

**SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS AND  
INTEGRATED DEVELOPMENT STUDIES**

**MOTIVATION AND PERFORMANCE OF PUBLIC SENIOR HIGH SCHOOL  
TEACHERS IN THE JIRAPA MUNICIPALITY OF THE UPPER  
WEST REGION OF GHANA**

**MAURICE FIRU**

**2024**

**SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS AND  
INTEGRATED DEVELOPMENT STUDIES**

**MOTIVATION AND PERFORMANCE OF PUBLIC SENIOR HIGH SCHOOL  
TEACHERS IN THE JIRAPA MUNICIPALITY OF THE UPPER  
WEST REGION OF GHANA**

**BY**

**MAURICE FIRU**

**PG0012121**

**A THESIS SUBMITTED TO THE DEPARTMENT OF SOCIOLOGY AND  
SOCIAL WORK OF THE FACULTY OF SOCIAL SCIENCE AND  
ARTS, SIMON DIEDONG DOMBO UNIVERSITY OF BUSINESS  
AND INTEGRATED DEVELOPMENT STUDIES IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE  
AWARD OF AN MPhil IN SOCIAL ADMINISTRATION.**

**SEPTEMBER, 2024.**

## **DECLARATION**

### **Candidate's Declaration**

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

Candidate's Signature ..... Date .....

Name: Maurice Furu

### **Supervisor's Declaration**

I hereby declare that the preparation and presentation of the thesis were supervised following the guidelines on supervision of thesis laid down by the SD Dombo, University of Business and Integrated Development Studies. (SDD-UBIDS)

Supervisor's Signature ..... Date .....

Name: Dr. Frank K. Teng-Zeng

## **DEDICATION**

This work is dedicated to my lovely family.

## **ABSTRACT**

Motivation, the internal driving force behind our actions, is influenced by the relationship between individuals and their work environment. In Ghana, the issue of motivation, particularly for teachers, has been a recurring concern, with strikes highlighting dissatisfaction with working conditions. This study focuses on understanding how motivation affects teacher performance in senior high schools within the Jirapa municipality in the Upper West Region of Ghana. To explore this complex issue, a Pragmatic philosophy was employed, with the aim of shedding light on the factors impacting teacher motivation and performance. Simple random and purposive sampling methods were adopted, targeting teaching staff and education officers as the study's population. The findings show that Demographic trends in the study indicated a predominantly male teacher population holding bachelor's degrees and having diverse work experience. Poor teacher motivation is attributed to factors such as low salaries, very little or in some cases no appreciation and accountability problems. Motivating factors encompassed the nature of the work, opportunities for promotion, recognition, responsibilities, and positive relationships. The study underscored the significance of salary and working conditions as critical motivators, emphasizing the importance of recognizing and appreciating teachers. Furthermore, the study emphasized the need of addressing the demotivating factors identified and offers recommendations for improvement in teacher motivation. These findings emphasize the need for fair compensation, efficient promotion processes, and effective management to improve teacher motivation and the quality of education in the Jirapa Municipality.

## ACKNOWLEDGEMENTS

I wish to express, first of all, my sincere thanks to the almighty God for his abundant grace upon my life and his divine protection to make this thesis a success.

My deepest gratitude to my supervisor, Dr. Frank K. Teng-Zeng for his professional guidance, advice, encouragement, and goodwill with which he guided this work.

Respectfully I would like to acknowledge the Municipal Director of Education and all his staff, for the support they offered by of way providing information, granting me time for interviews. The encouragement from most of them helped me a great deal to complete this work.

Let me not forget the teaching staff of all the four public senior high schools in the municipality, who were my main target for data collection in this whole research, thanks a million times for offering me the support to come this far.

I also acknowledge the support and prayers from Dad and Mum, Mr. Dery Firu and Mrs. Gladys K. Der Firu, my brother David Firu; as well as my lovely wife, Rita Vitaba Nunyenge, my children, Ashley-Garvey Mwininkuma Firu, Mataya Wamaale Firu and Michael- Barak Mwinnungma Firu.

Dr. Bismarck Guba, you are always a motivation to me at every point I have to climb the educational ladder; I appreciate so much your words of encouragement.

Let me end by saying, any limitations in this work, whatsoever, are exclusively my responsibility.

## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>i</b>
<b>DEDICATION.....</b>	<b>ii</b>
<b>ABSTRACT.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>ix</b>
<b>LIST OF FIGURES .....</b>	<b>x</b>
<b>LIST OF ACRONYMS .....</b>	<b>xi</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.0 Background to the Study .....	1
1.1 Problem Statement .....	6
1.2 Research Questions .....	7
1.3 Objectives of the Study .....	8
1.3.1 General objectives .....	8
1.3.2 Specific objectives .....	8
1.4 Significance of the Study .....	9
1.5 Scope of the Study.....	10
1.6 The Study's Limitation .....	10
1.7 Organization of the Study .....	10
1.8 Chapter summary .....	11
<b>CHAPTER TWO .....</b>	<b>12</b>
<b>LITERATURE REVIEW .....</b>	<b>12</b>
2.0 Introduction .....	12
2.1 Key Conceptual Issues .....	12
2.1.1 Motivation .....	12

2.1.1.1 Intrinsic motivation.....	14
2.1.1.2 Extrinsic motivation.....	15
2.1.2 Performance.....	16
2.1.2.1 Teacher performance .....	17
2.2 Factors that Promote Poor Teacher Motivation .....	18
2.3 Factors that Improve Teacher Motivation and Performance.....	20
2.3.1 Teacher engagement with children.....	21
2.3.2 Intrinsic variables .....	21
2.3.3 Education reforms .....	22
2.3.4 Leadership and decision-making processes.....	23
2.4 Impact of Low-Teacher Motivation on Teacher Behavior and Performance ....	23
2.4.1 Teacher deployment .....	24
2.4.2 Teacher retention .....	25
2.4.3 Teacher absenteeism.....	25
2.5 Monetary and Non-Monetary Motivators .....	26
2.6 Conceptual Framework .....	29
2.7 Chapter summary .....	31
<b>CHAPTER THREE .....</b>	<b>32</b>
<b>METHODOLOGY .....</b>	<b>32</b>
3.0 Introduction .....	32
3.1 Study Area.....	32
3.1.1 Education.....	33
3.2 Research Philosophy .....	34
3.3 Research Strategy .....	34
3.4 Study Population .....	36
3.5 Sampling Techniques and Sample size .....	37
3.5.1 Sample frame.....	37

3.5.2 Sample size determination.....	37
3.5.3 Techniques for Sampling.....	40
3.6 Methods/Techniques and Tools of Data Collection.....	40
3.6.1 Research instrument .....	40
3.6.1.1 Questionnaires .....	40
3.6.1.2 Interview guides.....	41
3.6.2 Data collection procedure.....	42
3.7 Analysis of Data .....	43
3.8 Ethical Considerations.....	44
3.9 Chapter summary .....	45
<b>CHAPTER FOUR.....</b>	<b>46</b>
<b>DATA PRESENTATION AND ANALYSIS.....</b>	<b>46</b>
4.1 Introduction .....	46
4.1.1 Background Information of Respondents.....	46
4.1.1.1 Socio-demographics characteristics of the respondents .....	47
4.2 Presentation and Analysis of Data .....	51
4.3 Factors that motivate teachers in the Jirapa Municipality .....	51
4.3.1 Teachers’ perspective of poor teacher motivation in the Jirapa Municipality .....	58
4.3.2 Determinants of teachers’ performance.....	63
4.4 Effect of motivation on teachers’ performance.....	68
4.5 Improving motivation among teachers.....	74
4.6 Chapter summary .....	77
<b>CHAPTER FIVE .....</b>	<b>78</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>78</b>
5.0 Introduction .....	78
5.1 Summary .....	78

5.1.1 Background information of study respondents.....	78
5.1.2 Reasons for poor teacher motivation.....	79
5.1.3 Factors that motivate teachers.....	80
5.1.4 Determinants of performance of teachers.....	80
5.1.5 Factors of motivation influencing teacher’s performance.....	81
5.1.6 Improving motivation among teachers.....	82
5.2 Conclusion.....	82
5.3 Recommendations.....	83
5.4 Suggestion for Future Studies.....	84
<b>REFERENCES.....</b>	<b>86</b>
<b>APPENDIX.....</b>	<b>111</b>
QUESTIONNAIRE.....	111

## LIST OF TABLES

Table 3.1 Distribution of Respondents/participants for Questionnaires and Interviews. .....	39
Table 4.1: Socio-demographics characteristics of the respondents .....	48
Table 4.2 Socio-demographics of Qualitative Data .....	50
Table 4.3: Mean and Standard Deviations of Motivation Indicators .....	58
Table 4.4 Factors Associated with Poor Teacher Motivation .....	61
Table 4.5: Impact of Motivation Determinants on Teacher Performance .....	69
Table 4.6: Association between Factors of Motivation and Performance .....	71

## LIST OF FIGURES

Figure 2.1 Researcher's Construct, 2023 .....	29
Figure 4.1. Level of agreement with motivation factors.....	56
Figure 4.2. Factors that results in poor motivation among teachers .....	63
Figure 4.3: Determinants of Employee Performance. ....	67
Figure 4.4: Improving Motivation of Teachers in The Jirappa Municipality .....	77

## **LIST OF ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education For All
FWSC	Fair Wages and Salaries Commission
GES	Ghana Education Service
GNAT	Ghana National Association of Teachers
LIDCs	Low-Income-Developing Countries
LMICs	Low-Middle-Income Countries
MOE	Ministry of Education
OECD	Organization for Economic Cooperation and Development.
SMC	School Management Committee
SPSS	Statistical Package for Social Science
SSA	Sub-Saharan Africa

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Background to the Study**

The development of every nation and economy relies solely on proper educational systems. This is so because labor productivity, which is a key factor in economic growth, is education-dependent for all workforces (Kwapong et al., 2015). Because of this, almost all countries prioritize the education of its inhabitants, making sure that as many people as possible have access to an education (Kwapong et al., 2015). Knowledge acquisition consists of a variety of events that are good for behaviors, routines, and information related to the wellbeing of people, communities, and countries (Malik, 2018; Mansouri and Moumine, 2017; Wang and Kuo, 2019). Consequently, an instructor's ability is required to establish a productive learning environment and educational process (Bosica et al., 2021; Syawaludin et al., 2019).

Teachers' contributions rank among the most crucial in achieving the objectives of educational activities and raising academic attainment. Since teachers are the education implementers who work directly with students through effective teaching and learning activities, they play a significant role in determining the achievement of academic goals and improving the quality of education (Saprudin et al., 2020; Wang and Kuo, 2019). (Mania and Alam, 2021; Nartiningrum and Nugroho, 2021). Teachers have crucial responsibilities in the transmission of cultural values to future generations, maintaining social harmony, and the advancement of the nation (Chiong et al., 2017). As a result, in order to best fulfill the planned national educational objectives, good teacher performance should be portrayed by qualified teachers (Zaqiah et al., 2018).

Motivation is the internal force that defines our actions. The relationship between a person and their environment influences their motivation at work. Motivation is the human drive, effort, and desire that activates, empowers, and guides behavior to complete tasks successfully within the parameters of employment (Herman and Didin, 2020). According to McClelland (Madjid and Samsudin, 2021), there are three basic human needs: the desire for accomplishment, which exemplifies the urge to take the initiative in resolving problems; the need to associate with or join groups of people and socialize with them; and the need for power, which reflects the desire to be in a position of authority and control over others. A motivated educator will make every effort to fulfill the tasks that have been delegated to him by his supervisors (Suyanto, 2018). A highly motivated teacher will put in a lot of effort in the interim to finish the assignment at hand and accomplish his objectives. Teacher motivation is therefore the real factor that influences student success. According to studies globally (Al-Sakinah et al., 2020; Asim, 2013; Olusadum and Anulika, 2018), teaching staff performance at educational institutions is favorably correlated with motivation. This suggests that when motivation for teaching staff increases, so does their performance. This is established in industry (Ali et al., 2012; Bernanthos, 2018) and in both developed and developing countries.

The term "Performance" refers to the accomplishment of duties, i.e., the completion of fundamental tasks in accordance with one's responsibilities and powers as specified in work standards (Wahyudi, 2022). Performance is the consequence of the work that an individual or group of individuals in an institution can complete in accordance with their particular rights and obligations (Sultoni et al., 2020). It can also be said to be the outcome of a procedure that makes reference to and is assessed over a specific time period in accordance with predetermined clauses or agreements

(Fachmi et al., 2021; Marsidin et al., 2020). The effectiveness of the teacher determines how well the students learn and succeed (Sulisworo et al., 2017). However, it is known that various elements, such as the teaching staff's professional development and motivation at work have an impact on performance (Prihatini et al., 2020).

One important conclusion from the extensive study on the effectiveness of schools in developed countries is that higher learning outcomes require better teaching practices. The main factor influencing student achievement at the school level is teaching. Numerous studies have been conducted on the qualities of "effective" teaching. However, the focus of policy change to date in most nations has been on improving learning outcomes through better allocation of resources, more accountability, curricular revisions, improved assessment systems, and improved pre- and in-service teacher training. However, the ineffectiveness of many of these treatments has compelled decision-makers to place a greater emphasis on the requirements of teachers themselves. There are numerous topics that are shared or similar in the literature on teacher incentives and motivation in wealthy nations and a considerably smaller amount in low-income developing countries.

Salary incentives have been shown to be mainly ineffective in the USA in increasing teacher motivation. Higher order demands are the foundation of true job satisfaction, whilst intrinsic factors serve as the driving force behind teacher motivation (Ghenghesh, 2016). Also, it has been discovered that giving teachers more extrinsic rewards make their internal drive even worse (Liu et al., 2020). Furthermore, in the United Kingdom (Thuku et al.), contrast to extrinsic factors like holidays and pay, studies conducted over the past thirty years consistently suggest that current and

aspiring teachers join the profession for intrinsic and altruistic reasons (Richardson and Watt, 2006; Ross, 2021). In Sweden, a study by Statistics Sweden in 2017 examining the career paths of 7298 teachers found that, demanding workplaces, stressful working conditions, and the allure of other professions were frequently mentioned reasons for leaving the teaching field. However, the majority of departing teachers also responded that they would be opened to returning if the pay and working conditions were better (Sweden, 2017). This supports earlier research (Chiong et al., 2017; De Neve and Devos, 2017) that indicates the role of motivation in teachers' career decisions. According to the literature, maintaining this initial motivation is crucial to teacher retention since it shows how instructors are driven to their field for intrinsic and altruistic motivations (Alexander et al., 2020; Van den Borre et al., 2021). Studies looking at processes that help seasoned instructors stay in the profession have highlighted the importance of intrinsic motivation and further revealed that with time, teachers who stayed in the field gained stronger intrinsic and altruistic drives (Chiong et al., 2017).

The critical role that educators play in raising the quality of education in low- and middle-income countries (LMICs) has typically gone unmentioned in conversations about Education for All (EFA). In particular, the vital topics of teacher motivation and compensation are either rarely addressed or simply touched upon in passing. Similarly, the World Bank's Action Plan to Accelerate Progress Toward EFA (Auld et al., 2019) does not address the incredibly low levels of teacher motivation in most countries.

Teachers in several Sub-Saharan African countries are being compelled to make significant changes to their pedagogical approaches at a time when most of them are growing progressively less motivated (Bennell and Akyeampong, 2007).

In a study conducted in Botswana, Malawi, and Uganda teachers and school administrators of primary and secondary school were directly questioned about teacher motivation on the rare instances as part of a study on the effects of the AIDS epidemic on education. It was found that in Malawi, where there seems to be greater cause for concern, especially at primary schools, morale in Botswana and Uganda was quite excellent (Maganda, 2019; Mang'eng'e, 2018; Namanda, 2019). Motivation among instructors is unbelievably good, according to a different study on the effects of AIDS in Tanzania, Mozambique, Kenya, and Uganda (Lucky, 2019).

According to head teachers in a brief survey of secondary schools in Lusaka, Zambia, teacher morale was rated as high (44%), moderate/average (22%), and terrible (33%), by the teachers (Bennell et al., 2004; Lucky, 2019). Similar to this, it was found that one of the most important elements of successful development initiatives in Benin is motivation (Kelani and Kourey-Bowers, 2012).

The frequency of public sector strikes in Ghana indicates that motivation has always been a high priority for the country. During the early 2000s, a number of public employees, including teachers, gained attention for their demonstrations demanding better working conditions. Despite the belief that they comprise the majority of workers, Forson and his colleagues (Forson et al., 2021) found that the salaries of teachers accounted for less than 35% of the total wage cost for the public sector in Ghana.

Following more thorough discussions with interested parties in the education sector, a standard compensation system based on qualifications was agreed upon, and the Fair Wages and Salaries Commission (FWSC) was established in 2007 under Act 737 (FWSC, 2013). Concerns about how this inducement affects teachers' performance often dominate national discourse, even if the ratio of attrition in the teaching profession has stabilized as a result. This is especially true given Ghana's falling educational standards. These concerns have led to questions such as these: (1) Does performance correlate with pay increases? (2) Are there any other elements that should be considered in the relationship between motivation and performance? (3) Is there a discernible difference in accomplishment levels between age cohorts? (4) Do educators get more motivated to work hard because of their educational backgrounds? As a result, businesses are concerned about how to employ creative thinkers in the current setting while yet maintaining high performance levels (Forson et al., 2020; Peng et al., 2021). These include concentrating more on the most effective methods for motivating others and establishing an atmosphere that permits employees to perform their jobs in accordance with management standards.

### **1.1 Problem Statement**

Although the importance of teachers' labor for student results is widely acknowledged, it is frequently ignored whether instructors are satisfied with their job role (Liang and Akiba, 2017). A significant problem globally is the rise in teacher turnover rates (17%-23%) (Mancuso et al., 2010) and the ensuing scarcity of trained educators (Eurydice, 2018; Ingersoll, 2017).

Teachers are more likely to quit their employment because of an unhappy working environment and the profession's eroding reputation than because of salary, according

to findings from an international study conducted globally (Doherty, 2020; Young, 2018). Hiring more teachers might not be able to remedy the attrition problem, even though a large number of new teachers will be quitting schools because they are unhappy with their working circumstances and professional status (Ingersoll, 2017; Sutchter et al., 2016). Thus, in policy initiatives to address the teacher crisis, efforts to retain teachers are becoming more and more common (Ingersoll, 2017; Sutchter et al., 2016). As a result, motivation is essential for every organization to maintain its members' intense desire to work effectively and efficiently. Little research has been done to ascertain the influence or impact of motivation on senior high school teachers' performance in the northern region of Ghana, despite the fact that some studies on the role of motivation on teacher performance in the southern sector among higher education instructors have been conducted in Ghana (Kwapong et al., 2015). One such study examined the "Effect of Motivation on the Performance of Teaching Staff in Ghanaian Polytechnics. The inefficient performance of teachers which reflects in students' output in recent years and the attrition of teachers into other professions in the Jirapa Municipality have called for the need to look into teacher motivation and how that influences performance. Thus, this study seeks to address how motivation impacts teachers' performance in senior high schools in the Jirapa municipality in the Upper West Region, Ghana.

## **1.2 Research Questions**

### **1.2.1 Main research question;**

What is the level of assessment of motivation on teachers' performance in public senior high schools in the Jirapa municipality?

### **1.2.2 Specific research questions;**

- i. What are the factors that motivate senior high school teachers in the Jirapa municipality?
- ii. What are the reasons for poor teacher motivation among senior high school teachers in the municipality?
- iii. What determines the performance of teachers in the Jirapa Municipality?  
b
- iv. What are the effects of motivation on teacher performance in the Jirapa Municipality?
- v. In what ways could motivation improve teachers' satisfaction in the Jirapa Municipal Education Directorate?

## **1.3 Objectives of the Study**

### **1.3.1 General objectives**

The general objective of this study is to analyze the assessment of motivation on teacher's performance in public senior high schools in the Jirapa municipality.

### **1.3.2 Specific objectives**

- i. To identify factors that motivates senior high school teachers in the Jirapa Municipality.
- ii. To examine the extent and reasons of poor teacher motivation in the Jirapa Municipality.
- iii. To identify the determinants of performance of senior high school teachers in the Jirapa Municipal Education Directorate.

- iv. To evaluate the effect of motivation on teachers' performance in the Jirapa Municipal Assembly.
- v. To ascertain how motivation among senior high school teachers could be improved in the Jirapa Municipality.

