summary of the Study

Analysing the objectives, it was discovered that allowances, study leave, high moral standards set for teachers, prospects for career development in the teaching profession, favourable attitudes towards teaching and learning, recognition and reward for good performance, atmospheric temperature of the classroom, satisfactory working conditions, receive salary on time, advance payment when perform well in teaching, a yearly party, provision of meals, praise from supervisor, useful to the community as teachers than any other profession, bonus increment, and better remuneration were motivational packages received by teachers at private basic school in Obuasi. Motivational packages such as rules of conduct that set discipline in the

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school, availability of materials and classroom environment, free medical care in case of ill health, availability of accommodation for teachers are insufficiently provided or are not provided for teachers at private basic school in Obuasi. Further analysis revealed significant positive relationship or prediction between teachers' motivation and performance. The study also showed significant positive relationship or prediction between work environment and performance.

5.2 Conclusion

From the analysis of the objectives of this study we can conclude that teachers at private basic school in Obuasi receive motivational packages such as allowances, study leave, high moral standards set for teachers, prospects for career development in the teaching profession, favourable attitudes towards teaching and learning, recognition and reward for good performance, atmospheric temperature of the classroom, satisfactory working conditions, receive salary on time, advance payment when perform well in teaching, a yearly party, provision of meals, praise from supervisor, useful to the community as teachers than any other profession, bonus increment, and better remuneration. Rules of conduct that set discipline in the school, availability of materials and classroom environment, free medical care in case of ill health, availability of accommodation for teachers as motivation are insufficiently provided or are not provided for teachers at private basic school in Obuasi. This study further indicated positive significant relationship between motivation and performance among teachers at private basic school in Obuasi. Positive significant relationship exists between work environment and performance among teachers at private basic school teachers at private basic school in Obuasi. This implies that as motivational packages and work environment improve, performance improves as well as students' performance.

5.3 Recommendations

There was insufficient provision of motivational packages such as rules of conduct that set discipline in the school, availability of materials and classroom environment, free medical care in case of ill health, availability of accommodation for teachers at private basic school in Obuasi, per this management or heads of the private schools in Obuasi should improve or make provisions of these motivational to enhance performance of teachers and students. Moreover, management should increase the motivational packages of teachers to allow them to come up with creative ideas that improve their performance. Furthermore, resources required to meet teachers demands at all times should be provided on a regular basis to avoid physical and psychological exhaustion. Providing the necessary conducive work environment will assist teachers in coping with their work demands in teaching and viewing them in more exciting and challenging ways, reducing or preventing negative work outcomes.

5.4 Suggestion for the Future Research

Because this study focused on only three variables namely motivation, work environment and performance of teachers, future research should look into other variables that are likely to influence and interact with teachers' performance, especially since the motivation and work environment is complex.

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APPENDIX

QUESTIONNAIRE

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF MANAGEMENT SCIENCES

The researcher is a student of the institution mentioned above pursuing a Master's Degree in Human Resource Management. As part of the requirement for the award of a Master's Degree, she is conducting research on the topic: the effect of teacher motivation and work environment on the performance of private primary schools in Ghana; a case study of selected schools in Obuasi municipal. The study is only for academic purposes. All information given will be treated confidentially. The identity of respondents will not be revealed.

SECTION A:

To answer a question, kindly tick [√] on the space provided where necessary.

1. Gender: a. Male [   ]   B. Female [   ]

2. Age: a. 20-30 [   ]   b. 31-40 [   ]   c. 41-50 [   ]   d. 51 and above [   ]

3. Marital Status:

a. Married [   ] b. Single [   ] Divorced   [   ]   Other(s) specify…………………………….

