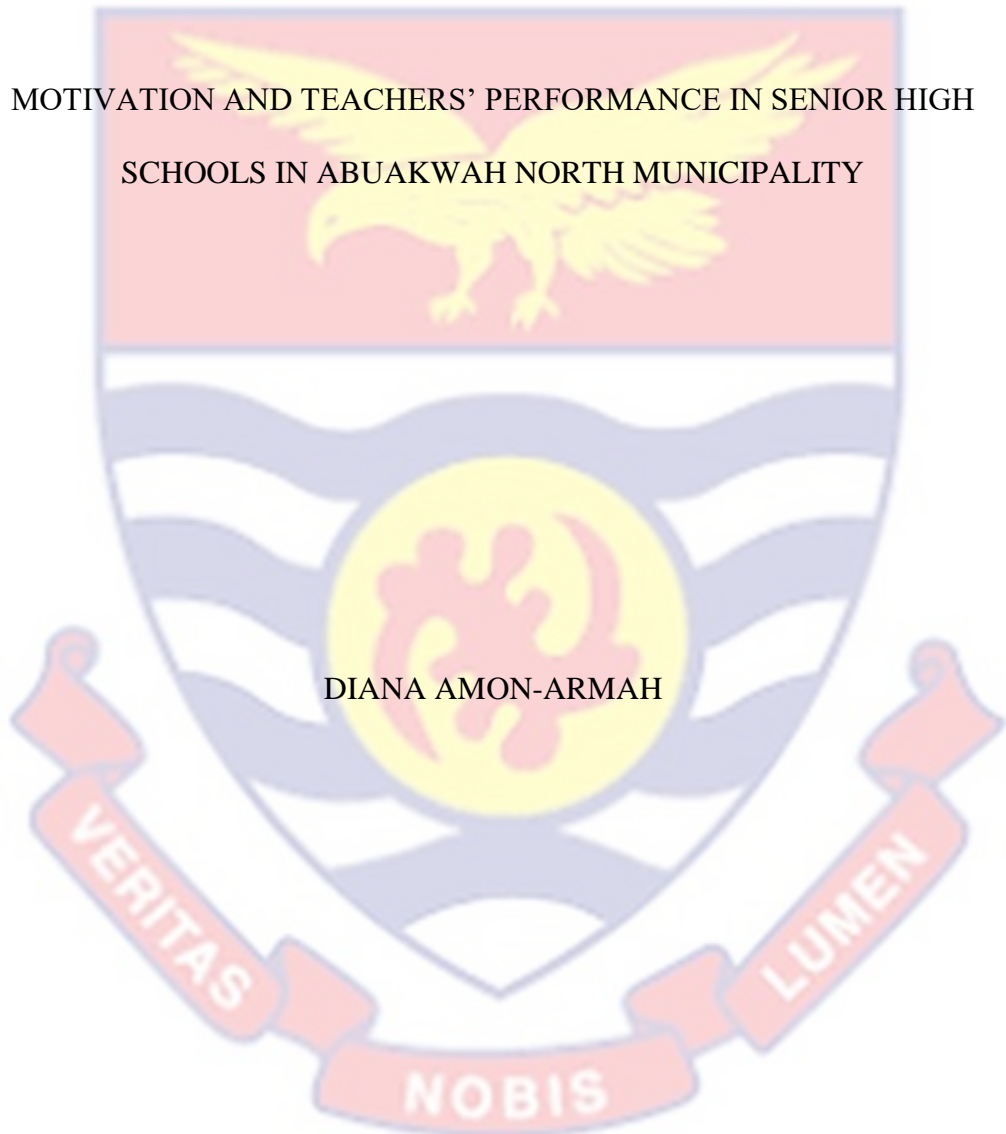


UNIVERSITY OF CAPE COAST



2021

UNIVERSITY OF CAPE COAST

MOTIVATION AND TEACHERS' PERFORMANCE IN SENIOR HIGH
SCHOOLS IN ABUAKWAH NORTH MUNICIPALITY

BY

DIANA AMON-ARMAH

Dissertation submitted to the Department of Human Resource Management
of the School of Business, College of Humanities and Legal Studies,
University of Cape Coast in partial fulfilment of the requirements for the
award of Master of Business Administration degree in Human Resource
Management.