#### **1.4 Significance of the Study**

The professional ability is diverse, and teacher professional development is necessary to raise teachers' skills and competences to national norms. The study at the Jirapa Municipal Education Directorate examines the relationship between motivation and performance in instructors. The study's focus was motivated by the significant shortage of qualified instructors at Senior High Schools, which is a result of the district's high frequency of teacher turnover and diminishing teacher engagement (Boamah, 2014; Carlberg et al., 2013). The amount of information already known about the incentive method used by the Ghana Education Service will be increased by this study. The research findings and conclusions that will be provided in this study will provide the management of Ghana Education Service with a more reliable and scientific technique to evaluate the level of performance of their staff. Also, findings of the study will provide reliable empirical evidence and influence management decision making at the Ghana Education Service regarding motivating and evaluating teachers' performance across Ghana. Again, result of the study will inform policy makers with reliable insight and guide to monitoring the Ghana Education Service activities on teacher motivation in the country. Finally, the study will give interested parties, such as the government, church, parent-teacher association, past students' association, school management committee (SMC), and assembly members an indispensable data that will allow them to make practical recommendations for the enhancement of instruction and learning in Ghana.

### **1.5 Scope of the Study**

The four senior high schools in the Jirapa Municipal Assembly St. Francis of Assisi Girls, Jirapa Senior High School, Han Senior High School, and Ullo Senior High School are included in the study area. The study's focus was on the teachers in these schools, both male and female, and participants were chosen at random. In essence, the research took place across eight months. Participants in the study completed a well-structured questionnaire that was used to gather data. The Likert scale was used to evaluate teachers' performance, as it had been in earlier research (Rasheed et al., 2010). Additionally, motivation was assessed using the same items that were used in the research by (Ek and Mukuru, 2013). The motivating policies of instructors worldwide, and specifically in Ghana, were best suited by the items and scales developed by Rasheed et al. (2010) and Ek and Mukuru (2013).

### **1.6 The Study's Limitation**

Due to the short time constraint for research study completion and insufficient funding sources for graduate research studies, the study was limited to the Jirapa Municipality of Ghana. Due to certain respondents' unwillingness to cooperate, the researcher conducted fewer interviews with respondents than anticipated. The last two obstacles were a lack of data that was available to the public and a lack of funding, yet despite these challenges, every effort was made to do thorough study.

### **1.7 Organization of the Study**

There are five chapters in this work. The study's background, issue statement, significance, research questions, scope, limits, and organizational structure are all covered in the first chapter's introduction. Reviewing previous research pertaining to the research's themes is the focus of Chapter two. The study's methodology is covered

in the third chapter. This covers the population, study region, sample and sampling methods, research instrument, research design, and data analysis process. The study results are presented in Chapter Four along with a discussion of the data analysis outcomes. The study summary, recommendations, and findings are also covered in Chapter five.

### **1.8 Chapter summary**

Background information on the connection between teacher performance and motivation is provided in this chapter. It highlights the value of educators and how their motivation impacts their output. The study addresses questions about low teacher motivation, motivating factors, performance determinants, and the impact of motivation. The research focuses on an educational context in low-middle income countries like Ghana and provides insights for policymakers to improve teacher performance and education quality.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter contains the study's review of the literature. The concept, categories, and theories of motivation are highlighted, along with the factors affecting employee motivation. Performance, the effect of motivation on workers' performance, the differentiation of non-financial and financial motivation drivers, and the development of a conceptual framework are all covered.

#### **2.1 Key Conceptual Issues**

##### **2.1.1 Motivation**

Motivation is the desire to act in a way that will help them achieve their objectives (Hasibuan et al., 2021). Motivation is still one of the most significant aspects affecting an organization's productivity. Motivation, in the words of Luthans et al. (2021), is everything that pushes someone to behave out of instinct, need, want, or necessity. Based on these characteristics, Howard et al. (2017) distinguish between two primary categories of motivation. One kind of motivation that arises when employees follow their demands or interesting activities is autonomous motivation. Employee vitality, energy, satisfaction, and well-being are all enhanced by this kind of motivation (Deci et al., 2017). It is possible to determine whether employees are motivated by controlled motivation when they carry out tasks under pressure from internal or external sources, such as upholding one's reputation, avoiding guilt, obtaining rewards, or facing punishment.

People that exhibit controlled motivated behavior perform rationally while these circumstances persist, which is why Gillet et al. (Gillet et al., 2013) claim that this behavior predicts poor job outcomes and turnover intentions.

Mifflin Mifflin (1995); (Rasheed et al., 2016) looked more closely at this relationship and found that the term "motivation" is derived from the Latin word meaning "to move." This is why, absent particular incentives, it is exceedingly difficult to change people's behavior inside an organization. Deci and Ryan (Deci and Ryan, 2000; Ryan and Deci, 2020) claim that the core of self-determination theory (SDT) is people's innate desire to bring about change and progress once they reach their full potential. The SDT has been used in many studies across a variety of topics, including education, health, and other organizational contexts.

According to the Existence, Relatedness and Growth (ERG) Theory, developed by Schneider & Aldefer, there are three basic categories of requirements, notably: Existence needs which include those that are fundamental and include physiological demands like hunger and thirst, the desire for affiliation (Relatedness Needs) which highlights the significance of interpersonal connections. This desire is connected to Maslow's needs for love and self-esteem and Growth Needs which drives a person to advance or enhance their innate talents (Luthans et al., 2021; Schneider and Alderfer, 1973).

According to Maslow's hierarchy of needs, there are five stages of need in humans (Robbins and Coulter, 2017): The physiological needs take into account human demands for food, water, shelter (clothes, and housing); Security needs comprises both physical and emotional harm prevention; Social needs include attachment that is amenable to reception, such as in a friendship; Appreciation encompasses respect-

related factors that are internally impacted, such as self-worth and accomplishment, as well as respect-related factors that are externally influenced, such as status, acknowledgment from superiors, and care from someone; and Self-actualization represents fostering an individual's growth, realizing their potential, and reflecting on who they are and where they want to go. It should be noted that teachers desire for a pay increase and managers in the educational sector should be aware that someone who appears to be hungry may actually be looking for more out of comfort or dependence.

A variety of motivational theories contend that unfulfilled wants are the root of motivation, creating tensions that propel people to take action. According to legend, teachers who engage in certain behaviors do so out of a desire to satisfy their own desires (Morales, 2022).

Extrinsic and intrinsic motivations are the two categories of motivation (Good et al., 2022). Workers who behave in a way that improves them and helps them achieve in order to help the firm achieve its objectives are driven from within. On the other hand, extrinsic motivation describes the drive that originates from external factors such as workplace policies and conditions. Because of this, both intrinsic and extrinsic motivations accurately reflect worker performance and job satisfaction.

#### ***2.1.1.1 Intrinsic motivation***

Determining what to do "for their own sake," or just out of curiosity and enjoyment, is known as intrinsic motivation (Deci et al., 2017). Since these actions are driven by the desire for happiness and personal fulfillment rather than by pressure or rewards from outside sources, play, exploration, and curiosity-sparked activities are great examples of intrinsically motivated behaviors. Although "fun," these innate tendencies toward

mastery and interest are also important organismic matters; the overwhelming prevalence of human learning throughout life, as opposed to learning and instruction that is mandated from the outside, is probably due to intrinsic motivation (Ryan and Deci, 2017). Intrinsic motivation tends to decrease during the course of the academic year, despite data from numerous nations suggesting that it is crucial, at least for activities related to education (Scherrer and Preckel, 2019). Gnambs and Hanfstingl's (2016) investigation, which demonstrated an association between losses in intrinsic drive and diminishing psychological need satisfaction, reinforced the result that schools are not establishing the need-supportive environments that promote this inner resource. When the analysis was limited to students who self-identified as African American and Latino, the same conclusion was reached.

#### ***2.1.1.2 Extrinsic motivation***

Extrinsic motivation, which refers to actions taken for motives other than their own internal fulfillment, is sometimes used to contrast intrinsic motivation. The distinction is ambiguous from the perspective of self-determination theory (SDT), as instrumental incentives can differ significantly in terms of their nature and composition. As a result, SDT has long identified four main categories of extrinsic rewards. According to Ryan and Deci (2020), behaviors that are motivated by externally imposed rewards and penalties are known as externally regulated, and they are frequently perceived as controlled and non-autonomous. A type of partially internalized extrinsic drive known as "introjected regulation" governs behavior by means of internal rewards such as self-esteem for accomplishments and the avoidance of stress, regret, or humiliation for setbacks. Extrinsic motivation can be employed independently, in contrast to regulated motivation strategies like introjection and external regulation (Ryan and Deci, 2017). Conversely, the most autonomous kind of

extrinsic incentive is integrated regulation. In this instance, the individual thinks that the activity is in line with other important interests and values in addition to being acknowledged and enjoyed by them (Ryan and Deci, 2020).

### **2.1.2 Performance**

Performance is the outcome of work completed over a specific time period in conformity with the job requirements (Andriani et al., 2018). Proponents of the SDT claim that controlled motivation, such as performance management systems, could lower employee functioning because acts motivated by personal beliefs and interests may become disconnected and negatively affect performance (Rigby and Ryan, 2018). According to Kuvaas et al. (2017), the alternative viewpoint argues that managed motivation could promote workers' readiness to finish activities in an effort to avoid guilt or punishment or to obtain an external reward, which could be a compensation package. This demonstrates that whatever has been delegated to employees as obligation must be completed in accordance with the goal. According to Robbins and Coulter (2017), performance is defined as an organization's operational effectiveness that demonstrates success as evaluated using specified criteria and standards. The performance measuring indicators include work quantity, quality of work, punctuality, effectiveness and independence (Robbins and Coulter, 2017). Work quantity is the quantity generated in terms of the quantity of units created and the quantity of activity sessions finished. When regarded from the perspective of coordination with the output outcomes, the level of an activity is finished at the appropriate initial time and maximizes the time available for additional activities (Robbins and Coulter, 2017). Effectiveness he said enables an organization to maximize its utilization of human resources in order to increase profits or decrease

losses from each unit's usage of resources. According to Robbins and Coulter (2017), independence is the degree to which an individual may perform a job function without asking for assistance from a superior or requesting involvement from a superior to avoid unfavorable results.

We might conclude that the assessment of an employee's work in connection to job responsibilities is called employee performance, and that the interdependence of its assessments calls for effective management.

### ***2.1.2.1 Teacher performance***

In theory, decisions about how learning occurs in the classroom are made by instructors at the micro level. Their leadership is evident in the way they carry out their duties (Jaenab et al., 2022). This indicates that a key element in determining the effectiveness of education once students have graduated from school is the performance of the teachers (Ali, 2022). Management is constantly paying attention to the performance issue since it directly affects the institution's or organization's output. The main factors that can affect performance are ability and willingness. Teachers are essential to students' learning and growth because they help them apply the knowledge and skills they have already acquired. According to the statement, a teacher's efficacy in this situation is based on four factors: pedagogy, personality, professionalism, and social skills. The first definition of pedagogic competence is the ability to manage students in the following ways: 1. understanding insight or an intellectual framework; 2. understanding students; 3. developing a curriculum or syllabus; 4. designing a learning environment; 5. carrying out academic and collaborative learning; 6. assessing the learning outcome; and 7. helping learners realize their own competencies (Hatta et al., 2016). According to Hatta et al. (2016),

the second personality quality that makes up the personality competency is steadiness. This quality also includes stability, maturity, wisdom, caution, authority, nobleness, g) setting an example for students and society, h) self-evaluation, and I sustainably grow as a person. Furthermore, according to Hatta et al. (2016), competency refers to the ability to grasp learning resources on a wide and comprehensive scale. These resources include: a) the concepts, frameworks, and methods of science, technology, and art that are shaded or coherent with the teaching materials; b) the curriculum's teaching materials; c) the relationship between concepts of related subjects; d) the application of scientific ideas in daily life; and e) expert competence in a globalized world.

Fourth, social competence describes educators' ability to engage in community issues like: a) effective communication, both written and verbal; b) efficient use of technology for communication; c) successful socialization with students, other educators, and parents of students; and d) getting along with the local community (Hatta et al., 2016). A teacher is considered to be doing well if they meet the requirements of the organization in this case, the school and have the four competencies mentioned above to fulfill their tasks as educators.

## **2.2 Factors that Promote Poor Teacher Motivation**

The instructor serves as a platform for the creation of knowledge and the development of skills (Edinger and Edinger, 2018). Given how important teachers are in the development of human capital, it is crucial to do everything possible to maintain and raise teacher morale in our educational institutions.

For any educational system to grow and improve over time, motivation and work satisfaction are therefore essential. When one feels effective in their behavior,

professional knowledge, skills, and core competencies naturally follow. When someone takes on and excels at difficult tasks aimed at academic success and performance, their professional knowledge, abilities, and competences are evident (Bowles et al., 2020). The aforementioned elements are quite comparable to efficacy, and it is widely known that many teachers experience self-efficacy loss or failure in educational environments (Dweck, 2013). Within the last 65 years, there has been research on the subject of job satisfaction (Anastasiou and Belios, 2020). Many of these researches are based on the explicit presumptions that management may influence the primary determinants of job attitude and that low job satisfaction may contribute to absenteeism, high labor turnover, in-role job performance, and extra-role activities. Both in Ghana and abroad, instructors are expected to work at an extremely high standard, and the Ministry of Education (MOE) is continuously curious about how well its teachers are doing their tasks.

Additionally, the MOE has very high standards for its instructors in terms of commitment, hard effort, loyalty, patriotism, dedication, and other qualities (Danish et al., 2019). The bulk of research on teachers in Ghana has been on teacher recruitment and retention, without taking into account what teachers are looking for in their line of work (Agu and Okoli, 2021; Mutawakilu and Imoro, 2018). The primary cause of staffing issues in schools is excessive demands brought on by a "revolving door" in which many qualified teachers leave their positions for reasons other than retirement, according to a study by Ingersoll (2001) that focused on low job satisfaction in both public and private schools.

According to Maslach and Leiter (2017), the individual has been the focus of earlier research on job unhappiness and turnover. Ingersoll makes the case that there are qualities and circumstances that have been disregarded or dismissed in earlier study

when looking at the school as an organization. He comes to the conclusion that four things; a lack of administrative support, unruly students, a lack of participation in school-wide decision-making, and low pay, are equally to blame for teachers leaving the profession as well as for them moving across schools.

### **2.3 Factors that Improve Teacher Motivation and Performance**

Even if there are other elements that affect learning outcomes, teaching is the main school-level determinant of school performance. It is crucial to identify efficient methods for empowering and preparing teachers in order to enhance learning results. Many studies have been conducted on what makes a "productive" teacher. However, the focus of policy change to date in most nations has been on improving learning outcomes through better allocation of resources, more accountability, curricular revisions, improved assessment systems, and improved pre- and in-service teacher training. Despite the fact that many of these initiatives had just a little effect, this led legislators and policymakers to give teachers' concerns more priority. There are numerous topics that are shared or similar in the literature on teacher remuneration and motivation in wealthy nations and a considerably smaller amount in low-income developing countries (Crawford and Pugatch, 2020). In particular, it is frequently argued that the position of teachers has significantly fallen in the majority of *Organization of Economic and Cooperation Development (OECD)* nations over the past fifty years, that increasing control and regulation has stifled teacher autonomy and innovation, and that teachers are being pushed to accomplish more with less (Reid, 2020).

### **2.3.1 Teacher engagement with children**

Working with children is the primary factor influencing teachers' job happiness, according to research from OECD nations (Noda, 2020). Therefore, the fundamental motivator for becoming a teacher is the gratifying aspect of the profession itself rather than financial gain. A thorough analysis of the research conducted by Spears et al. (2021) reveals the multitude of variables that affect teacher satisfaction and motivation in the United Kingdom. It was revealed that working with children was the most important factor in determining teachers' job satisfaction, while issues such as work overload, poor pay, and the attitudes of other teachers in the community were the leading causes of teachers' job dissatisfaction. According to their main findings, in order for teachers to feel highly satisfied with their jobs, they need to take an academic approach, exhibit a high level of professionalism, feel like they are making a difference in society, have positive relationships with their colleagues, and spend enough time interacting with children (Sutcher et al., 2019).

### **2.3.2 Intrinsic variables**

True job satisfaction is based on higher order needs, while intrinsic variables are the basis for teacher motivation (Nyam and William-West, 2014). Remuneration payment has not been demonstrated to generally increase teacher motivation in developed nations. Even worse, it has been discovered that giving teachers more extrinsic rewards detracts from their internal drive (Deci et al., 2017). The personal traits of instructors and how they view their jobs as educators also have an impact on their motivational patterns. According to research by (Frank et al., 2021), teacher attrition tends to be positively correlated with intellectual ability and educational achievement and adversely correlated with age. Even while attrition is linked to teachers'

motivation, one cannot assume that these links apply to all teachers. Last but not the least, current study demonstrates that teachers experience occupational loss of motivation more than other professional groups (Lee, 2020).

### **2.3.3 Education reforms**

In Low-Income Developing Countries (LIDCs), it is undeniably true that the majority of national education initiatives and reforms today center on enhancing teacher effectiveness and the working environment as well as advocating for greater school autonomy, all of which can boost teachers' motivation. The difficulty of revamping public education systems in South Asia for instance is so great that more focus is now being placed on promoting parallel educational programs in order to avoid addressing staffing shortages in government institutions (Chudgar et al., 2014; Nawani and Goswami, 2021). In several Sub-Saharan African nations, teachers are being forced to drastically alter their methods of instruction at a time when the majority of them are becoming more and more unmotivated (Haßler et al., 2021). Instructors' already extremely limited degree of self-determination can be made even more confined by top-down policy design and implementation, which has the effect of making many teachers feel as though they are being compelled. There are numerous distinct viewpoints on teacher motivation in Africa and South Asia, the majority of which are country-specific. Concerns about the unacceptably high percentage of unmotivated teachers working for public school systems in many LIDCs, however, appear to be developing as a result of a mix of low morale and job satisfaction, inadequate controls, inadequate incentives, and other punitive actions. According to the 2000 EFA Country Assessment for Pakistan, for example, "political intervention" considerably exacerbates a "colossal problem" poor teacher motivation (Afzaal et al.,

2022). The VSO report on valuing (Kayuni and Tambulasi, 2007) teachers comes to the conclusion that in Malawi, Zambia, and Papua New Guinea, country governments' ability to fulfill internationally agreed aims to expand and improve education is threatened by a potential crisis in the teaching profession (Thomas et al., 2017). The results show that a creative learning environment influences teachers' knowledge creation practices, which is the end variable, and positively encourages instructors to share information and be engaged in their job (Song et al., 2014).

#### **2.3.4 Leadership and decision-making processes**

A study conducted at the public elementary schools in Calabar, Nigeria, found that the head teachers' leadership style and decision-making methodology had a substantial impact on the effectiveness of teachers' work at the selected schools. Additionally, there is a strong correlation in the area between instructors' task performance and head teachers' communication abilities. To boost instructors' motivation for high-quality task performance, appropriate management practices must be implemented (Mbon, 2017). The Lyceum of the Philippines University in Batangas City, the Philippines, carried out research on the contentment of teaching and non-teaching personnel in their jobs. The findings demonstrated that employees at LPU-Batangas were quite satisfied with their occupations in terms of maintenance/hygiene and satisfaction/motivational elements. The degree of job satisfaction among teaching and non-teaching personnel was positively correlated with the motivation and cleanliness factors (Javier & Deligero, 2014).

#### **2.4 Impact of Low-Teacher Motivation on Teacher Behavior and Performance**

There is widespread agreement that low teacher motivation has a detrimental impact on teachers' behavior and performance in a number of ways, including declining

professional conduct norms, subpar professional performance, and significant distortions in how instructors are deployed in space. Time spent on tasks is decreasing, teacher absenteeism is intolerably high, and instructional methods are characterized by little effort and a large reliance on conventional instructor-centered techniques. Less time is being spent on teaching and extracurricular activities by teachers.

#### **2.4.1 Teacher deployment**

Low teacher motivation has a significant negative effect on the placement of teachers in schools in undesirable areas i.e. rural-urban divide. Even in relatively modest national education systems, the placement of teachers is a difficult process. The majority of nations struggle to effectively and efficiently fill teaching posts for a variety of reasons. The main problem is almost always how unattractive rural schools are, especially in more isolated areas. Low teacher motivation has a significant negative effect on the placement of teachers in schools in undesirable areas. In Namibia, the city Windhoek and its surrounding districts had 92% competent instructors, compared to 40% in rural schools in the north. In Uganda, primary school teachers are qualified in two-thirds of urban schools, but only in half of rural ones. In times of violence and the immediate aftermath of conflict, the qualification gap is particularly significant. For instance, in Sierra Leone, the major city of Freetown has 96% qualified teachers, but the war-torn northern provinces have less than 25% (Bennell, 2004; Opoku et al., 2022). The most critical deployment issues have only been partially and consistently addressed, despite the broad acknowledgement of what amounts to a teacher deployment crisis in many LIDCs. Making teachers work in

rural schools' mandatory might have a negative impact on morale and increase turnover.

#### **2.4.2 Teacher retention**

Numerous publications claim that low retention rates in underdeveloped countries are a result of teachers' low job satisfaction (Madigan and Kim, 2021). Again, there is a paucity of information regarding worker retention in many regions of the world, particularly in LMICs. Teacher attrition can be divided into five main categories: school-level departures; transfers between public and private schools; teacher upskilling; and overseas migration. A school's teacher retention rate can be impacted by transfers as well as attrition. Because there are few options for alternative employment, occupational attrition rates are generally low across most countries. This is particularly true for elementary school teachers, who do not have the qualifications and experience that make them highly sought-after in the private sector employment markets.