4. Are you a professional teacher? a. Yes [   ]   b. No [   ]

5. Educational Level

a. Diploma [   ]   b. Degree   [   ]   c. Master's [   ] d. Other(s) specify…………………………

5. Years of Experience:

1-5years [   ] 6-10years [   ] 11-15years [   ] 16 and above [   ]

Other(s) specify……………………………………………………………

Part 1: Please read carefully and tick (√) the appropriate response to the items that best reflect the extent to which you agree or disagree to the following statement concerning motivational Packages provided in Obuasi Municipal. Using the following scale (4 =Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree)

NO.	Items	SA	A	D	SD
1	I receive other allowances aside from my monthly salary				
2	I have ever been granted study leave to pursue further studies (Opportunities for training and development to staff)				
3	There are high moral standards set for teachers in the school				
4	There are rules of conduct that sets discipline in the school				
5	Materials, classroom environment as made available for teaching				
6	I have prospects for career development in the teaching profession				
7	Favorable attitudes towards teaching and learning are achieved through warmth and a professional atmosphere				
8	Teachers are recognized and rewarded for their good performance				
9	Teachers are given free medical care in case of ill health				
10	The atmospheric temperature of the classroom is convenient for the majority of the students				
11	Working conditions in the school are satisfactory				
12	Accommodation is available				
13	I receive my salary on time				
14	I Get advance payment when I performed in teaching				
15	The school prepared the yearly party every				
16	School provides meals				
17	Praise for a job well done from my supervisor encouraged me to perform my job better				
18	I am more useful to the community as a teacher than any other profession				
19	When I get a bonus increases my job performance increases				
20	When I'm better remunerated it increases my job performance				

Part 2: In this part of the questionnaire, there are questions that are related to the effect of your work environment on your performance. Please, indicate the extent to which you agree/disagree by ticking the appropriate boxes below. (4 =Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree)

NO.	Items	SA	A	D	SD
1	My working space has enough lighting				
2	My work station has comfortable furniture enough for all employee				
3	There is enough working space in the classroom hence no congestion				
4	The workplace is cleaned daily and therefore a good habitat for both teachers and leaners				
5	There is safety and security in the work premises hence one can work odd hours				
6	Sitting chairs and other furniture here are comfortable (no pain or discomfort while seated all day)				
7	My work has an elaborate lay out illustrating different departments				
8	The level of cleanliness in the workplace is good				
9	I worry about the effect of the physical work environment on my health				
10	Due to the overall work environment, I can complete my daily tasks easily				
11	The restrooms/toilets are clean				
12	Teachers are protected from the unreasonable community and parental demands				
13	The school is vulnerable to community pressures (eg. Bad individuals like thieves /smokers in the community)				
14	There is sufficient ventilation (air conditioning) in the office				
15	There are other pollutants in the workplace (bush fire, industrial fumes, etc.)				
16	The work climate is generally comfortable				
17	There is an interior design mechanism used in the workplace to keep noise level down (some soundproofing system)				
18	There is excessive noise here				
19	I must yell in order to communicate with learners and colleagues standing right next to me				
20	There is always overcrowding at the workplace				

Part 3: For each of the following statements about teacher motivation on work performance, please indicate (by ticking) the extent to which you agree them. Using the following scale (4 =Strongly Agree; 3= Agree; 2= Disagree; 1= Strongly Disagree)

NO.	Items	SA	A	D	SD
1	When I'm better remunerated it increases my job performance				
2	I do not take unnecessary time out of work				
3	When I get a bonus increases my job performance increases				
4	I help other teachers when their workload increases				
5	I mark and present my tests and examination records on time.				
6	I volunteer to do things not formally required by the job				
7	I make innovative suggestions to improve the overall quality of the school				
9	I have prospects for career development in the teaching profession				
10	Have seriousness in performing my responsibilities or given task				
11	I spend a great deal plans and organizes to achieve of time in telephone conversations.				
12	Exhibit punctuality at work in the morning and after lunch by arriving on time.				
13	Teachers maintain students' discipline				
14	Gives advance notice if unable to come to work.				
15	When I get a bonus increases my job performance increases				
16	I do not take unnecessary time off work				
17	Do not spend too much time in idle conversation.				
18	I meet the criteria for performance in the school				
19	I manage more responsibilities than typically assigned				
20	Plans and organizes to achieve objectives of the job and meet deadlines				