#### **2.4.3 Teacher absenteeism**

Again, though, the evidence is scant. Indirectly linked to low motivation and opportunistic behavior, teacher absenteeism is particularly challenging to quantify. According to World Bank research, developing nations often have high rates of teacher absence, particularly in Africa and South Asia (Das et al., 2013; Glewwe et al., 2011). However, personal illness, official business, and leave account for the majority of teacher absences. There is widespread evidence that absenteeism is lower in private for-profit schools. Although there is little to no concrete evidence to support this, it is possible that non-state providers, particularly for-profit institutions, do

penalize teachers who miss class for valid reasons. The absence rates of contractual instructors are significantly greater than those of teachers with permanent status, which is one of the most significant findings of the World Bank study.

## **2.5 Monetary and Non-Monetary Motivators**

The current social and economic circumstances are frequently what influence how well a teacher education program performs on the job. Alade and Chinedu (2021) found that teacher job performance determines whether educational activities are successful or unsuccessful. In the course of their work as teacher educators, Mustafa and (Alade and Chinedu, 2021) established that there is a relationship between the motivation of high school teachers and their work performance.

In other words, instructors will perform better at their jobs if they are more motivated. The outcome of teacher educators' labor is the accomplishment of the goals of the colleges of education where they are employed. According to (Adeola et al., 2017) definition of work performance, a teacher's responsibilities during a specific time in the school system are what help the organization achieve its objectives. Many things that are incentives have an impact on teacher educators' job performance, either favorably or unfavorably. Employee engagement and productivity have been significantly impacted by poor incentive programs (Olubusayo et al., 2014). Evidence from other literature presently available indicates that there are numerous kinds, forms, and indicators of incentives for consistent work performance. These incentives include non-monetary ones like feeling like you've accomplished something and receiving recognition for it. According to Emeya and Antiaobong (2016), financial incentive variables include profit-sharing and pension plans, equal pay scales, salary raises, and other similar programs.

In Nigeria, (Igbogi, 2018) looked into the commitment and welfare of teachers in Bayelsa State secondary schools as potential productivity drivers. It was discovered that benefits for teachers increase output. Productivity is influenced by efficient planning, personnel development, favorable financial incentives, and regular promotions. According to (Alade and Chinedu, 2021) analysis of the various incentive categories, financial incentives had no discernible impact on effort, however non-financial incentives significantly reduce the effort of teachers in the secondary schools assessed.

Agbenyegah (2019) asserts that financial incentives promote compliance over risk-taking because most awards are performance-based solely. Employee inventiveness is thus discouraged in the workplace. Non-cash rewards, such as sabbaticals, training, pleasant working conditions, and flexible work schedules, are given to staff members who do exceptionally well.

Herzberg first proposed in 1968 that money is not a motivating element. While higher compensation may spur employees to produce more, according to Herzberg, their effects are fleeting and true motivation comes from other sources, like the opportunity for professional development, the challenge of the work, and more recently, the opportunity to be involved in decision making. Recognition is the act of expressing thanks for a performance level, an achievement, or a contribution toward a goal. It could be informal or formal, public or private. consistently on top of receiving payment (Agbenyegah, 2019). Sharing their accomplishments with others and witnessing others recognize and value them brings people joy. This need is a strong motivator when it is satisfied.

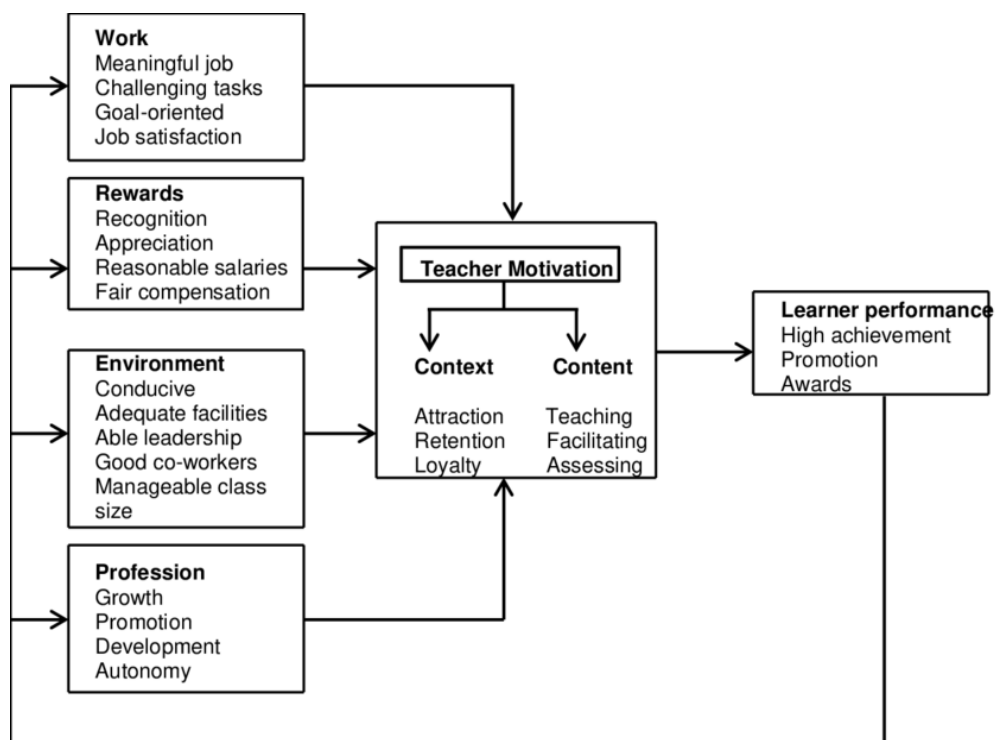
## **2.6 Teacher Motivation and Performance in Ghana**

According to a study on teacher motivation conducted in Ghana by Akuoko et al. (2012), the majority of instructors lack both financial and non-financial incentive. Working with teacher associations like the Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT), the Ghana Education Service Council, acting on behalf of the Government of Ghana, lays out the terms and scheme of service as well as the code of professional conduct for teachers in Ghana. Public school teacher pay are generally determined by seniority, experience, and educational level, unlike the majority of the private sector. In the public sector, teacher unions frequently negotiate pay scales with the Ghana Education Service on behalf of their members. Teachers with more education, experience, or seniority are paid more, whereas beginning teachers earn far less than their most experienced counterparts. Fringe perks are one of the elements that studies think inspire employees. Fringe benefits can be compensated for with money, such as life, health, or disability insurance, or they can be in the form of paid time off, such as paid vacation or sick leave. While it is anticipated that fringe benefits would improve workers' performance, this isn't always the case in Ghana (Dwomoh, 2016). Even while awarding bonuses to employees to improve their performance has traditionally been considered as an employer's discretion rather than a regulatory mandate, numerous studies have shown that they are extremely important and as a result have a favorable impact on employees' performance (Dwomoh, 2016; Pham et al., 2022; Murphy, 2013).

## 2.6 Conceptual Framework

### Introduction

With relation to teachers as employees, this section focuses on the theories surrounding employee motivation. It also addresses the performance and motivation of instructors, with a focus on the variables that affect their motivation.



**Figure 2.1 Researcher's Construct, 2023**

The conceptual framework demonstrates that teachers get motivated by the work's content and by the environment in which they carry out their duties provided their desired requirements related to both aspects are equally satisfied.

The study looks at how much motivation affects senior high school teachers' performance in the Jirapa municipality. Its goal is to get insight into how these employees' performance inside the municipality is influenced by their internal and

external motives. Performance is impacted by extrinsic or intrinsic motivation, which is influenced by factors like as compensation, perks, responsibilities, organizational progression, possibilities for growth, recognition of achievements, working environment, and connections with peers and superiors.

This conceptual framework links to Vroom's Expectancy theory in that learner performance resembles valence as an output of instrumentality, teacher motivation resembles instrumentality as an achieved performance born out of successful coordination of the factors, and the factors on which efforts should be focused resemble expectancy.

The conceptual framework is predicated on the notion that successful teacher incentive strategies ought to improve student performance at rural schools. Good learner performance on the standardized national examination, which serves as a gauge of the work of the teachers, will ultimately result from the teachers' best efforts in terms of facilitation, assessment, and instruction. The degree to which students master the learning objectives serves as a gauge of an instructor's effectiveness.

The ideal teacher performance is defined by students achieving high academic standards, moving up to the next grade, and winning honors. The cyclical nature of good learner performance forces school administrators to continually inspire teachers to help students achieve the same high standards.

The findings of this study ought to make a substantial contribution to the corpus of information on teacher motivation in Ghana Education Service. Furthermore, offered are empirical data that will significantly influence the management decision-making process of the Ghana Education Service. When it comes to keeping an eye on issues

concerning motivation in the Ghanaian education system, policymakers will also profit from highly trustworthy information and guidance.

In summary, teacher motivation plays a critical role in how well teaching and learning processes work. The study demonstrated that motivation theories can be used to instructors' motivation. To motivate instructors, school administrators must provide basic intrinsic and extrinsic requirements related to the workplace. The satisfaction of these requirements in turn spurs educators to improve their performance, as seen by students' success on nationally normed tests. The attainment of desired learning outcomes can serve as a catalyst for school administrators to consistently meet the requirements of their teachers in their job, thereby reviving their enthusiasm and sustaining improved student performance.

## **2.7 Chapter summary**

This chapter offers a thorough literature review on motivation, with a focus on its definition, types, and theories, and how it impacts employee performance.

It highlights the importance of intrinsic motivation by making a distinction between autonomous and managed motivation. To better understand motivation, a number of theories are investigated, including the Existence, Relatedness, and Growth (ERG) Theory, Maslow's Hierarchy of Needs, and Self-Determination Theory (SDT). The chapter emphasizes the importance of motivation in the workplace, particularly in education, where it significantly influences teacher performance. Factors affecting teacher motivation and performance, including competence and motivation factors, are discussed. The chapter concludes by addressing ways to improve teacher motivation and performance, emphasizing the need for teacher support and addressing issues like job satisfaction and attrition.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the methodology utilized to conduct the study. The research design, the target population and sampling strategy, the sample frame and sample size calculation, the data source and data collection tools, and the data analysis method are the sections that make up the chapter's structure.

#### **3.1 Study Area**

Located in Ghana's Upper West Region, Jirapa Municipality is one of five municipalities that make up the region where the study was conducted. There are eleven Municipals/Districts in the region. According to the District Analytical Report of 2017, after being split off from the Lawra District in 1988, it was originally named Jirapa-Lambussie District. In 2007, Lambussie- Karni District was separated, making it Jirapa District. It was elevated to Municipal status in 2018 with Jirapa as the district capital. Its borders are shared with the Lawra Municipal in the west, Lambussie District to the north, Nadowli-Kaleo District in the south and Sissala West District to the east. The area of this municipality spans a total of 1,191 square kilometers, while the population as of 2021, according to the Ghana Statistical Service, was recorded to be 91,279 individuals. 43,021 males (47.1%) and 48,258 females(52.9%) GSS (2021). The population density was also recorded by the same outfit as 76.61/square kilometers and an annual percentage growth rate in population of 0.30% i.e. from 2010 to 2021.

### **3.1.1 Education**

There are four (4) public senior high schools in the municipality. Jirapa Senior High School, Ullo Senior High School, Han Senior High School, and St. Francis Assisi Girls High School are among the institutions. The Roman Catholic missionaries founded St. Francis Assisi Girls' SHS in 1959. In 1994, Jirapa SHS was established for both boys and girls. Both St. Francis Assisi and Jirapa senior high schools are situated in the municipal capital, Jirapa. Ullo and Hain senior high schools were established in 1991 and 2014, and are situated in Ullo and Hain respectively.

The study area also has 179 junior high schools, primary schools and kindergarten combined across the 10 circuits in the municipality. The breakdown is as follows;

Duori circuit, 3 JHS, 6 Primary schools and 7 Kindergarten units.

Gbare circuit, 4 JHS, 7 Primary schools and 7 Kindergarten units.

Hain circuit, 5 JHS, 7 Primary and 7 Kindergarten units.

Jirapa East circuit, 5 JHS, 5 Primary schools and 5 Kindergarten units.

Jirapa West circuit, 6 JHS, 6 Primary schools and 5 Kindergarten units.

Konzokala circuit, 5 JHS, 7 Primary schools and 8 Kindergarten units.

Sabuli circuit, 5 JHS, 7 Primary schools and 9 Kindergarten units.

Sigri circuit, 4 JHS, 6 Primary schools and 7 Kindergarten units.

Ullo circuit, 5 JHS, 7 Primary schools and 9 Kindergarten units.

Tizza circuit, 4 JHS, 4 Primary schools and 6 Kindergarten units.

So, in total, there are 46 junior high schools, 62 Primary schools and 71 kindergarten units.

### **3.2 Research Philosophy**

For the purpose of properly responding to the research topic, a combination of objective and subjective knowledge is required. The study will use a mixed-method approach, combining quantitative and qualitative techniques, to accomplish this. By doing this, the study hopes to present a thorough comprehension of the research topic and suitable solutions.

This particular investigation is rooted in the pragmatic perspective on the world. This research philosophy, which informs the combination of multiple research methods, asserts that the world cannot be fully comprehended through a single dimension owing to its lack of absolute unity (Coates, 2021). Consequently, pragmatists propose that both objective and subjective knowledge and meanings should be taken into account when studying the world's events, incidents, and trends (Kwanya, 2022). Pragmatists contend that, in order to properly handle a research issue, the best research method depends on the nature of the issue and question (Mulisa, 2022). Therefore, pragmatism demands that researchers use several research approaches and data sources to produce appropriate responses when faced with a difficult research problem or subject.

### **3.3 Research Strategy**

According to Saunders et al. (2007), the research strategy is the method used to challenge the study objectives (Saunders et al., 2007) and the three well-known approaches include mixed methods, quantitative and qualitative research methodologies. It's critical to understand that the investigation's goals influence the choice of research methodology. The study's mixed methods technique is used by the researcher since it adheres to the research philosophy and significantly aids in

achieving the study's goals. For example, a qualitative research approach explores an individual's understanding and insights regarding their interpretation of events. Using quantitative methods to characterize study difficulties, such as descriptive and inferential statistics, is known as quantitative research methodology (Creswell, 2014). With this strategy, the study can collect and analyze data quantitatively in order to meet its goals. It is therefore perfect for examining the magnitude and intensity of correlations as well as the impact or influence of one variable on another. To provide a thorough grasp of the study problem, the mixed research strategy integrates the advantages of both qualitative and quantitative research approaches. The study employs a more quantitative approach, as it facilitates the collecting of substantial numerical data that can be analyzed through statistical techniques to derive conclusions about the population that can be applied to a larger sample.

This is particularly useful when the researcher aims to make predictions or generalize findings beyond the specific context of the study. Quantitative methods can provide statistical evidence to support or refute hypotheses, offering a level of objectivity and reliability that can be beneficial in many research contexts.

For the study, the concurrent mixed strategy is used by the researcher. Using this method, the researcher collects data in both quantitative and qualitative forms at the same time, in the same stage of the investigation. Following data collection, the researcher analyzed the quantitative data and the qualitative data at the same time. The findings from the qualitative and quantitative viewpoints are integrated allowing for a richer knowledge of the research topic.

While qualitative data offer rich, in-depth insights into individuals' experiences, attitudes, and behaviors, quantitative data offer numerical insights and statistical

trends. By using a concurrent technique, the researcher can improve the validity and reliability of the research conclusions by triangulating findings from several data sources. Cross-validating result from various techniques is known as triangulation, and it is used to make sure that the results are reliable.

By corroborating findings across quantitative and qualitative data, researcher can increase the credibility of their interpretations and conclusions. Also by utilizing the advantages of both quantitative and qualitative methodologies, the concurrent approach allows the researcher to accommodate the complexity of a research issue and explore different aspects of it. A mixed methods strategy that incorporates different methods improves the overall rigor of the research. Through the process of mitigating the inherent limits of each approach, the researcher can enhance the validity, reliability, and generalizability of their conclusions.

### **3.4 Study Population**

Bryman and Bell (2011) define population as the set of units from which a sample is to be drawn. In other words, all components, people, or units that satisfy the requirements for a group being investigated and from which a representative sample is drawn for in-depth analysis (Bryman, 2011).

The teaching staffs of the four public senior high schools in the Jirapa municipality Jirapa Senior High School, St. Francis Girls Senior High School, Ullo Senior High School, and Han Community Day School as well as the Jirapa Municipal Education Office staff were the study's targeted population. 52 officers from the municipal education assembly and 263 teachers from the four senior high schools made up the study population. 85 of the 263 SHS instructors are employed by St. Francis Assisi

Girls' School, 84 by Jirapa Senior High School, 75 by Ullo Senior High School and 19 by Han Community Day Senior High School.

### **3.5 Sampling Techniques and Sample size**

#### **3.5.1 Sample frame**

A sample frame, according to Bryman and Bell (2011), is an assemblage of all the population units from which the sample is taken (Bryman, 2011). The research purpose guided the selection of the study's sample frame.

Teachers of senior high schools and staff of education officers at the Municipal education office were considered. Again, teachers with diplomas, degrees, and master's certificates were considered an integral part of the sample population.

#### **3.5.2 Sample size determination**

The researcher used the Yamane's formula (1967) to get his same size of respondents for the quantitative aspect of the study.

A straightforward technique for figuring out the sample size in a research project is the Yamane formula, which was put forth by Yamane in 1967. This method works especially well for survey sampling. When there is a sizable population and the researcher wishes to choose a representative sample without surveying the full community, they frequently utilize this formula. It's crucial to remember that the Yamane formula is predicated on a straightforward random sampling method in which every member of the population has an equal probability of being chosen. Additionally, this formula does not take into account factors such as stratification or clustering, which may be necessary in more complex sampling designs.

Researchers should take into account additional aspects, such as the intended degree of confidence, demographic variability, and the study objectives, when establishing the sample size for their study, even if the Yamane formula offers a quick and simple method of doing so. Yamane (1967) established the final sample size for the study using his technique for calculating sample size.

Formula for sample size calculation: 
$$n = \frac{N}{1 + N (a)^2}$$

Where:

n = sample size,

N= population universe

a= margin of error was allowed.

The formula adopted a confidence interval of 95% and a margin of error of 5%. The sample size is calculated as follows:

**Sample of teaching personnel:**

The analysis indicates that there are 263 total teaching personnel spread across the district's four senior high schools.

Thus, N=263, a=5%. Putting these into the formula,

$$n = \frac{263}{(1+263(0.05^2))} \implies \frac{263}{1 + 0.6575} = 158 \text{ teachers}$$

Sample of Municipal Education Office Staff:

$$n = \frac{52}{(1+52(0.05^2))} \implies \frac{52}{1 + 0.13} = 46 \text{ officers}$$

**Purposive sampling:**

Expert-purposive sampling technique was used to come out with 9 management staff as participants for the qualitative data. These people were selected due to the expert knowledge they have on the topic under study.

The total sample size of 213 comprised 158 teaching staff, 46 municipal education office staff and 9 management staff from the four senior high schools were selected.

The breakdown is found in the table below.

**Table 3.1 Distribution of Respondents/participants for Questionnaires and Interviews.**

<b>Respondents/participants</b>	<b>Sampled Respondents/participants</b>
<hr/>	
Teaching Staff	
St. Francis of Assisi	51
Jirapa SHS	51
Ullo	45
Hain	11
Total	158
Municipal Education Staff	46
Management members for interviews	9
<b>Total</b>	<b>213</b>

---

### **3.5.3 Techniques for Sampling**

The process of selecting units from an interested population for the purpose of drawing conclusions that may be fairly extrapolated to the population from which the sample was drawn is known as sampling (Trochim, 2006). The Jirapa Education Office staff of the Jirapa Education Directorate and the teaching personnel of the four senior high schools in the Jirapa municipality comprised the population. There were 263 teachers on staff, and there were 52 education officers.

Through the use of simple random and purposive sampling approaches, respectively, a representative sample size was produced from the population of education officers and teachers. Every teacher in the senior high school had an equal chance of being chosen for the study because of the simple random sampling method used to choose the personnel.

Also, the Expert-purposive sampling technique used in selecting staff of the municipal education officers and the management of the selected institutions was due to the fact that, the purposive sampling technique facilitates the selection of respondents with special knowledge about the topic under study (Popay et al., 2006). And since these officers and management members had special knowledge on topic being studied, they were selected.

## **3.6 Methods/Techniques and Tools of Data Collection**

### **3.6.1 Research instrument**

#### **3.6.1.1 Questionnaires**

The primary research tool employed to gather data for the investigation was a closed-ended survey. The use of a standardized set or list of questions that are distributed to

individuals or groups as part of a survey is known as a questionnaire (Trochim, 2006). The outcome of a questionnaire is systematically compared and analysed. There are many benefits to using a questionnaire, including the ability to contact a large number of respondents, lower expenses than interviewing, less interviewer bias, and others. Its shortcomings include poor response rates, problems with clarity, potential problems with language and literacy. The questionnaire employed in this study was created electronically in google form format and linked to an excel sheet. It was categorized into four sections.

The first stage involved requesting the participants' agreement to participate in the study as well as their sociodemographic data. The second part focused on the topics that the respondents were satisfied or dissatisfied with in relation to the education sector. The factors that influence workers' performance were looked at in the third phase, and the final component investigated the opinions and thoughts of respondents about how motivation affects output.

### **3.6.1.2 Interview guides**

An interview guide is a tool used in research to help focus and organize the line of thinking and questioning during an interview.

Kahn and Cannell (1957) provided a comprehensive definition for the term interview, which is defined as a purposeful conversation between two or more individuals. There are three types of interviews: structured, semi-structured, and unstructured interviews, each with its unique characteristics. According to Saunders et al. (2007), interviews offer numerous advantages, including the ability for the interviewer to focus on questioning and listening, the provision of precise and impartial records, and the opportunity to use direct quotes. However, interviews are also associated with some

drawbacks, such as being costly and time-consuming, as well as biased perspectives from both the interviewer and interviewee. In summary, interviews are an essential tool for researchers, providing a platform for the exchange of information and insights, but researchers must also be aware of the limitations of the interview method and take steps to minimize potential biases. All things considered, the interview guide was painstakingly crafted to collect copious amounts of information regarding the elements that propel and inspire worker productivity in the educational field.

The interview protocol comprised five distinct sections. The initial sought for the socio-demographics of the respondents. The ensuing section was devoted to eliciting the respondents' views concerning the factors that drive motivation among employees in the education sector. The questions posed in this section were designed to explore the key dimensions of motivation factors that have been identified in the literature. Inquiring about the elements that impact teachers' job contentment or discontent in the municipality was the goal of the third segment of the interview guide. Information regarding the variables influencing employee success was the focus of the interview guide's fourth part. The final portion of the interview guide was devoted to finding out what the respondents thought about how motivation affected worker performance. The interview guide and questionnaire are given in the appendix.

### **3.6.2 Data collection procedure**

Before the study started, the department of education at Simon Diedong Dombo University of Business and Integrated Development Studies (SDD-UBIDS) sent out an introductory letter outlining the purpose of the study to the head teachers of the four senior high schools in the district as well as other stakeholders in the education sector. Following authorization, knowledgeable and prepared assistants from each

senior high school assisted with the distribution and retrieval of the surveys. These individuals had received considerable training on how to administer the questions. Each of the four assistants possesses a second-degree certification from SDD-UBIDS, the University of Ghana, or the University of Cape Coast. As part of their masters training, the assistants have executed various research-related tasks in their respective schools and consequently possess sufficient expertise concerning data collection. The assistants were hired due to the obstacles encountered in gathering data on schedule and the necessity to provide further clarifications to participants who encountered difficulties comprehending certain statements in the survey, notwithstanding the efforts made to ensure that they were self-explanatory. Their expertise, know-how, and experience guaranteed that the study data was accurate, consistent, and reliable and were critical to the process's successful conclusion. Because of the challenges in persuading respondents to take part in the exercise, the data collection process took place over the course of a month. The experiment was fraught with difficulties despite the hard work that went into it, such as the difficult assignment of assigning participants, certain individuals' reluctance to participate, and lateness in filling out the questionnaires. However, every effort was made to address the main problems in order to gather a sufficient quantity of data for analysis and result generalization.

### **3.7 Analysis of Data**

The information obtained from the exercise was put through a rigorous review procedure to ensure that any errors that could have come from incomplete or inaccurately submitted questionnaires were eliminated or reduced to a minimum. Following error-free verification, the data was carefully coded and updated to make sure no values were missing. After that, the data was processed using the Statistical Package for Social Sciences (SPSS) (v.22) program after being exported from Excel.

Quantitative data were then analyzed. Quantitative data analysis according to Saunder et al., (2007) employs tables or diagrams in representing frequencies and indices to enhance variable comparisons through establishing statistical relationship with statistical modelling (Saunders et al., 2007). The outcomes of analysis were displayed in tables and percentages to represent the views of study participants. Furthermore, the processed data was scrutinized using both descriptive and inferential statistical tools to obtain a comprehensive analysis. The descriptive statistical techniques utilized in the study included frequencies, percentages, means, and standard deviations, while the inferential statistical tool employed was Pearson's correlation, thus allowing for the assessment of the relationships between variables.

### **3.8 Ethical Considerations**

Ethical considerations are of utmost importance in research and are defined as the principles that guide researchers to distinguish between right and wrong. These considerations are crucial in determining the acceptable and unacceptable behaviors in research (Creswell, 2021). As suggested by Newhart and Patten (2023), a number of ethical considerations, such as informed consent, the right to privacy, anonymity, and information confidentiality, must be made throughout the research process. Therefore, in order to ensure that their research is carried out in a morally responsible manner, researchers must maintain vigilance and uphold ethical norms throughout their study. As a result, the following ethics were taken into account when conducting this study. Before beginning data collection, the researcher obtained a letter of authorization from the Jirapa Municipal Education Office to get access to the numerous educational institutions that were the subject of the study. Validity and dependability were noted, and particular research topics were addressed.

Also, the research considered voluntary participation and consent of the respondents. No participant was coerced at any point in the study to participate. Finally, the research was conducted with confidentiality guaranteed, and respondents' identities were kept hidden. According to Grinyer (2002), respondents' anonymity and the confidentiality of the data they provide for study must be respected.

### **3.9 Chapter summary**

The chapter outlines the research methodology, beginning with an introduction to its structure and key components. The study is conducted in the Jirapa Municipal District in Ghana's Upper West Region. A descriptive survey design is chosen, involving the use of questionnaires and interviews for data collection, with SPSS for data analysis. The strategy selected is quantitative research. Data sources include self-reported information on teacher motivation and performance. Sampling techniques include simple random and purposive sampling, targeting teaching staff and education officers as the study population. The data collection procedure involves authorization, training of data collection assistants, and ethical considerations.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

The information about the motivation and effectiveness of senior high school instructors that was collected from participants in Jirapa Municipality is reported in this chapter. Both a quantitative and a qualitative analysis comprise the two sections of this chapter. Commencing with the former, the chapter expounds on the statistical data and the discoveries gleaned from it. Subsequently, the latter endeavors to establish the elements that inspire teachers in the Jirapa Municipal Education Directorate. Thereafter, a scrutiny of the factors that either satisfy or dissatisfy senior high school teachers follow. The chapter is concluded with a discussion of the findings derived from the quantitative and qualitative studies. The study's goals and the respondents' backgrounds are taken into consideration when analyzing the data.

##### **4.1.1 Background Information of Respondents**

The present study aims to investigate the motivation and performance of teachers employed in public senior high schools in Jirapa Municipality, in Ghana's Upper West Region. Understanding the research participants in-depth is necessary to thoroughly analyze the complex relationship between these teachers' motivation and performance, as they are central to this academic examination. There were 213 study participants recruited into the study who encompass a diverse group of educators who work in various public senior high schools and in the education directorate within the Jirapa Municipality. Out of this number, 204 constituted the quantitative study in which questionnaires were issued. Nine (9) of the remaining participants constituted

the qualitative data in which interviews were granted to senior education officers at the municipal education directorate.

#### ***4.1.1.1 Socio-demographics characteristics of the respondents***

The majority of teachers were within 30 to 40 years' age group 111(54.4%), followed by 79(38.7%) in the 41 to 50 years' category, with about 5.4% and 1.5% of the participants under 30 years and above 50 years respectively. Male teacher participation was dominant (73.5%) among the study populace compared to their female counterparts (26.5%). Less than 5% of survey participants are residents of Han, with the majority (62.7%) living in Jirapa and Ullo (29.4%). Regarding educational achievement, the majority of respondents (83.3%) held bachelor's degrees, whereas a noteworthy portion (16.2%) held master's degrees. In terms of professional experience, a sizable portion of instructors (54.9%) had worked for ten years or longer, whereas smaller portions (9.8%) had worked for three to six years. Table 4.1 below contains the relevant details.

**Table 4.1: Socio-demographics characteristics of the respondents**

Variable	Number of Participants'	Percentage (%)
Age in years		
<30	11	5.4
30-39	111	54.4
41-49	79	38.7
≥50	3	1.5
Gender		
Male	150	73.5
Female	54	26.5
Level of Education		
Master's Degree	33	16.2
Bachelor's Degree	170	83.3
Diploma	1	0.5
Place of Residence		
Jirapa	128	62.7
Ullo	60	29.4
Han	7	3.4
Others	9	4.4

---

Number of years in service		
0-3	20	9.8
4-6	37	18.1
7-9	35	17.2
≥10	112	54.9
Current Rank in GES		
Assistant Director I	53	26
Assistant Director II	68	33.3
Deputy Director	11	5.4
Principal Supt.	72	35.3

---

**Source: Field Survey, 2023**

The descriptive statistics reveal vital aspects of the demographic and professional composition of the 9 education officers in the Jirapa Municipality of Ghana's Upper West Region who were interviewed. Most (66.7%) of the officers interviewed are within 41 to 50 years age category, with 22.2% above age 50 years. In terms of educational attainment, again 77.8% of the education officers interviewed hold Master's degrees, while 22.2% possess Bachelor's degrees, with no participant's qualification below bachelor's degree. All participants have ten or more years of professional experience. Regarding professional rank, 77.8% have Assistant Director I qualifications, while 11.1% are Assistant Director II and Deputy Directors respectively. These findings offer a comprehensive snapshot of the diverse

characteristics comprising the teacher population, providing valuable context for the subsequent investigation into motivation and performance within this educational context. Find details in Table 4.2 below.

**Table 4.2 Socio-demographics of Qualitative Data**

Variable	Number of participants	Percentage (%)
<b>Age in years</b>		
<30	0	0.0
30-39	1	11.1
40-49	6	66.7
≥50	2	22.2
<b>Education level</b>		
Master's Degree	7	77.8
Bachelor's Degree	2	22.2
Diploma certificate	0	0.0
<b>Number of Years in service</b>		
<10 years	0	0.0
≥10 years	9	100
<b>Current Rank in GES</b>		
Assistant Director I	7	77.8
Assistant Director II	1	11.1
Deputy Director	1	11.1
Principal Supt.	0	0.0

**Source: Survey, 2023**

## **4.2 Presentation and Analysis of Data**

### **Objective One: To identify factors that motivates senior high school teachers in the Jirapa Municipality.**

The data analysis done here was in response to objective one of the study stated above.

### **4.3 Factors that motivate teachers in the Jirapa Municipality**

The participants were asked to clarify how each motivational factor encourages the workforce in the teaching sector and to indicate whether they agreed or disagreed with the list of criteria. Based on the participant responses displayed in Fig. 4.2 and Table 4.4 below, 56.4% of respondents, with a mean score of  $3.25 \pm 0.78$ , concur that their work influences their level of motivation as teachers. This was higher compared to the number that “strongly agree” to this assertion, thus indicating a generally positive sentiment toward the nature of their work. This aligns with Brian (2013) proposition that proficient establishments continually strive to align the nature of work with workers’ dispositions, rendering tasks as engrossing and gratifying as feasible. An employee's affection for their work serves as a motivating factor, leading to enhanced performance. Hence, rebranding the teachers’ nature of work in the municipality will position them in giving out their best in the service. In a same vein, the majority of respondents said that opportunities for advancement within the Ghana Education Service will inspire municipal teachers and have an impact on how well they complete tasks (Kwanya, 2022). This was demonstrated by 38.7% and 52% of study participants who “Strongly Agree” and “Agree” respectively, as against less than 10% who were “uncertain”, “disagree” and “strongly disagree” to the role promotion opportunities play in teacher motivation (Fig 4.2). This is an indication of a

predominant believe in available growth prospects. Therefore, it follows that the GES may enhance employee motivation by utilizing promotions as a primary tool. This also constitutes a compelling factor that drives motivation and should be implemented according to schedule in order to satisfy Vroom's expectancy theory. According to this theory, an employee is inclined to apply a high level of effort when he or she perceives that such efforts will result in a favorable performance evaluation followed by organizational rewards, such as promotion, which ultimately fulfill personal objectives (Ernst, 2014). Furthermore, 42.6% and 49.5% “Strongly agree” and “Agree” respectively that teacher advancement opportunities impact them positively in their execution of duties as educators. However, 3.4%, 2.5% and 2.0% of participants “Disagree”, “Strongly disagree” and “Uncertain” that opportunities for advancement in the service have a positive impact in service delivery (Fig.4.2). Through the interview, beyond promotion, teachers are motivated by the opportunity for personal and professional growth. This could include access to training and development programs, opportunities to learn new teaching strategies or technologies, and avenues for expanding their expertise in specific subject areas or pedagogical approaches. This showed that there is agreement between the quantitative data and the qualitative data. Blount and Leinwand (2019) stated that people are more comfortable and motivated in their role when they are given the needed recognition. This motivates such employees to remain relevant, engage in new trends of knowledge acquisition and invest in themselves to be better in their roles. Hence, the desire for most teachers in the municipality to have opportunities for advancement is an indication of their desire to accomplish higher-level needs as in the Maslow’s hierarchy of needs (Shafiwu and Salakpi, 2013). More so, 68.1% “Agree” and 22.5% “Strongly agree” that the level of teacher motivation appreciates when given a sense of responsibility in the service

suggesting differing perspectives. An insignificant number of respondents (<5%) believed this has no effect on teacher motivation. Through the interview, this was one of the responses; *'I feel motivated when I am entrusted with meaningful responsibilities within my role, such as leading curriculum development initiatives, mentoring new teachers, or participating in decision-making processes within my school or district'* This demonstrated that the qualitative and quantitative results are in agreement. Nonetheless, this is consistent with the motivation hygiene theory of Frederick Herzberg (1968), which postulates that giving workers a sense of responsibility at work motivates them (Datnow, 2020). When asked to rate how much receiving recognized for their work motivates them, the participants answered "Agreed" and "Strongly agreed" (58.8% and 23%, respectively) when asked how much it motivates them. This is seen in Fig. 4.2. In contrast, 8.3% and 7.8% of participants were uncertain and disagree respectively that their motivation stems solely from the recognition of their work. It is however imperative that appreciating and giving feedback to teachers at work is effective in motivating them, as studies show that appreciation leads to higher engagement and better organizational behavior (Gauglitz, 2019). The responses of participants align with White (2016) assertion that positive feedback is crucial for improving performance, and starting with negative feedback can lead to the highest improvement. Various tools like the Motivating by Appreciation Inventory and Appreciation at Work Training have been developed to help organizations appreciate their employees (White, 2017). Again, the degree of agreement of respondents to this variable further confirms Shonubi et al. (2016) postulations that recognizing and appreciating employee contributions leads to increased engagement, less staff turnover, higher teacher satisfaction, and a sense of

purpose within the organization. Hence, fair and timely recognition and appreciation are crucial for effective motivation and job satisfaction among teachers.

Similarly, several studies have identified salary as a motivating factor for employee performance. In this study finding, while a majority (73%) expressed a strong agreement with salary as a motivational factor, a noteworthy of 6.4% “Strongly disagreeing” with this. Nonetheless, it suggests that most teachers in the municipality are not happy with their salaries which maybe affecting their performance, and hence the need for improvement in this area. Despite being an extrinsic motivator, income is nevertheless a major factor in instructors' total motivation, according to the interview. While low pay or pay discrepancies may cause discontent and demotivation, fair and competitive remuneration can aid in luring and keeping exceptional educators. This demonstrates that the quantitative and qualitative data are correlated. This result, however, is consistent with research by Darman (2020) and Idrees et al. (2015), who found that employee performance, work motivation, and salary are positively correlated. This relationship is especially evident in the educational sector, where salary is more strongly correlated with job performance than motivation and training.

Working conditions seemed to be a paramount factor of motivation to teachers in the municipality. This is seen in the responses of participants on whether condition of work influences their inputs as teachers. About 58.3% “Strongly Agreeing” to this call. And though about (6.9%) respondents “Strongly Disagree” with their working conditions as a source of motivation, it is evident that an improvement in the condition of service will impact positively their job commitment and delivery. Through the interview, teachers said Positive working conditions, including well-equipped classrooms, manageable class sizes, sufficient resources and support staff,

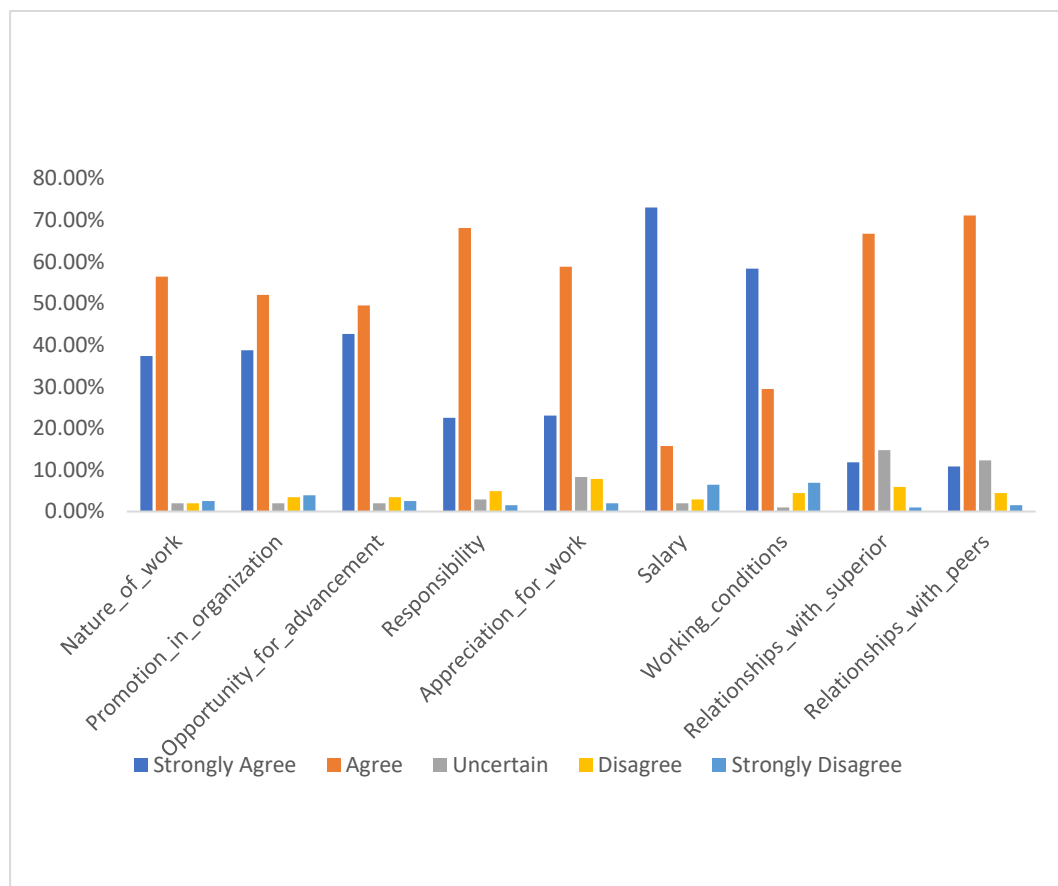
and a safe and supportive school environment, can contribute to teacher motivation by reducing stress and enabling teachers to focus on their teaching and students' needs. This further demonstrates the relationship between the qualitative and quantitative data. The answers provided by the participants regarding their working conditions agree with the conclusions of (Mulianga et al., 2022). These data show that employee performance is directly impacted by wages, education, work-life balance, equal pay, and uniformity in designations.

Nonetheless, the views of teachers on work condition contrast what has been found in South Africa by (Adanlawo and Nkomo, 2023) which reported that work conditions do not influence employee performance and that workers can put in their maximum even in poor or unsatisfactory conditions.

Head teachers, principals, senior education officers, and even directors of education are examples of higher authority with whom teachers may have affiliations that influence their performance and job happiness. In this study, it was found that greater number of participants (66.7%) “Agree” that good relationship with superiors will influence their commitment to work as against a sizeable 14.7% who express uncertainty (Fig.3). Through the interview, the quality of relationships with school leaders, such as principals and department heads, can impact teacher motivation. Supportive, collaborative, and respectful interactions can foster a sense of trust and empowerment, while poor communication, micromanagement, or lack of support may undermine morale and motivation. This illustrates how the qualitative and quantitative data are consistent with one another. This confirms the results of studies by Thuku et al. (2018) and Lay (2020), which found that favorable working relationships between superiors and subordinates boost job satisfaction, which encourages responsibility and involvement in achieving career goals. In general, a favorable association with

superiors has the potential to inspire educators in their profession through the establishment of a propitious work atmosphere and the provision of assistance and acknowledgment for their endeavors.

The motivation of educators in their profession is subject to various factors. Of notable significance in stimulating teachers is the correlation between teachers and their peers. From Fig.2, the responses from the study participants indicate that 71.1% were in agreement that relating positively and having a good relationship with peers serves as a motivation. About 12.3% were however uncertain about the impact of the variable under measure. This was synonymous to what has been reported by Denmar and Marmoah (2017) in their study.



**Figure 4.1. Level of agreement with motivation factors**

Table 4.1 below further clarifies the information above. Here the 5-point Likert scale were allocated scores 0, 1, 2, 3, 4 and 5 for “Uncertain”, “Strongly Disagree”, “Disagree”, “Agree” and “Strongly Agree” respectively. The mean and standard deviation of the scores were calculated for each motivational variable as represented in the table 4.4. The factors exhibiting the most elevated mean value demonstrate the most elevated motivation indicator, whereas those that exhibit the lowest mean value indicate the lowest teacher motivation indicator. Thus, it is clear from the table below that, in the selected schools, teachers' salaries are the primary factor influencing their motivation. The average participant strongly agreed that money acts as an employee's motivation, as indicated by the factor's mean score of 3.51, with a standard deviation of 0.96. Furthermore, the survey participants agreed to varied degrees with the other elements depicted, with the results showing that working circumstances ( $3.37 \pm 0.92$ ) are the second most significant factor that encourages instructors to perform their jobs. This is followed successively by opportunity for advancement ( $3.28 \pm 0.81$ ), nature of work ( $3.25 \pm 0.78$ ), promotion in organization ( $3.22 \pm 0.84$ ), appreciation for work ( $2.86 \pm 1.06$ ), relationship with peers ( $2.67 \pm 1.10$ ) and then relationship with superior ( $2.60 \pm 1.18$ ) being the least indicator considered to motivate teachers in the Municipality.

**Table 4.3: Mean and Standard Deviations of Motivation Indicators**

<b>Motivational Factor</b>	<b>Mean</b>	<b>SD</b>
Nature of work	3.25	.78
Promotion in organization	3.22	.84
Opportunity for advancement	3.28	.81
Responsibility	3.06	.77
Appreciation for work	2.86	1.06
Salary	3.51	.96
Working conditions	3.37	.92
Relationships with superior	2.60	1.18
Relationships with peers	2.67	1.10

**Source: field survey 2023.**

**Objective Two: To examine the extent and reasons of poor teacher motivation in the Jirapa Municipality.**

#### **4.3.1 Teachers' perspective of poor teacher motivation in the Jirapa Municipality**

**Again, here, analysis done was in response to second research objective.**

Most of the respondents, 36.3% and 27.4% indicated that low salaries of teachers and lack of recognition and respect for the teaching profession respectively are the leading factors that contributes to low teacher motivation in the municipality. Through the interview, teachers feel undervalued and demotivated if they perceive their salaries as inadequate compared to the demands of their profession or the cost of living. Low salaries also affect morale and job satisfaction, leading to feelings of resentment or disillusionment. Thus, also shows that agreement between the quantitative data and

the qualitative data in the study. Also, a significant number (10.8%) of respondents hold the view that insufficient accountability in the GES contributes to demotivation of teachers as well. Teachers through the interview expressed frustration with a lack of clear expectations or accountability mechanisms within the educational system. They feel that there is ambiguity in performance evaluation criteria or that their efforts are not adequately recognized or rewarded. Thus, this shows a relationship between the quantitative data and the qualitative data on insufficient accountability as a factor for the poor motivation teachers.

On political interference, 13 out of the total responses cited political interference as a factor contributing to poor teacher motivation, accounting for approximately 6.4% of the total responses. Through the interview, teachers perceive political interference in educational policies, curriculum development, or school administration as demotivating. *‘Some of the decisions that are taken are largely for political reasons rather than educational needs, and that brings about frustration and powerlessness’*

This also shows an agreement between the qualitative data and the quantitative data.

On the side of job insecurity, 6 responses mentioned job insecurity as a factor, representing around 2.9% of the total responses. Therefore, teachers also express concerns about job stability, especially in contexts where there are frequent changes in educational policies or budget cuts leading to layoffs. Job insecurity creates anxiety and undermines motivation, as teachers may worry about their future employment prospects. Thus, this also shows that there is correlation between the qualitative data and the quantitative data.

On poor working conditions, 15 respondents, comprising roughly 7.4% of the total responses indicated that poor working condition is a factor that causes poor motivation. Through the interview, teachers highlight issues such as overcrowded

classrooms, lack of resources, or inadequate facilities as factors contributing to poor working conditions. These conditions impact their ability to effectively teach and engage students, leading to frustration and burnout. This also shows that there is agreement between the quantitative data and the qualitative data.

On the issue of inadequate management support, 12 respondents identified inadequate management support as a factor, representing approximately 5.9% of the total responses. Through the interview, one teacher said this, *‘I am so very much dissatisfied with the level of support I receive from school administrators or educational leaders’* This included insufficient professional development opportunities, lack of feedback or guidance, or ineffective communication channels, which can hinder their ability to perform effectively. Thus, this also shows the agreement between the quantitative data and the qualitative data.

Lack of recognition and support, the most frequently mentioned factor was the lack of recognition and support, with 56 respondents highlighting this issue. This represents the largest proportion of responses at approximately 27.4% of the total. Through the interview, *‘I feel unappreciated when my efforts and contributions are not acknowledged or valued by colleagues, administrators, or the wider community’*

*I hope you are aware lack of recognition can erode morale and motivation!*

Teachers may feel that their hard works go unnoticed or unacknowledged. Thus, this also shows the agreement between the quantitative data and the qualitative data.

Finally, lack of professional development was mentioned by six respondents, making up around 2.9% of the total responses. Through the interview, participants express frustration with the limited availability of professional development opportunities within their school or district, citing a lack of funding, time, or administrative support

as barriers to accessing relevant training programs. Some teachers highlight the disconnect between offered professional development activities and their actual teaching needs or interests, emphasizing the importance of personalized, job-embedded learning experiences. Thus, this also shows the agreement between the quantitative data and the qualitative data.

Thus, the data suggests that addressing issues related to recognition and support may be crucial in improving teacher motivation, although other factors should also be taken into consideration.

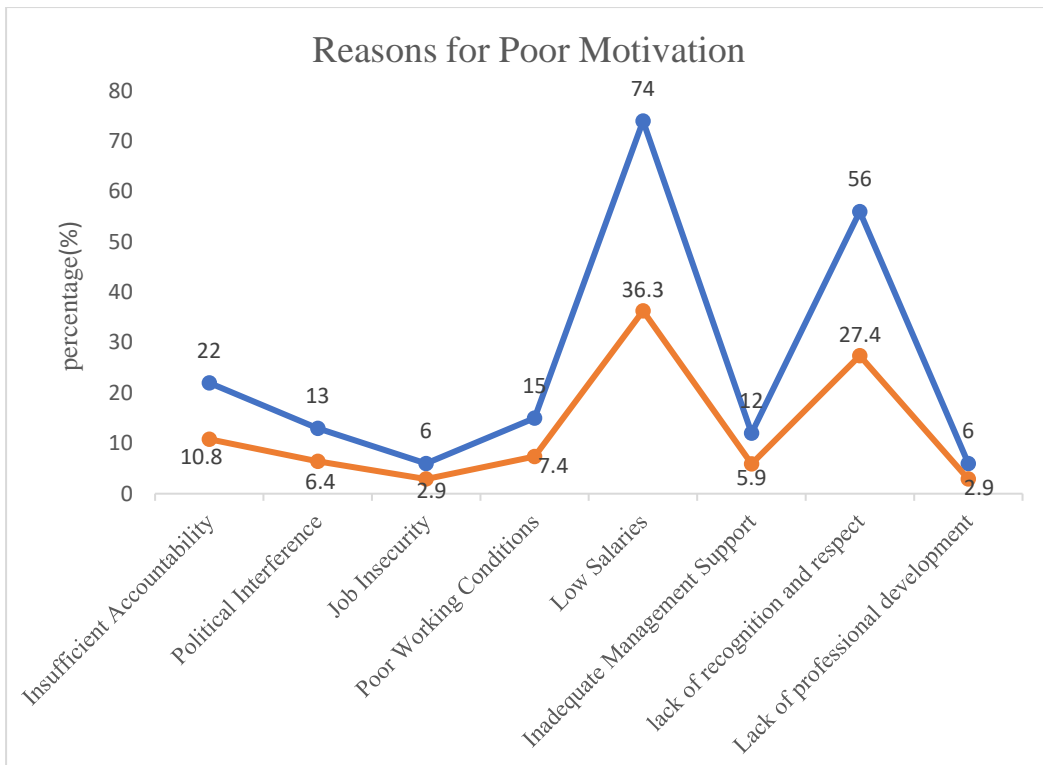
Details of responses are presented in table 4.4 and fig. 4.1 below.

**Table 4.4 Factors Associated with Poor Teacher Motivation**

Poor motivation variables	Number (n)	Percentage (%)
Insufficient accountability	22	10.8
Political interference	13	6.4
Job insecurity	6	2.9
Poor salaries	74	36.3
Poor working conditions	15	7.4
Inadequate management support	12	5.9
Lack of recognition and support	56	27.4
Lack of professional development	6	2.9

**Source: Field data, 2023.**

From the results of the responses gathered, it is imperative to deduce that motivation among senior high school teachers in the Jirapa Municipality is chronically low. This is synonymous to report by (Bennell and Akyeampong, 2007) on teacher motivation in the Sub-Saharan Region and Asia who stated that motivation among teachers is very low in Ghana and in Zambia. As such, it can be argued that the evidence on motivation trends is inconclusive as respondents in various parts of the world generally hold similar opinions but arrive at different conclusions regarding the overall effect on teacher motivation. Nevertheless, teachers in the schools under this study have expressed growing demotivation in the Municipality. Also, many teachers in this study were concerned of the increase lack of recognition and respect for the profession they have chosen by the society in which they serve. This has been supported by (Obanya, 1995) who stated that teachers were highly recognized and respected in African societies until the recent transformation in society. Furthermore, study respondents stated the lack of accountability as a factor that demotivates teachers. This could be due to most teachers in the Jirapa Municipal Assembly not heeding to the needs of students and parents. (Bennell and Akyeampong, 2007) added that the level of accountability teachers have towards students, parents, and managerial authorities significantly influences their motivation, and a lack of accountability can result in demotivation among teachers. Another study elsewhere reported that insufficient accountability can potentially erode the motivation of teachers as it induces ambiguity, diminishes acknowledgment, and cultivates a perception of inequity within the professional milieu (Hwa, 2022).



**Figure 4.2. Factors that results in poor motivation among teachers**

#### **4.3.2 Determinants of teachers’ performance**

**Objective three: To identify the determinants of performance of senior high school teachers in the Jirapa Municipal Education Directorate.**

The research objective three was also addressed in the analysis below.

The following analysis presents teachers’ perspectives on determinants influencing employee performance within the education sector, based on responses gathered from study participants. The data is thoughtfully visualized in a bar chart, offering a comprehensive view of teachers’ levels of agreement or disagreement with various determinants.

From figure 4.2 below, the majority of teachers (98.5%) cumulatively are in agreement that the level of a teachers’ qualification is a substantial determinant of

performance. Similarly, teachers' work experience (98.1%) is highly regarded as a contributing factor to teacher's ability to deliver or perform excellently in the discharge of their duties. Through the interview, teachers express how their qualifications contribute to their confidence in the classroom. They may feel more prepared to handle challenges and deliver quality instruction when they possess higher levels of qualification. Teachers discussed how their qualifications are recognized and valued within the school community and society at large. They shared anecdotes about how their qualifications have positively impacted their professional esteem and sense of worth. Teachers also reflected on how pursuing further qualifications or certifications had enhanced their professional growth and motivation. They might discuss the skills and knowledge they gained through these experiences and how it influenced their teaching practice. These findings underscore the emphasis placed on educational qualifications and professional experience as pivotal factors contributing to employee performance within the education sector. This shows that there is correlation between the quantitative data and the qualitative data. The limited expressions of disagreement (0.5%) and uncertainty (1.0%) indicate a prevailing consensus among educators. However, these findings contrast that obtained in a study by Adusei et al. (2022) among instructors in senior high schools who reported that the qualification of a teacher has no significant role to performance. And though Oludipe and Oludipe (2021) argued that the qualification of teachers has an impact in students' academic performance which agrees with this study findings, his argument concluded that the number of years of experience of a teacher has no influence in their performance. The difference in views can be attributed to the difference in environment and also based on the performance of students in these study settings.

Also, a cumulative 91.7% of teachers recognize the significance of the working environment on teacher performance, while 75.0% believe that support from colleagues is a vital determinant of teacher performance. These findings highlight the profound impact of a conducive working environment and support on employee performance. The low levels of disagreement (2.0%) and uncertainty (7.8%) affirm how the study populace holds in high esteem these factors as performance enhancers. Through the interview, the teachers described their perceptions of the physical workspace, including factors such as lighting, temperature, noise levels, cleanliness, and comfort. They also discussed how these conditions affect their mood, productivity, and overall satisfaction. Qualitative analysis examined teachers' preferences and opinions regarding workspace layout, furniture arrangement, and amenities. They shared insights into how the design of their workspace impacts collaboration, creativity, and efficiency. The teachers also discussed their relationships with colleagues, including aspects such as teamwork, communication, trust, and mutual support. Qualitative analysis can explore the factors that contribute to positive or negative team dynamics, such as leadership style, organizational culture, and diversity. These show that there is agreement between the quantitative data and the qualitative data. This has been in conformity with studies that found that positive work environment, good relationships with colleagues and supportive leadership improve learning environment and enhance teacher performance (Kilag et al., 2023; Safrida et al., 2023).

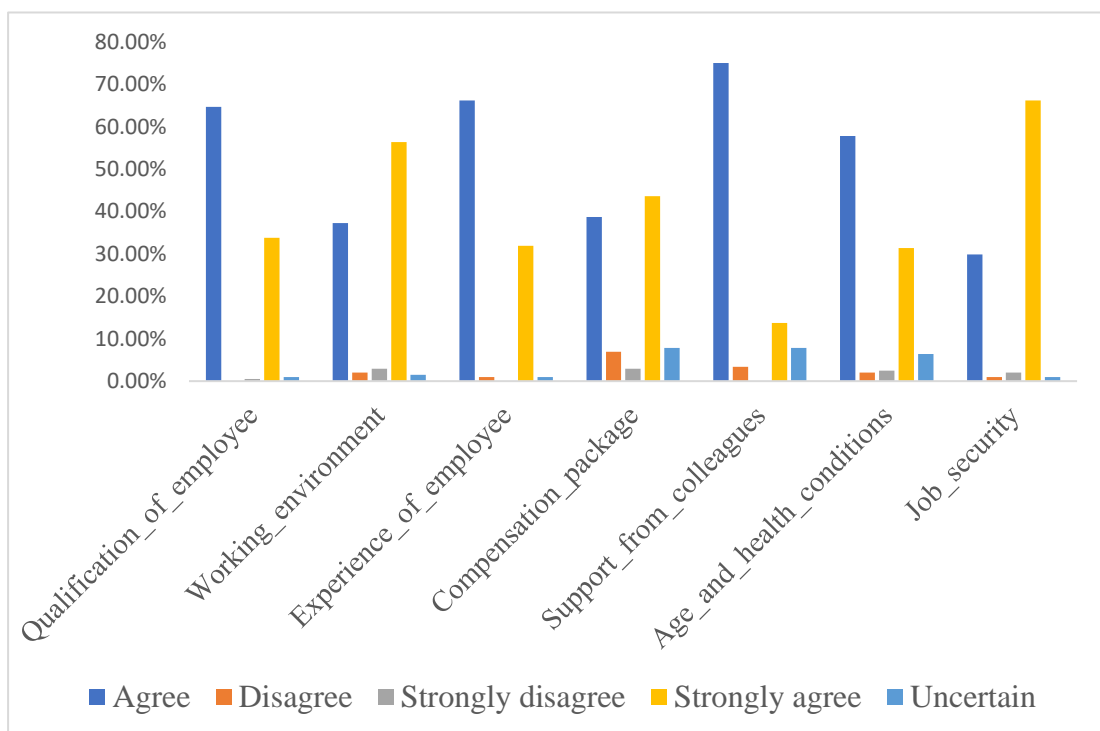
Furthermore, there was a higher agreement by study respondents that compensation packages (82.3%) were significant in determining teacher's performance. Similarly, 66.2% and 29.9% of participants "Strongly Agreed" and "Agreed" respectively that job security affects performance of educators. These findings underscore the

multifaceted nature of determinants, with compensation and job security playing integral roles. Through the interview, teachers discussed their perceptions of the value of their compensation packages relative to their workload, responsibilities, and qualifications. They also shared insights into whether they feel adequately compensated for their efforts and contributions. The teachers' perceptions of fairness and equity in compensation, including factors such as pay parity, salary scales, and performance-based incentives. Teachers discussed their opinions on the transparency and consistency of compensation policies. Thus, this shows agreement between the quantitative data and the qualitative data. This was in line with a study finding that provision of appealing compensation packages and effective supervision strategies are ways to enhance teacher work performance (Rose, 2012). While there is a degree of divergence regarding compensation, job security is widely recognized. These insights illuminate the complex interplay of factors shaping employee performance in the education sector, offering valuable directions for policy and practice.

Teachers' perceptions regarding the influence of age and health conditions on employee performance exhibit some diversity. Approximately 57.8% of teachers "Agree" and 31.4% "Strongly Agree" that these factors play a role in shaping performance outcomes. Through the interview, teachers acknowledged that health conditions can affect an individual's ability to perform their job effectively. They recognized the challenges faced by colleagues dealing with health issues and express empathy and support for their well-being. On the other hand, some teachers may admire colleagues who demonstrate resilience and perseverance despite health challenges. They appreciated the dedication and determination of teachers who prioritize their students' needs despite personal health concerns. Instructors stressed how crucial it is to establish a welcoming workplace that meets the various needs of

every worker, regardless of age or health. They pushed for laws and procedures that support accessibility, flexibility, and a work-life balance. These demonstrate that the qualitative and quantitative data are in harmony.

Nonetheless, in a study it has been found that age has no significant implication in teacher performance though old age may decrease teachers' inputs (Jaques, 2013). The aforementioned results highlight the intricate nature of the matter, as certain educators assign significance to these variables, but others harbor doubts or reservations concerning their impact on worker productivity in the educational domain. On the other hand, a small but noteworthy percentage, constituting 2.5% and 6.4% respectively "Strongly Disagrees" and "Uncertain" about the impact of age and health condition on performance, hence challenging the significance of these determinants.



**Figure 4.3: Determinants of Employee Performance.**

#### **4.4 Effect of motivation on teachers' performance**

**Fourth objective: To evaluate the effect of motivation on teachers' performance in the Jirapa Municipal Assembly.**

This section unveils the findings pertaining to the fourth research objective, specifically focusing on the influence of the determinants of motivation on teacher performance. To evaluate the degree to which particular motivational factors impact the performance of teachers within the GES, participants were requested to indicate on a Likert-scale (Uncertain, Very Low, Low, High, and Very High) the extent to which their performance is affected by specific motivational factors. Table 4.5 following presents the analysis and presentation of the gathered data. Variations in working conditions may not have a significant impact on employees' perceptions of their performance, as the results of the chi-square test show that there is no statistically significant association between working conditions and their perceived impact on the performance of GES employees. However, there is a highly significant association between the level of relationship with superiors and its perceived impact on employee performance, with employees reporting high-level relationships having a substantial impact. With regard to the degree of relationship with peers, a comparable tendency is noted.

Although there is a tendency in income that suggests highly paid employees may feel that their pay has a major impact on their performance, the trend is not statistically significant at the traditional alpha level. Furthermore, there is no statistically significant correlation found between the degree of responsibility and the perception of its influence on employee performance. A logistic regression analysis which includes coefficient estimates, standard errors, significance levels, odds ratios, and

confidence intervals is used to summarize these findings. For motivational factors, the reference category is 'Very High', and for the impact of motivation on performance, it is 'No'.

**Table 4.5: Impact of Motivation Determinants on Teacher Performance**

	No	Yes	$\chi^2$	P-value
Promotion in GES			43.07	< <b>0.001</b>
<b>Very High</b>	39(46.4%)	45(53.6%)		
<b>High</b>	7(7.2%)	90(92.8%)		
<b>Low</b>	0(0.0%)	8(100.0%)		
<b>Very Low</b>	1(11.1%)	8(88.9%)		
<b>Uncertain</b>	3(50.0%)	3(50.0%)		
Nature of work			13.24	<b>0.010</b>
<b>Very High</b>	31(37.8%)	51(62.2%)		
<b>High</b>	17(15.7%)	91(84.3%)		
<b>Low</b>	1(14.3%)	6(85.7%)		
<b>Very Low</b>	0(0.0%)	1(100.0%)		
<b>Uncertain</b>	1(16.7%)	5(83.3%)		
Upgrade opportunity			28.94	< <b>0.001</b>
<b>Very High</b>	36(43.4%)	47(56.6%)		
<b>High</b>	11(10.8%)	91(89.2%)		
<b>Low</b>	1(14.3%)	6(85.7%)		
<b>Very Low</b>	0(0.0%)	6(100.0%)		
<b>Uncertain</b>	2(33.3%)	4(66.7%)		
Appreciation for work			38.427	< <b>0.001</b>
<b>Very High</b>	20(38.5%)	32(61.5%)		
<b>High</b>	11(10.4%)	95(89.6%)		
<b>Low</b>	6(27.3%)	16(72.7%)		
<b>Very Low</b>	0(0.0%)	5(100.0%)		
<b>Uncertain</b>	13(68.4%)	6(31.6%)		

Working conditions			6.784	0.148
<b>Very High</b>	25(23.8%)	80(76.2%)		
<b>High</b>	23(31.9%)	49(68.1%)		
<b>Low</b>	2(10.5%)	17(89.5%)		
<b>Very Low</b>	0(0.0%)	6(100.0%)		
<b>Uncertain</b>	0(0.0%)	2(100.0%)		
Relation with superior			24.661	<b>&lt;0.001</b>
<b>Very High</b>	6(26.1%)	17(73.9%)		
<b>High</b>	20(15.4%)	110(84.6%)		
<b>Low</b>	9(39.1%)	14(60.9%)		
<b>Very Low</b>	0(0.0%)	2(100.0%)		
<b>Uncertain</b>	15(57.7%)	11(42.3%)		
Relation with peers			36.083	<b>&lt;0.001</b>
<b>Very High</b>	4(22.2%)	14(77.8%)		
<b>High</b>	17(12.8%)	116(87.2%)		
<b>Low</b>	13(54.2%)	11(45.8%)		
<b>Very Low</b>	0(0.0%)	0(0.0%)		
<b>Uncertain</b>	16(55.2%)	13(44.8%)		
Salary			8.467	0.076
<b>Very High</b>	38(25.5%)	111(74.5%)		
<b>High</b>	10(35.7%)	18(64.3%)		
<b>Low</b>	1(5.9%)	16(94.1%)		
<b>Very Low</b>	0(0.0%)	8(100.0%)		
<b>Uncertain</b>	1(50.0%)	1(50.0%)		
Responsibility			1.350	0.853
<b>Very High</b>	6(18.2%)	27(81.8%)		
<b>High</b>	39(26.4%)	109(73.6%)		
<b>Low</b>	3(23.1%)	10(76.9%)		
<b>Very Low</b>	0(0.0%)	1(100.0%)		
<b>Uncertain</b>	2(22.2%)	7(77.8%)		

---

Source: Field work, 2023.

The multivariate regression findings are summarized in the table below. The reference category for the influence of motivation on performance is "No," and the reference category for the level of effect of motivational variables is "Very High." The purpose of the multivariate analysis was to evaluate how different motivating factors related to the performance of GES employees were associated. Table 4.6 below provides the final model with all of the predictors.

**Table 4.6: Association between Factors of Motivation and Performance**

	B	Sig.	AOR	95% C.I.	
				Lower	Upper
<b>Promotion in GES</b>		.166			
Very high			1		
High	1.51	.020	4.50	1.261	16.082
Low	20.38	.99	7.07	.000	.
Very low	-15.211	.999	.000	.000	.
Uncertain	-1.080	.507	.340	.014	8.23
<b>Nature of work</b>		.226			
Very high			1		
High	1.196	.043	3.308	1.039	10.53
Low	2.073	.158	7.948	.447	141.43
Very low	1.133	1.000	3.105	.000	.
Uncertain	2.835	.135	17.028	.414	700.30
<b>Upgrade opportunity</b>		.995			
Very high			1		
High	.262	.696	1.299	.349	4.83
Low	15.698	.999	657x10 <sup>5</sup>	.000	.
Very low	36.434	.999	665x10 <sup>13</sup>	.000	.
Uncertain	.592	.743	1.808	.053	62.01
<b>Appreciation for work</b>		<b>.010</b>			
Very high			1		
High	.437	.507	1.548	.425	5.64
Low	-.574	.570	.563	.078	4.08
Very low	-1.514	1.000	.220	.000	.
Uncertain	-2.557	.007	.078	.012	.50

Source: Field work, 2023.

This logistic regression analysis aimed to evaluate the connection between various motivational factors and their impact on the performance of GES employees. The table above presents the final model that includes all the predictors. Notably, only the factor "Appreciation for work done" is statistically significant ( $p = 0.010$ ,  $df = 1$ ). The odds ratio analysis was conducted on participants who considered appreciation for their work to have a high impact on their performance. The odds ratio was calculated to be 1.548, with a 95% confidence interval ranging from 0.425 to 5.638, and a p-value of 0.507. Appreciation for work done is a crucial aspect of employee motivation and satisfaction. Through qualitative analysis, the researcher uncovered various ways in which employees perceive and value appreciation in the workplace. The teachers expressed the importance of receiving verbal recognition and acknowledgment from supervisors, colleagues, or clients for their contributions and achievements. They described how a simple "thank you" or praise for a job well done boosts their morale and motivation and valued public recognition in team meetings, company-wide emails, or award ceremonies. They described how being publicly acknowledged for their work enhances their sense of pride and validation. The teachers appreciated receiving constructive feedback that recognizes their efforts and provides guidance for improvement. They described how feedback that is specific, timely, and actionable helps them grow professionally and feel valued and also expressed the importance of having their efforts validated, particularly when they have invested time and energy into a project. They described how validation from supervisors or peers reinforces their sense of worth and commitment to their work. They also emphasized the importance of appreciation that is inclusive and extends across all levels of the organization.

This indicates that individuals in the "High" category, regarding the influence of appreciation on their performance, were 1.5 times more likely to believe that motivation within the GES affected their performance compared to those who rated appreciation as having a very high influence. Essentially, those valuing and actively seeking recognition for their work tend to see a connection between motivation and improved performance. These indicate a high agreement between the quantitative data and the qualitative data. Conversely, Participants who, on the other hand, believed that appreciation for their work had a low or very low impact on their performance (with odds ratios of 0.563 and 0.220, respectively), were 43% and 78% less likely, respectively, to share the same perception as those in the "very high category" regarding the influence of motivation in GES on their performance. This however is consistent with study findings by (White, 2016) who reported that appreciation at work showed high levels of positive change in performance suggesting its effectiveness in increasing output of employees. Also, in a study by Assibi (2019), it was reported that motivation factors such as appreciation of work improves high school teachers and administrative staff performance. This makes appreciation of teachers in their service an integral part of influencing their input in the service. Nonetheless, Assibi (2019) discovered a very substantial correlation between these characteristics and teachers' performance, in contrast to the results of this study, which did not identify a link between the conditions of work, possibility for advancement, salary, and performance.

This can be attributed differences in study setting and priorities of individuals at different geographical locations. Employees may express their perceptions of the career paths available within the organization and the opportunities for upward mobility. They may describe how they envision their career progressing over time and

the factors that influence their aspirations. Through the interview, the teachers discussed their understanding of the organization's promotion policies and criteria for advancement. They described how transparent and merit-based promotion processes impact their motivation and commitment to their work. Teachers also discussed their experiences with training programs offered by the organization to enhance their skills and competencies. They described how access to training opportunities contributes to their professional growth and job satisfaction. Teachers also expressed their perceptions of development initiatives such as mentoring, coaching, or job rotation programs. *'When you are given an opportunity to participate in such initiatives it helps you acquire new knowledge, broaden your perspectives, and prepare you for future roles'* These demonstrate concordance between the qualitative and quantitative data. Consequently, goal four of the study evaluating the impact of motivation on teachers' performance in the Jirapa Municipal Assembly has been addressed by the data analysis mentioned above.

#### **4.5 Improving motivation among teachers**

##### **Objective Five: To ascertain how motivation among senior high school teachers could be improved in the Jirapa Municipality**

In the pursuit of determining methods to enhance teacher motivation within the municipality, teachers were requested to respond to open ended questions and responses were subsequently classified and analyzed. The findings, depicted in the graphical representation below in fig 5, shed light on the primary suggestions proposed by the surveyed participants. These perceptive recommendations proffer significant direction on how to successfully tackle teacher motivation.

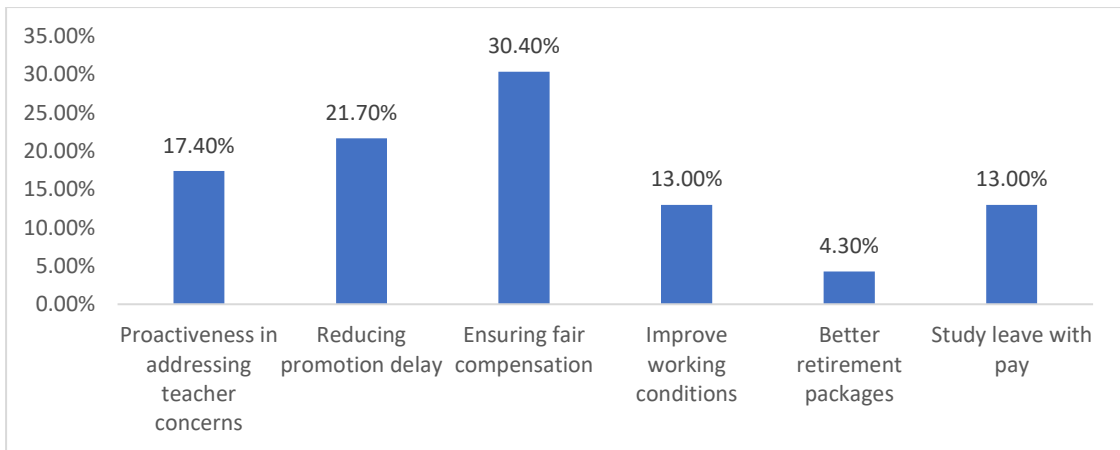
The recommendation that received the highest response rate, accounting for 30.40% of the total, pertains to the significance of guaranteeing fair just remuneration. In a study by de Wet and Rothmann (2023), it is suggested that finding solutions to factors that demotivate teachers will improve their commitment level to the service. This conforms to the responses of the study participants. Respondents highlighted the necessity of offering competitive and impartial salary packages to inspire teachers. It is worth noting that sufficient financial incentives not only acknowledge the devotion and strenuous efforts of educators, but also function as a fundamental catalyst for their commitment and passion in the field. To enhance teacher motivation, the local government should assign priority to the implementation of equitable compensation practices.

Another noteworthy proposition, accounting for 21.70% of the feedback, is the cruciality of diminishing the prolongation of promotional advancements. Respondents conveyed the perspective that delayed promotions have the potential to engender exasperation and discourage educators. Guaranteeing an efficient and transparent process for promotions, encompassing well-defined criteria and timelines, can equip teachers with a lucid professional trajectory and motivation to excel in their respective capacities. again, a study elsewhere confirmed that teachers granting opportunities for career development in the teaching field motivates most young teachers in the service (de Wet and Rothmann, 2023). By directly addressing this concern, it is plausible to augment teacher motivation and allegiance.

Furthermore, one of the notable suggestions, constituting 17.40% of the feedback, is the requirement for proactively attending to the concerns of teachers. *‘It is very important to always promptly recognize and resolve matters that we the instructors*

*raise. It cultivates a feeling of regard and empowerment in us, ultimately enhancing our drive'* By attentively heeding and addressing teacher concerns, the local government can establish an atmosphere that appreciates and sustains its educators. These findings are synonymous with findings of a study carried out in Nigeria which demonstrated that the primary focus of teachers revolved around the attainment of sufficient remuneration, address of concerns of need, professional progress, recognition, individual well-being, safety, managerial roles, accomplishments, and avenues for personal development (Smets et al., 2022). It is thus imperative to note that there are a lot of gaps in the GES which need to be given urgent attention. Teachers are integral in the development of any country and so, there is the call for stakeholders and policy makers to relook at the ways in which teachers can be motivated to help them put in their maximum best.

Teachers identified opportunities for collaboration with other stakeholders, such as parents, community leaders, local government officials, and education authorities, to support efforts to improve teacher motivation. Teachers to reflect on their own experiences and share any personal anecdotes or insights related to motivation in the workplace. This can provide valuable context and nuance to the data analysis. Finally, solicit feedback from teachers about the interview process itself. This could include asking about the clarity of questions, the comfort level during the interview, and any suggestions for improving future interviews. Thus, by conducting qualitative data analysis through interviews with senior high school teachers in the Jirapa Municipality, education authorities and stakeholders helped the researcher to gain a deeper understanding of the factors influencing teacher motivation and identify actionable strategies for improvement tailored to the local context.



**Figure 4.4: Improving Motivation of Teachers in The Jirappa Municipality**

#### **4.6 Chapter summary**

The Chapter examines teacher motivation and performance using quantitative and qualitative analyses. Demographic trends show a mostly male teacher population with bachelor's degrees and experience in various positions. Poor teacher motivation is caused by low salaries, lack of recognition, and accountability issues. Motivating factors include work nature, promotion opportunities, recognition, responsibility, and positive relationships. Salary and working conditions are crucial motivators, highlighting the importance of recognition and appreciation. The text emphasizes the need to address demotivating factors and provides recommendations for improvement

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This section summarizes the investigation's findings, draws conclusions from it, and recommends possible areas for subsequent research in addition to offering recommendations for the inquiry.

#### **5.1 Summary**

The organization of the summary of findings revolves around the questionnaire, which was constructed in accordance with the research objectives of the study.

##### **5.1.1 Background information of study respondents**

This study looks at the performance and motivation of teachers in Ghana's Jirapa Municipality's public senior high schools. Studying the individuals who are relevant to this academic subject is crucial to understanding this relationship. A total of 213 individuals, comprising instructors from different schools and the education directorate, were enlisted. Nine of these took part in the qualitative study by interviewing senior education officers, while 204 of them answered questionnaires for the quantitative study. Most of the teachers were in the age range of 30 to 40, then 40 to 50. Fewer people were over 50 or under 30. Compared to female instructors, there were more male teachers. Jirapa was home to the majority of participants, followed by Ullo. Han made up less than 1%. A bachelor's degree was held by the majority of the teachers, although some also held master's degrees. More than half of the teachers had worked for a decade or more, while a smaller percentage had worked for 0-3 years. The descriptive statistics reveal important information about the demographic and

professional composition of the education officers in the Jirapa Municipality. Most officers are between 41 and 50 years old, with a small percentage above age 50. The majority of officers have a Master's degree, while the rest have a Bachelor's degree. All officers have at least ten years of professional experience. The majority of officers have the qualification of Assistant Director I. These findings provide valuable context for further investigation into motivation and performance within this educational context.

### **5.1.2 Reasons for poor teacher motivation**

The motivation of teachers in education is crucial, but in the Jirapa Municipality, it appears to be significantly low.

There are several reasons behind this, but the main ones mentioned by 36.3% of respondents were low teacher pay and 27.4% were a lack of respect and acknowledgement for the teaching profession. Furthermore, 10.8% of respondents cited the Ghana Education Service's (GES) lack of accountability as a cause demotivating teachers. This lack of motivation is consistent with results from earlier research conducted in Asia and Sub-Saharan Africa, suggesting that this issue is pervasive. Teachers in the Jirapa Municipality are increasingly disheartened by the declining recognition and respect for their profession in society. The issue of accountability is also prominent, as teachers are perceived as not meeting the needs of students and parents, which can significantly impact their motivation. It's worth noting that accountability plays a pivotal role in teacher motivation, as a lack thereof can lead to demotivation by fostering ambiguity, reducing acknowledgment, and creating a sense of inequity within the profession.

### **5.1.3 Factors that motivate teachers**

The Jirapa Municipality's teacher motivation was examined in the study along with other related elements. Important discoveries showed that teachers are highly motivated by their jobs' nature, Ghana Education Service promotion potential, options for teacher progress, and a sense of duty for the service. Additionally, recognition for their work, although not universal, was identified as a motivating factor, while salary dissatisfaction was evident among a minority. The study emphasized the importance of improving working conditions, fostering positive relationships with superiors, and maintaining positive peer relationships to enhance teacher motivation in the region.

### **5.1.4 Determinants of performance of teachers**

Teachers' viewpoints on issues impacting worker performance in the education sector are presented in the analysis. There is broad agreement among educators about the importance of a teacher's training and professional background in relation to student achievement. Furthermore, most educators stress that factors that affect performance include a positive work atmosphere, assistance from coworkers, pay scales, and job stability.

However, there is diversity in views regarding the influence of age and health conditions, with some teachers believing in their significance, while others express reservations or uncertainties. These findings highlight the multifaceted nature of performance determinants in the education sector and offer valuable insights for policy and practice.

### **5.1.5 Factors of motivation influencing teacher's performance**

The goal of the logistic regression study was to look into how motivational factors affected the work output of GES (Ghana Education Service) staff. Among the factors examined, only "Appreciation for work done" was statistically significant ( $p = 0.010$ ). For participants who considered appreciation for their work as having a high impact on their performance, the odds ratio indicated they were 1.5 times more likely to believe that motivation within GES influenced their performance compared to those rating appreciation as having a very high influence. Conversely, participants who believed that appreciation for their work had a low or very low impact were 43% and 78% less likely, respectively, to share the same perception as those in the "very high category" regarding motivation's influence in GES.

These results are consistent with other research showing the beneficial effects of recognition at work on worker performance; however, discrepancies in results concerning other variables might be the result of different study environments and personal priorities. The district's top head teachers and education executives participated in interviews that yielded qualitative data on a variety of topics, including what motivates teachers, how motivation affects performance, and how motivation affects performance. Participants emphasized the importance of fair salary and compensation as the primary motivator for teachers in the district, along with job security and positive working conditions. Additionally, opportunities for career advancement were seen as significant motivators. These findings align with previous research indicating the strong relationship between salary, job security, and teacher motivation. A supportive working environment, qualifications, experience, and good health were identified as key determinants of teacher performance, with the absence of these factors potentially affecting educators' performance.

Finally, all respondents agreed that motivation significantly improves teacher performance, highlighting the necessity of better motivation packages to raise district wide teacher performance and job satisfaction. These demonstrated that the qualitative and quantitative results are in agreement.

### **5.1.6 Improving motivation among teachers**

In an effort to enhance teacher motivation within the municipality, a survey gathered responses from teachers in response to open-ended questions, which were subsequently analyzed. The findings, depicted in Figure 5, reveal crucial recommendations from the participants. The most prominent suggestion, accounting for 30.40% of responses, underscores the significance of ensuring fair and competitive remuneration for teachers, as it not only acknowledges their dedication but also fuels their commitment and passion. Another significant proposal (21.70%) emphasizes the need to expedite promotional advancements to prevent teacher frustration and maintain motivation through a transparent and efficient promotion process. Additionally, 17.40% of respondents stress the importance of proactively addressing teacher concerns to foster respect and empowerment, ultimately enhancing their motivation. These insights underscore the urgent need for policymakers to prioritize equitable compensation, efficient promotions, and responsive management to improve teacher motivation and, consequently, the quality of education.

## **5.2 Conclusion**

Finally, this study examined the work and motivation of educators in Jirapa Municipality, Ghana's public senior high schools. It included 213 participants, and key findings revealed significant reasons for poor teacher motivation, with low salaries and a lack of recognition being prominent factors. On the positive side, the

study identified several factors that motivate teachers, including the nature of work, promotion opportunities, career advancement prospects, and a sense of responsibility. Determinants of teacher performance were also explored, highlighting the importance of qualifications, work experience, working conditions, support from colleagues, compensation, and job security. The logistic regression analysis emphasized the significance of appreciation for work in influencing teacher motivation and performance.

These results highlight the necessity of responsive management, effective promotion procedures, and equal pay in order to raise teacher motivation and, in turn, the standard of instruction in the area.

### **5.3 Recommendations**

The following recommendations are made based on the research findings:

1. Competitive and equitable remuneration packages that effectively tackle the matter of insufficient teacher salaries should be implemented by GES. By offering appropriate compensation, not only can the valuable efforts of educators be acknowledged, but it can also act as a driving force for their unwavering dedication and enthusiasm.
2. GES and the ministry of education should develop strategies aimed at augmenting recognition and admiration for educators within the broader community and society as a whole. By duly acknowledging the invaluable contributions of teachers, one can effectively enhance their levels of motivation and cultivate a heightened sense of job satisfaction.
3. The ministry of education and other policy makers should streamline the promotional advancement process to prevent delays and frustrations among

teachers. Transparency and efficiency in promotions should be enforced, providing clear criteria and timelines for career progression.

4. To create a positive and productive environment for educators and students, policymakers and other stakeholders in the education sector should make investments to improve working conditions in schools.

#### **5.4 Suggestion for Future Studies**

Based on the qualitative data analysis of motivation among senior high school teachers in the Jirapa Municipality, several suggestions for future studies could be explored to further understand and address the complexities of teacher motivation.

Here are some potential research avenues:

Conduct a longitudinal study to track changes in teacher motivation over time. This could involve repeated surveys or interviews with teachers at multiple points throughout their careers to identify patterns, trends, and factors that influence motivation trajectories.

Compare the findings from the Jirapa Municipality with data collected from teachers in neighboring municipalities or regions. This comparative analysis could help identify contextual factors that contribute to differences in teacher motivation levels and inform targeted interventions.

Investigate the impact of leadership practices on teacher motivation within schools. This could involve qualitative studies focused on principals' leadership styles, communication strategies, support mechanisms, and their influence on teacher morale and job satisfaction. Dive deeper into specific motivational factors identified in the qualitative analysis, such as professional development opportunities, recognition

systems, workload management, or workplace culture. Conduct focused studies to explore the nuances of these factors and their implications for teacher motivation.

## REFERENCES

- Adanlawo, E. F., & Nkomo, N. Y. (2023). Compensation as a motivating factor of job satisfaction and performance. *International Journal of Research in Business and Social Science (2147-4478)*, 12(3), 131-139.
- Adeola, A., Waliu, S. B., Adewale, A. O., Opeyemi, O., & John, O. (2017). Influence of personality traits and work commitment on job performance of public secondary school teachers in Oyo South adeoSenatorial District of Oyo State, Nigeria. *International journal of Rural Development, Environment and Health Research*, 1(1), 68-79.
- Adusei, O., Segbefia, S. K., Djan, A. K., Sarpong, A. B., & Salakpi, R. K. (2022). Does Qualification Count? The Effect of Teachers' Professional Qualifications on their Efficacy in Teaching. *International Journal of Rehabilitation and Special Education (IJRSE)*, 2(2), 79-86.
- Afzaal, H. M., Zafar, S., Anis, F., Abbas, S. Z., & Amjad, F. (2022). Comparative Review Of Special Education Services In Pakistan And India. *Journal of Positive School Psychology*, 6(8), 9924-9942.
- Agbenyegah, G. (2019). Effect of financial and non-financial rewards on employee ffmotivation in financial institution in Ghana. *International Journal of Innovative Research and Development*, 8(8), 121-130.
- Agu, J. C., & Okoli, E. J. (2021). Principal's Administrative Strategies And Teacher Job Performances In Secondary Schools In Onitsha North LGA.
- Agyemang, J. (2016). *The impact of staff motivation on organisational growth: a case study of GCB Bank Limited*

- Akuoko, K. O., Dwumah, P., & Baba, W. M. (2012). Teacher motivation and quality education delivery: A study of public basic schools in Tamale metropolis in Ghana. *International Journal of Social Science & Interdisciplinary Research*, 1(12), 29-46.
- Alexander, C., Wyatt-Smith, C., & Du Plessis, A. (2020). The role of motivations and perceptions on the retention of inservice teachers. *Teaching and Teacher Education*, 96, 103186.
- Al-Alawi, A. I. (2005). Motivating factors on information technology employees in Bahrain hotel industry. *Information Systems*, 6(2), 224-230.
- Alade, I., & Chinedu, I. (2021). Monetary and non-monetary incentives as correlates of teacher educators 'job performance in colleges of education in Oyo State of Nigeria. *Journal of Critical Reviews*, 8(2), 1031-1040.
- Ali, A., Abrar, M., & Haider, J. (2012). Impact of Motivation on the working performance of employees-A case study of Pakistan. *Global Advanced Research Journal of Management and Business Studies*, 1(4), 126-133.
- Ali, M. (2022). Transformational Leadership of the Principal on Teacher Performance and School Quality. *AL-ISHLAH: Jurnal Pendidikan*, 14(2), 2541-2550.
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods Research--Challenges and Benefits. *Journal of education and learning*, 5(3), 288-296.
- Al-Sakinah, P. S., Sudiro, A., & Djumahir, D. (2020). The Influence Of Spiritual Leadership On Lecturer's Performance With The Mediation Of Organizational Commitment And Work Motivation. *Jurnal Aplikasi Manajemen*, 18(2), 232-240.

- Anastasiou, S., & Belios, E. (2020). Effect of age on job satisfaction and emotional exhaustion of primary school teachers in Greece. *European Journal of Investigation in Health, Psychology and Education*, 10(2), 644-655.
- Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers performance. *International Journal of Scientific & Technology Research*, 7(7), 19-29.
- Anwar, B. (2021). An empirical study of employees' motivation and its influence job satisfaction. Ali, BJ, & Anwar, G.(2021). *An Empirical Study of Employees' Motivation and its Influence Job Satisfaction. International Journal of Engineering, Business and Management*, 5(2), 21-30.
- Aryani, R., & Widodo, W. (2020). The Determinant of Organizational Culture and Its Impact on Organization: A Conceptual Framework. *International Journal of Higher Education*, 9(3), 64-70.
- Asim, M. (2013). Impact of motivation on employee performance with effect of training: Specific to education sector of Pakistan. *International journal of scientific and research publications*, 3(9), 1-9.
- Assibi, J.-k. (2019). *Teacher motivation and school performance: evidence from three selected senior high schools in Prampram District University of Cape Coast*].
- Auld, E., Rappleye, J., & Morris, P. (2019). PISA for Development: How the OECD and World Bank shaped education governance post-2015. *Comparative Education*, 55(2), 197-219.
- Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan Africa and Asia. *Knowledge and Skills for development, Brighton*, 1(1), 1-52.

- Bennell, P., Bulwani, G., & Musikanga, M. (2004). Secondary education in Zambia: a situational analysis with special reference to cost and funding issues. *Brighton: Centre for International Education, Sussex University.*
- Bennell, P., & Akyeampong, K. (2007). *Teacher motivation in sub-Saharan Africa and south Asia* (Vol. 71): DfID London.
- Bernanthos, B. (2018). The direct and indirect influence of leadership, motivation and job satisfaction against employees' performance.
- Bessa, I., Charlwood, A., & Valizade, D. (2021). Do unions cause job dissatisfaction? Evidence from a Quasi-Experiment in the United Kingdom. *British Journal of Industrial Relations*, 59(2), 251-278.
- Blaxter, L., & Hughes, C. (2001). Tight, M.(2001). How to research, Buckingham. In: Philadelphia: Open University Press.
- Blount, S., & Leinwand, P. (2019). Why are we here?: If you want employees who are more engaged and productive, give them a purpose—one concretely tied to your customers and your strategy. *Harvard business review*, 2019(November-December), 1-9.
- Boamah, R. (2014). *The effect of motivation on employees' performance: empirical evidence from the Brong Ahafo Education Directorate*
- Bosica, J., Pyper, J. S., & MacGregor, S. (2021). Incorporating problem-based learning in a secondary school mathematics preservice teacher education course. *Teaching and Teacher Education*, 102, 103335.
- Bowles, D., Sharkey, G., & Day, C. (2020). Psychological predictors of National Student Survey course satisfaction. *Journal of Perspectives in Applied Academic Practice*, 8(2), 7-15.

- Brian, T. (2013). The Four Factors of Motivation, Retrieved from <http://www.amanet.org/training/articles/The-Four-Factors-of-Motivation.aspx>, [assessed: 10<sup>th</sup> September, 2023]
- Bryman, A. (2011). Research methods in the study of leadership. *The SAGE handbook of leadership*, 15-28.
- Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human resource development review*, 6(3), 263-296.
- Carlberg, K., Farhat, C., Cortial, J., & Amsallem, D. (2013). The GNAT method for nonlinear model reduction: effective implementation and application to computational fluid dynamics and turbulent flows. *Journal of Computational Physics*, 242, 623-647.
- Carter, T. (2013). Global leadership. *Journal of Management Policy and Practice*, 14(1), 69-74.
- Cheng, H.-F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International journal of innovation in language learning and teaching*, 1(1), 153-174.
- Chiong, C., Menzies, L., & Parameshwaran, M. (2017). Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England. *British Educational Research Journal*, 43(6), 1083-1110.
- Creswell, J. W. (2021). *A concise introduction to mixed methods research*. SAGE publications.
- Danish, R. Q., Qaseem, S., Mehmood, T., Ali, Q. M., Ali, H. F., & Shahid, R. (2019). Work related stressors and teachers' performance: evidence from college teachers working in Punjab. *European Scientific Journal (ESJ)*, 1(4), 158-173.

- Darmawan, K. (2020). Salary: does affect employee motivation and performance? *International Journal of Accounting and Management Research*, 1(2), 46-51.
- Das, J., Dercon, S., Habyarimana, J., Krishnan, P., Muralidharan, K., & Sundararaman, V. (2013). School inputs, household substitution, and test scores. *American Economic Journal: Applied Economics*, 5(2), 29-57.
- Datnow, A. (2020). The role of teachers in educational reform: A 20-year perspective. *Journal of Educational Change*, 21(3), 431-441.
- De Castella, K., & Byrne, D. (2015). My intelligence may be more malleable than yours: The revised implicit theories of intelligence (self-theory) scale is a better predictor of achievement, motivation, and student disengagement. *European Journal of Psychology of Education*, 30(3), 245-267.
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. *Annual review of organizational psychology and organizational behavior*, 4, 19-43.
- Deci, E. L., & Ryan, R. M. (2000). The " what" and " why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological inquiry*, 11(4), 227-268.
- De Neve, D., & Devos, G. (2017). Psychological states and working conditions buffer beginning teachers' intention to leave the job. *European Journal of Teacher Education*, 40(1), 6-27.
- Denmar, D., & Marmoah, S. (2017). The Relationship Between Job Environment, Job Motivation, And Teachers Performance. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 22(6), 52-60.
- De Vaus, D. (2002). Ethics and data collection. *Surveys in Social Research, Fifth Edition. London: Routledge.*

- de Wet, T., & Rothmann, S. (2023). Capabilities of secondary school teachers in sub-Saharan Africa: A systematic literature review. *SA Journal of Human Resource Management, 21*, 15.
- Doherty, J. (2020). A systematic review of literature on teacher attrition and school-related factors that affect it. *Teacher Education Advancement Network Journal, 12*(1), 75-84.
- Donkoh, R. (2016). Motivation and job performance among teachers in Lan Kwantanang Madina education directorate. *Unpublished Master's thesis at the University of Ghana, Accra, Ghana.*
- Dunwoodie, K., Macaulay, L., & Newman, A. (2023). Qualitative interviewing in the field of work and organisational psychology: Benefits, challenges and guidelines for researchers and reviewers. *Applied Psychology, 72*(2), 863-889.
- Dweck, C. S. (2013). *Self-theories: Their role in motivation, personality, and development*: Psychology press.
- Edinger, S. K., & Edinger, M. J. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology, 152*(8), 573-593.
- Ek, K., & Mukuru, E. (2013). Effect of motivation on employee performance in public middle level Technical Training Institutions in Kenya.
- Emeya, S., & Antiaobong, E. O. (2016). Motivation and Regular Salary as Determinants of Agricultural Science Teacher's Commitment and Accomplishment of their Professional Responsibilities in Rivers State, Nigeria. *European Scientific Journal, 12*(13).
- International Journal of Advances in Management and Economics, 2*(4), 73-82.

- Ernst, D. (2014). Expectancy theory outcomes and student evaluations of teaching. *Educational Research and Evaluation, 20*(7-8), 536-556.
- Eurydice, E. (2018). Teaching careers in Europe: Access, progression and support. *European Commission, Bruxelles.*
- Fachmi, M., Sultan, Z., & Ngandoh, A. M. (2021). The Role Of Work Motivation In Mediating Effect Of Professionalism On Employee Performance. *Jurnal Ekonomi dan Manajemen, 15*(1), 39-50.
- Forson, J. A., Ofosu-Dwamena, E., Opoku, R. A., & Adjavon, S. E. (2021). Employee motivation and job performance: a study of basic school teachers in Ghana. *Future Business Journal, 7*(1), 1-12.
- Forson, J. A., Opoku, R. A., Appiah, M. O., Kyeremeh, E., Ahmed, I. A., Addo-Quaye, R., Peng, Z., Acheampong, E. Y., Bingab, B. B. B., & Bosomtwe, E. (2020). Innovation, institutions and economic growth in sub-Saharan Africa— an IV estimation of a panel threshold model. *Journal of Economic and Administrative Sciences.*
- Ford, T. G., Olsen, J., Khojasteh, J., Ware, J., & Urick, A. (2019). The effects of leader support for teacher psychological needs on teacher burnout, commitment, and intent to leave. *Journal of Educational Administration.*
- Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). Exploring racialized factors to understand why Black mathematics teachers consider leaving the profession. *Educational Researcher, 50*(6), 381-391.
- Froiland, J. M., & Worrell, F. C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in the Schools, 53*(3), 321-336.

- FWSC. (2013). Is performance management in Ghana's public service a mirage? The fair wages and salaries commission's role in public service performance management. [https:// www. fairw ages. gov. gh/ index. php/ Slide show-News/ is-perfo rmance-manag ement-in-ghanas-public-service-a-mirage/ The-Fair-Wages-and-Salar ies-Commi ssions-Role-in-Public-Servi ce-Perfo rmance-Manag ement. html](https://www.fairwages.gov.gh/index.php/Slide-show-News/is-performance-management-in-ghanas-public-service-a-mirage/The-Fair-Wages-and-Salaries-Commissions-Role-in-Public-Service-Performance-Management.html)
- Gauglitz, R. E. (2019). Feedback and Appreciation at Work.
- Ghenghesh, P. (2016). Job Satisfaction and Motivation: What Makes Teachers Tick? *Editors*, 1040.
- Gillet, N., Vallerand, R. J., Lafreniere, M.-A. K., & Bureau, J. S. (2013). The mediating role of positive and negative affect in the situational motivation-performance relationship. *Motivation and Emotion*, 37(3), 465-479.
- Glewwe, P. W., Hanushek, E. A., Humpage, S. D., & Ravina, R. (2011). School resources and educational outcomes in developing countries: A review of the literature from 1990 to 2010.
- Gnambs, T., & Hanfstingl, B. (2016). The decline of academic motivation during adolescence: An accelerated longitudinal cohort analysis on the effect of psychological need satisfaction. *Educational Psychology*, 36(9), 1691-1705.
- Good, V., Hughes, D. E., Kirca, A. H., & McGrath, S. (2022). A self-determination theory-based meta-analysis on the differential effects of intrinsic and extrinsic motivation on salesperson performance. *Journal of the Academy of Marketing Science*, 50(3), 586-614.
- Green, C. D. (2000). A theory of human motivation. *Psychological review*, 50, 370-396.

- Grinyer, A. (2002). The anonymity of research participants: assumptions, ethics and practicalities. *Social research update*, 36(1), 4.
- GSS, G. (2014). ICF International (2015). *Ghana demographic and health survey 2014*.
- Gupta, G., Glueck, R., & Patel, P. R. (2017). HPV vaccines: Global perspectives. *Human vaccines & immunotherapeutics*, 13(6), 1421-1424.
- Haßler, B., Bennett, G., & Damani, K. (2021). Teacher professional development in sub-Saharan Africa: Equity and scale. In *Embedding Social Justice in Teacher Education and Development in Africa* (pp. 18-44): Routledge.
- Hammed, T., & Shadare, O. (2009). Influence of work motivation, leadership effectiveness and time management on employees' performance in some. *European Journal of Economics, Finance and Administrative Sciences*, 16, 7-17.
- Hasibuan, J. S., Lesmana, M. T., & Sari, A. P. (2021). Employee Performance Studies: Antecedents Of Work Discipline, Work Motivation, And Job Training. *International Journal of Educational Review, Law And Social Sciences (IJERLAS)*, 1(2), 117-128.
- Hatta, M., Susanto, H., & Rahfilludin, M. Z. (2016). Perbandingan pemberian air kelapa muda (*cocos nucifera* l) dengan isotonik terhadap denyut nadi dan VO<sub>2</sub>maks atlet remaja. *Jurnal Gizi Indonesia (The Indonesian Journal of Nutrition)*, 4(2), 71-81.
- Herman, H., & Didin, D. (2020). The influence of work motivation, job satisfaction and work discipline on employee performance in the regional secretariat of Maros district. *Jurnal Ad'ministrare*, 7(1), 207-214.

- Hoy, W. K., & Miskel, C. (2004). *Educational administration, policy, and reform: Research and measurement*: IAP.
- Hussain, F., & Saif, A. (2019). Teacher's job security and workload factors affecting job satisfaction of teachers in Multan (Southern Punjab)–Pakistan. *Journal of Education and Vocational Research*, 10(1 (V)), 1-8.
- Hwa, Y.-Y. (2022). 'Our system fits us': comparing teacher accountability, motivation, and sociocultural context in Finland and Singapore. *Comparative Education*, 58(4), 542-561.
- Idrees, Z., Xinping, X., Shafi, K., Hua, L., & Nazeer, A. (2015). Effect of salary, training and motivation on job performance of employees. *American Journal of Business, Economics and Management*, 3(2), 55-58.
- Igbogi, I. (2018). Teachers' welfare and commitment as determinant of productivity in Bayelsa State. *Nigeria: International Journal of Scientific Research in Education*, 11(6), 1041-1058.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.
- Ingersoll, R. M. (2017). Misdiagnosing America's teacher quality problem. *International handbook of teacher quality and policy*, 79-96.
- Ishaq, N., Aslam, S., Feroz, I., Mushtaq, S., Riaz, I., Usman, M., Aslam, M. A., Waqas, R. M., Shinwari, A. S., & Iqbal, S. (2022). Effect of Institutional Environment on Teacher's Job Satisfaction in Faisalabad City.
- Isola, G. (2022). Motivation of High School Teachers, and its Effects on their Level of Performance and Turn-Over Rate. *AIDE Interdisciplinary Research Journal*, 2(1), 1-1.

- Jaques, H. (2013). Working beyond age 60 doesn't affect performance, review finds. In: British Medical Journal Publishing Group.J
- Kayuni, H., & Tambulasi, R. (2007). Teacher Turnover in Malawi's Ministry of Education: Realities and Challenges. *International Education Journal*, 8(1), 89-99.
- Kelani, R. R., & Khourey-Bowers, C. (2012). Professional development in sub-Saharan Africa: what have we learned in Benin? *Professional development in education*, 38(5), 705-723.
- Kilag, O. K. T., Uy, F. T., Calledo, M. F. S., Cerna, Y. T. D., Villanueva, K. M., & Angtud, N. A. A. (2023). Quality performance of teachers: work environment, work attitude, and principal supervision: qualitative investigation. *Science and Education*, 4(7), 415-429.
- Kravariti, F., Tasoulis, K., Scullion, H., & Alali, M. K. (2022). Talent management and performance in the public sector: the role of organisational and line managerial support for development. *The International Journal of Human Resource Management*, 1-26.
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of management*, 43(6), 1854-1884.
- Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology*, 61, 244-258.
- Kwanya, T. (2022). Mixed methods and quality of postgraduate research: a Kenyan perspective. In *Handbook of Research on Mixed Methods Research in Information Science* (pp. 147-172). IGI Global.

- Kwapong, L. S. A., Opoku, E., & Donyina, F. (2015). The effect of motivation on the performance of teaching staff in Ghanaian polytechnics: The moderating role of education and research experience. *Global Journal of Human Resource Management, 3*(6), 30-43.
- Lay, A. A. M. (2020). An investigation into the relationship between teachers' job performance and job satisfaction in Myanmar. *Opus et Educatio, 7*(2).
- Lárusdóttir, S. H., & O'Connor, E. (2021). School Leadership for Social Justice. *Journal of Educational Leadership and Policy Studies, 5*.
- Lee, H.-W. (2020). A career stage analysis of the US federal employees' job satisfaction and turnover intention: A comprehensive overview. *Review of Public Personnel Administration, 40*(4), 717-742.
- Lester, D. (2013). Measuring Maslow's hierarchy of needs. *Psychological reports, 113*(1), 15-17.
- Liang, G., & Akiba, M. (2017). Teachers' working conditions: A cross-national analysis using the OECD TALIS and PISA data. In *International handbook of teacher quality and policy* (pp. 388-402). Routledge.
- Liu, Y., Hau, K. T., & Zheng, X. (2020). Does instrumental motivation help students with low intrinsic motivation? Comparison between Western and Confucian students. *International Journal of Psychology, 55*(2), 182-191.
- Locke, H. S., & Braver, T. S. (2008). Motivational influences on cognitive control: behavior, brain activation, and individual differences. *Cognitive, Affective, & Behavioral Neuroscience, 8*(1), 99-112.
- Lucky, A. (2019). Teacher Motivation and Academic Performance of Pupils In Universal Primary Schools In Kisomoro Sub-County Bunyagabu District, Uganda.

- Luthans, F., Luthans, B. C., & Luthans, K. W. (2021). *Organizational Behavior: An Evidence-Based Approach Fourteenth Edition*: IAP.
- Ma, L., Zhou, F., & Liu, H. (2021). Relationship between psychological empowerment and the retention intention of kindergarten teachers: a chain intermediary effect analysis. *Frontiers in Psychology, 12*, 601992.
- Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and Teacher Education, 105*, 103425.
- Madjid, A., & Samsudin, M. (2021). Impact of achievement motivation and transformational leadership on teacher performance mediated by organizational commitment. *Educational Sciences: Theory & Practice, 21*(3), 107-119.
- Maganda, H. (2019). Motivation and teacher's performance in public secondary schools in Uganda: case study of selected public schools in Iganga District.
- Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and Research, 2*(1), 9-20.
- Mancuso, S. V., Roberts, L., & White, G. P. (2010). Teacher retention in international schools: The key role of school leadership. *Journal of Research in International Education, 9*(3), 306-323.
- Mang'eng'e, B. K. (2018). The Adequacy of Kenya Education Management Institute Training of Secondary School Principals in Attaining Teacher Motivation in Makueni County, Kenya. *Unpublished Research Project, Kenyatta University*.

- Mangkunegara, A. P., & Agustine, R. (2016). Effect of Training, Motivation and Work Environment on Physicians' Performance. *Academic Journal of Interdisciplinary Studies*, 5(1), 173-173.
- Mangkunegara, A. P., & Setyono, S. (2021). The role of work motivation, discipline, and remuneration in building performance of civil servants. *Journal of Legal, Ethical and Regulatory Issues*, 24, 1-12.
- Mania, S., & Alam, S. (2021). Teachers' Perception toward the Use of Ethnomathematics Approach in Teaching Math. *International Journal of Education in Mathematics, Science and Technology*, 9(2), 282-298.
- Mansouri, Z., & Moumine, M. E. A. (2017). Primary and Secondary Education in Morocco: From Access to School into Generalization to Dropout. *International Journal of Evaluation and Research in Education*, 6(1), 9-16.
- Marsidin, S., Effendi, M., & Jama, J. (2020). Developing Academic Supervision Model To Improve Islamic Education (PAI) Teachers' Performance At Madrasah Aliyah (Islamic Senior High Schools). *Digital Press Social Sciences and Humanities*, 6, 00014.
- Martin, A. J. (2003). The Student Motivation Scale: Further testing of an instrument that measures school students' motivation. *Australian journal of Education*, 47(1), 88-106.
- Maslach, C., & Leiter, M. P. (2017). Understanding burnout: New models.
- Maslow, A. H. (1966). Comments on Dr. Frankl's paper. *Journal of Humanistic Psychology*, 6(2), 107-112.

- Mbon, U. F. (2017). Headteachers' managerial behaviour and teachers' task performance in public primary schools in Calabar-South Local Government area, Cross River State, Nigeria. *Global journal of educational research*, 16(2), 163-169.
- Mifflin, H. (1995). Management and organization. In: New York: South-Western Publishing Co.
- Morales, J. C. (2022). Transformational Leadership and Teacher Work Motivation in Private Educational Institutions. *Transformational Leadership and Teacher Work Motivation in Private Educational Institutions*, 105(1), 37-37.
- Mulianga, C., Sirai, S., & Mutinda, J. (2022). Working conditions and employee performance in operating sugar manufacturing firms in in western kenya. *Journal of Human Resource and Leadership*, 7(1), 8-19.
- Mulisa, F. (2022). When Does a Researcher Choose a Quantitative, Qualitative, or Mixed Research Approach?. *Interchange*, 53(1), 113-131.
- Murnane, R. J., Reardon, S. F., Mbekeani, P. P., & Lamb, A. (2018). Who goes to private school? Long-term enrollment trends by family income. *The WERA Educational Journal*, 40.
- Mutawakilu, Y., & Imoro, A. N. (2018). Mathematical Modeling on Reward Scheme and Teacher Performance in Colleges of Education: The Case of Tamale College of Education. *ADRRI Journal of Physical and Natural Sciences*, 2(4), 1-18.
- Namanda, M. (2019). The impact of teacher motivation on student performance in Uganda: a case study of Nansana Town Council, Wakiso District.

- Nartiningrum, N., & Nugroho, A. (2021). English teachers' perspectives on challenges, suggestions, and materials of online teaching amidst the global pandemic. *IJEE (Indonesian Journal of English Education)*, 8(1), 101-119.
- Nawani, D., & Goswami, R. (2021). Assessment of Student Learning in South Asia. *Handbook of Education Systems in South Asia*, 1729.
- Newhart, M., & Patten, M. L. (2023). Understanding research methods: An overview of the essentials.
- Noda, H. (2020). Work–life balance and life satisfaction in OECD countries: A cross-sectional analysis. *Journal of Happiness Studies*, 21(4), 1325-1348.
- Nyam, J., & William-West, T. (2014). Teachers motivation: A study of the psychological and social factors. *International Journal of Education and Research*, 2(2), 1-8.
- Obanya, P. (1995). The African teacher of the twenty-first century. *International Journal of Educational Management*, 9(2), 4-9.
- Okendu, J. N. (2012). Incentive scheme and job performance, a bivariate relationship with Institutional development among secondary schools teachers. *Journal of Education and practice*, 3(8), 216-222.
- Olubusayo, H., Stephen, I. A., & Maxwell, O. (2014). Incentives packages and employees' attitudes to work: a study of selected government parastatals in Ogun State, South-West, Nigeria. *International Journal of Research in Business and Social Science (2147-4478)*, 3(1), 63-74.
- Oludipe, D. I., & Oludipe, B. D. (2021). Do Teachers' Qualifications and Experience Influence Academic Performance of Students in Basic Science in Junior Secondary Schools in Nigeria? *Journal of Education in Black Sea Region*, 6(2), 148-164.

- Olusadum, N. J., & Anulika, N. J. (2018). Impact of motivation on employee performance: a study of alvanikoku federal college of education. *sigma*, 1(1), 53-65.
- Opoku, M. P., Jiya, A. N., Kanyinji, R. C., & Nketsia, W. (2022). Retention and job satisfaction among rural primary school teachers in Malawi. *Rural Society*, 31(2), 101-114.
- Palmer, W. (2012). Incentive and disincentive: Will they affect performance. *Journal of Business and Management*, 14(3), 32-52.
- Peng, Z., Lian, Y., & Forson, J. A. (2021). Peer effects in R&D investment policy: Evidence from China. *International Journal of Finance & Economics*, 26(3), 4516-4533.
- Peter, Warr. (2020). Age and job performance. 309-325. doi: 10.1201/9781003062622-25
- Popay, J., Roberts, H., Sowden, A., Petticrew, M., Arai, L., Rodgers, M., Britten, N., Roen, K., & Duffy, S. (2006). Guidance on the conduct of narrative synthesis in systematic reviews. *A product from the ESRC methods programme Version*, 1(1), b92.
- Prihatini, D., Arafat, Y., & Mulyadi, M. (2020). The Influence of Organizational Culture and Principal Leadership Towards Teacher's Performance. *Journal of Social Work and Science Education*, 1(3), 204-213.
- Rasheed, M. I., Aslam, H. D., & Sarwar, S. (2010). Motivational issues for teachers in higher education: A critical case of IUB. *Journal of management research*, 2(2), 1.

- Rasheed, M. I., Humayon, A. A., & Awan, U. (2016). Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs). *International Journal of Educational Management*.
- Ratican, S., Miller, K. L., Kathleen Cripe, M., Ratican, C., & Miller, S. M. (2022). Harnessing Organizational Leadership and Cultural Competence to Attract and Retain Quality Teachers: The Case of Inner-City Schools. *Journal of Education Human Resources*, e20210036.
- Reid, A. (2020). *Changing Australian education: How policy is taking us backwards and what can be done about it*: Routledge.
- Rigby, C. S., & Ryan, R. M. (2018). Self-determination theory in human resource development: New directions and practical considerations. *Advances in Developing Human Resources*, 20(2), 133-147.
- Robbins, S. P., & Coulter, M. (2017). *Management 13E*: Pearson India Noida, India.
- Robbins, S. P., & Judge, T. (2009). *Organizational behavior*: Pearson South Africa.
- Roussillon Soyer, C., Balkin, D. B., & Fall, A. (2022). Unpacking the effect of autonomous motivation on workplace performance: Engagement and distributive justice matter! *European Management Review*, 19(1), 138-153.
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*: Guilford Publications.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, 61, 101860.
- Reddy, V. V. (2019). The Relation between the Work Motivation and Job Satisfaction of Secondary School Teachers. *Age*, 30, 30yrs.

- Richardson, P. W., & Watt, H. M. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, 34(1), 27-56.
- Rose, R. (2012). The relationship of compensation to job attraction and performance in public schools. *Issues in Educational Research*, 22(2), 180-195.
- Ross, A. (2021). What do educational science and the public good mean in the context of educational research for social justice? In *Educational research for social justice* (pp. 1-28). Springer.
- Sabri, S. M., Mutalib, H., & Hasan, N. A. (2019). Exploring The Elements of Employees' Motivation in Hospitality Industry. *Journal of Tourism*, 4(14), 13-23.
- Safrida, S., Silalahi, R. M. P., & Tannady, H. (2023). The Role of School Principal Leadership Style, Work Environment and Family Support on PAUD Teacher Performance. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 2611-2618.
- Sala, G. (2022). Motivation of High School Teachers, and its Effects on their Level of Performance and Turn-Over Rate. *AIDE Interdisciplinary Research Journal*, 2, 151-173.
- Saprudin, S., Liliyasi, L., Setiawan, A., & Prihatmanto, A. (2020). Optical Gamification (OG); Serial versus random model to improve pre-service physics teachers' concept mastery. *International Journal of Emerging Technologies in Learning (IJET)*, 15(9), 39-59.
- Saunders, M., Lewis, P., & Thornhill, A. (2007). Research methods. *Business Students 4th edition Pearson Education Limited, England*, 6(3), 1-268.

- Scherrer, V., & Preckel, F. (2019). Development of motivational variables and self-esteem during the school career: A meta-analysis of longitudinal studies. *Review of Educational Research, 89*(2), 211-258.
- Schneider, B., & Alderfer, C. P. (1973). Three studies of measures of need satisfaction in organizations. *Administrative Science Quarterly, 18*, 489-505.
- Seniwoliba, J. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana.
- Shafiwu, A. B., & Salakpi, A. (2013). Analysis of teachers' motivation on the overall performance of public basic school in the Wa Municipality. *Research Journal of Finance and Accounting, 4*(13), 179-194.
- Sharma, P. (2017). Organizational culture as a predictor of job satisfaction: The role of age and gender. *Management: journal of contemporary management issues, 22*(1), 35-48.
- Shonubi, O. A., Abdullah, N., Hashim, R., & Hamid, N. (2016). Recognition and appreciation and the moderating role of self-esteem on job satisfaction and performance among IT employees in Melaka. *Journal of Health Science, 4*(5), 221-227. 260.
- Smets, W., De Neve, D., & Struyven, K. (2022). Responding to students' learning needs: how secondary education teachers learn to implement differentiated instruction. *Educational Action Research, 30*(2), 243-
- Song, J. H., Kim, W., Chai, D. S., & Bae, S. H. (2014). The impact of an innovative school climate on teachers' knowledge creation activities in Korean schools: The mediating role of teachers' knowledge sharing and work engagement. *KEDI Journal of Educational Policy, 11*(2).

- Spears, N., Wheeler, N. J., Regal, R. A., & Daire, A. P. (2021). Exploring the effect of employment instability for relationship satisfaction in diverse couples: Implications for integrative multi-couple group intervention. *The Journal for Specialists in Group Work, 46*(2), 161-171.
- Sulisworo, D., Nasir, R., & Maryani, I. (2017). Identification of teachers' problems in Indonesia on facing global community. *International Journal of Research Studies in Education, 6*(2), 81-90.
- Sultoni, M., Lian, B., & Mulyadi, M. (2020). The Influence of School Based Management and Work Motivation towards Teacher's Performance. *International Journal of Educational Review, 2*(2), 183-191.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the US. *Learning Policy Institute*.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives, 27*(35).
- Suyanto, S. (2018). Competence and discipline on work motivation and the implication on working performance.
- Sweden, S. (2017). Nurses outside the profession. Report 2017: 3. *Statistics Sweden*.
- Syawaludin, A., Gunarhadi, G., & Rintayati, P. (2019). Enhancing Elementary School Students's Abstract Reasoning in Science Learning through Augmented Reality-Based Interactive Multimedia. *Jurnal Pendidikan IPA Indonesia, 8*(2), 288-297.

- Täht, K., Mikkor, K., Aaviste, G., & Rozgonjuk, D. (2023). What motivates and demotivates Estonian mathematics teachers to continue teaching? The roles of self-efficacy, work satisfaction, and work experience. *Journal of Mathematics Teacher Education*, 1-20.
- Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., *et al.* (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. *Contemporary educational psychology*, 39(4), 342-358.
- Thomas, K. H., Haring, E. L., McDaniel, J., Fletcher, K. L., & Albright, D. L. (2017). Belonging and support: Women veterans' perceptions of veteran service organizations. *Journal of Veterans Studies*, 2(2), 2-12.
- Thuku, W., Kalai, J. M., & Tanui, E. K. (2018). Relationship between supportive leadership style and teachers' job satisfaction in nakuru county, kenya. *European Journal of Education Studies*.
- Travers, C. (2017). Current knowledge on the nature, prevalence, sources and potential impact of teacher stress. *Educator Stress*, 23-54.
- Trochim, W. (2006). Research methods knowledge base: Theory of reliability. *Retrieved August, 4, 2010*.
- Van den Borre, L., Spruyt, B., & Van Droogenbroeck, F. (2021). Early career teacher retention intention: Individual, school and country characteristics. *Teaching and Teacher Education*, 105, 103427.
- Visher, C. A., Winterfield, L., & Coggeshall, M. B. (2005). Ex-offender employment programs and recidivism: A meta-analysis. *Journal of Experimental Criminology*, 1, 295-316.

- Wahyudi, W. (2022). Five components of work motivation in the achievement of lecturer performance. *Scientific Journal Of Reflection: Economic, Accounting, Management and Business*, 5(2), 466-473.
- Wahyuningdyah, E. (2015). Meningkatkan Kinerja Guru Melalui Kepemimpinan Transformasional. *Surabaya: Kresna Bina Insan Prima*.
- Wang, W.-l., & Kuo, C.-y. (2019). Relationships among teachers' positive discipline, students' well-being and teachers' effective teaching: A study of special education teachers and adolescent students with learning disabilities in Taiwan. *International Journal of Disability, Development and Education*, 66(1), 82-98.
- Wea, D., Wolomasi, A. K., & Werang, B. R. (2022). Working conditions and work performance of remote elementary school teachers. *Journal of Educational and Management Studies*, 12(1), 01-07.
- White, P. (2016). Appreciation at Work training and the Motivating by Appreciation Inventory: development and validity. *Strategic HR Review*, 15(1), 20-24.
- White, P. (2017). How do employees want to be shown appreciation? Results from 100,000 employees. *Strategic HR Review*, 16(4), 197-199.
- Young, S. (2018). Teacher retention and student achievement: How to hire and retain effective teachers. *Delta Kappa Gamma Bulletin*, 84(3).
- Yudhvir, M., & Sunita, M. (2012). Employee's motivation: Theories and perspectives. *Asian Journal of multidimensional research*, 1(2).
- Yüner, B. (2022). Examining the Relationship between Participation and Academic Emphasis Based on the Views of School Principals. *Journal of Education and Future*(22), 15-27.

Zaqiah, Q. Y., Suhendar, D., & Maryani, N. (2018). Evaluation of teacher performance to quality learning in Madrasah Aliyah: A comparative study between Madrasah Aliyah Model and Non-Model Madrasah Aliyah in West Java. Proceedings of the International Conference on Islamic Education (ICIE 2018)

**APPENDIX**

**QUESTIONNAIRE**

**TITLE**

MOTIVATION AND PERFORMANCE OF PUPLIC SENIOR HIGH SCHOOL  
TEACHERS IN THE JIRAPA MUNICIPALITY OF THE UPPER WEST REGION  
OF GHANA.

Dear sir/madam,

Good morning/afternoon/evening.

My name is Maurice Firu, a student of SDD University for Business and Development Studies (SDD-UBIDS). As part of our academic demands, I am undertaking a research on the topic “Motivation and Performance of Public Senior High School Teachers in the Jirapa Municipality of The Upper West Region-Ghana”. I would be highly appreciative to you if you could spare a few minutes of your scarce time to answer the questions herein, this questionnaire, to aid me accomplish this academic objective. The information you will provide is solely for academic purposes; and your confidentiality is very much assured. I trust your consent is hereby granted, thank you very much.

DATE: STUDY CODE (pre-printed):

UNIQUE ID: .....

SITE.....

SIGNATURE: .....

PART 1

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENT

1. Study participant code      Male       Female
  
2. Place of residence .....
  
3. Gender:      Male       Female
  
4. Age in years at last birthday (Write the actual number down) .....
  
5. What level of education have you attained?  
  
PgDip       Bachelors' degree       Masters' degree       PhD
  
6. Number of years served in the teaching service  
  
0-3 years       4-6 years       7-9 years       10 years and above
  
7. What is your current rank in GES?  
  
Principal Supt.       Assistant Director II       Assistant Director I   
  
Deputy Director       Director II or higher

## PART 2

Choose from the suggested list below your level of agreement or disagreement to the following factors and indicate how each motivates employees in the education sector.

### Nature of Work

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 1. Promotion in the Organization

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 2. Opportunity for Advancement

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 3. Responsibility (Authority to make necessary decisions in order to complete assigned tasks)

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 4. Appreciation for Work Done

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 5. Salary

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 6. Working Conditions

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

#### 7. Relationships with Superior

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

## 8. Relationships with Peers

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

## PART 3

**Factors that serve as satisfaction or dissatisfaction among Employee.** Please indicate how the following factors lead to your job satisfaction or dissatisfaction

### 1. Recognition at work place

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 2. Authority to make necessary decisions in order to complete assigned tasks

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 3. Growth opportunity

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 4. Management style

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 5. Regular on the job training

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 6. Monetary incentives adequate

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

## PART 4

**Determinants of Employee Performance** (Choose from the suggested list below your level of agreement or disagreement to these determinants of employee performance in the education sector)

### 1. Qualification of Employee

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 2. Working Environment

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 3. Experience of Employee

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 4. Compensation Package (i.e., Financial and Non-Financial)

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 5. Support from other colleagues

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 6. Age and Health Condition of employee

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 7. Job Security

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

### 8. Retirement and Other Benefits

Strongly Agree  Agree  Uncertain  Disagree Strongly  Disagree

## PART 5

### Effects of motivation on the Employee Performance

Choose from the suggested list below how these motivational factors influence your level of performance in the education sector

#### 1. Promotion in the GES

Very High  High  Uncertain  Low  Very Low

#### 2. Nature of work

Very High  High  Uncertain  Low  Very Low

#### 3. Opportunity for upgrade

Very High  High  Uncertain  Low  Very Low

#### 4. Appreciation for Work Done

Very High  High  Uncertain  Low  Very Low

5.

#### Working Conditions

Very High  High  Uncertain  Low  Very Low

6.

#### Relationships with Superior

Very High  High  Uncertain  Low  Very Low

#### 7. Relationships with Peers

Very High  High  Uncertain  Low  Very Low

**8. Salary**

Very High       High       Uncertain       Low       Very Low

**9. Responsibility** (Authority to make necessary decisions in order to complete assigned tasks)

Very High       High       Uncertain       Low       Very Low

**10. Does motivation influence your performance?**

Yes (...)

No (...)

Prefer not to say (...)

**THANK YOU VERY MUCH!!!**

**INTERVIEW GUIDE FOR SOME OF THE TEACHING AND NON-  
TEACHING  
PERSONNEL**

---

**TOPIC:**

**MOTIVATION AND PERFORMANCE OF PUBLIC SENIOR HIGH  
SCHOOL TEACHERS IN THE JIRAPA MUNICIPALITY OF THE UPPER  
WEST REGION OF GHANA.**

**SECTION A:**

**Personal Data**

1. Provide your demographic characteristics

**SECTION B:**

**Factors that Motivate Employee**

2. Do you agree that motivation serves as a factor to measure employee performance?
3. Mention some of the factors that motivate you in your work.
4. If you are to rank the factors, which one will come first, second, third et cetera?

**SECTION C:**

**Factors that serves as satisfaction or dissatisfaction among Employee**

5. Mention some of the factors that satisfy you and those that serve as dissatisfaction to you  
as an employee.

6. Do you feel that you have personal growth in this organization in terms of learning new skills and techniques related to your job profile?
7. Do you feel that you receive due recognition for the work you do?
8. Are you offered trainings and workshops so as to improve upon your skills?
9. Do you think you are well paid considering your role and job profile?
10. How would you rate your relationship with your Head and colleagues?

## **SECTION D**

### **Determinants of Employee Performance**

11. Mention factors that you think can determine your work performance?
12. Do you feel you are technically qualified for the role you work currently?
13. Are you equipped with practical experience in area of your interest, in addition to your technical knowledge?

## **SECTION E**

### **Effects of motivation on the Employee Performance**

14. Mention some of the things that have effect on your performance at workplace?
15. Does motivation has effect on you performance?
16. According to you, what changes can be made to help improve motivation in education sector for better performance?