MAY, 2021

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere.

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

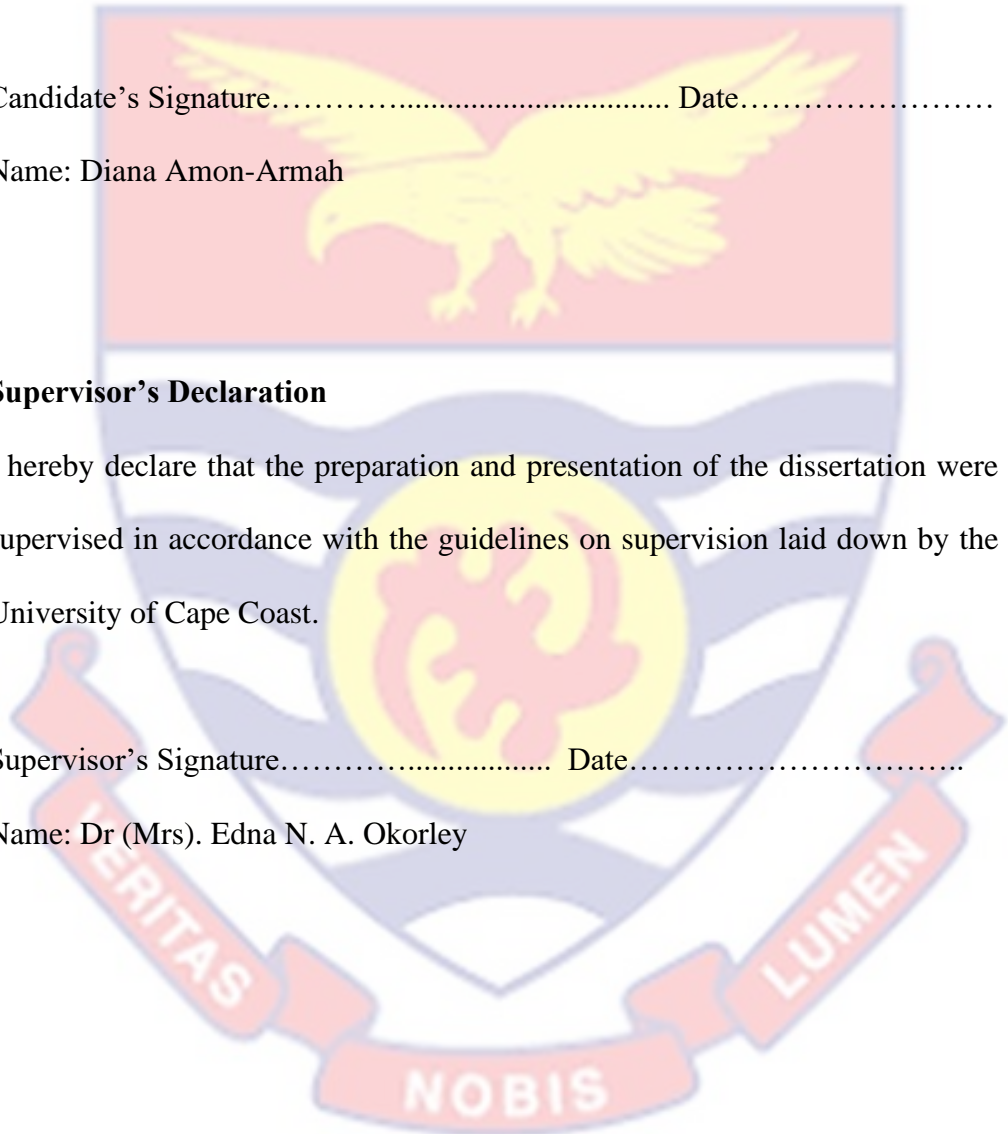
Name: Diana Amon-Armah

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision laid down by the University of Cape Coast.

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

Name: Dr (Mrs). Edna N. A. Okorley



ABSTRACT

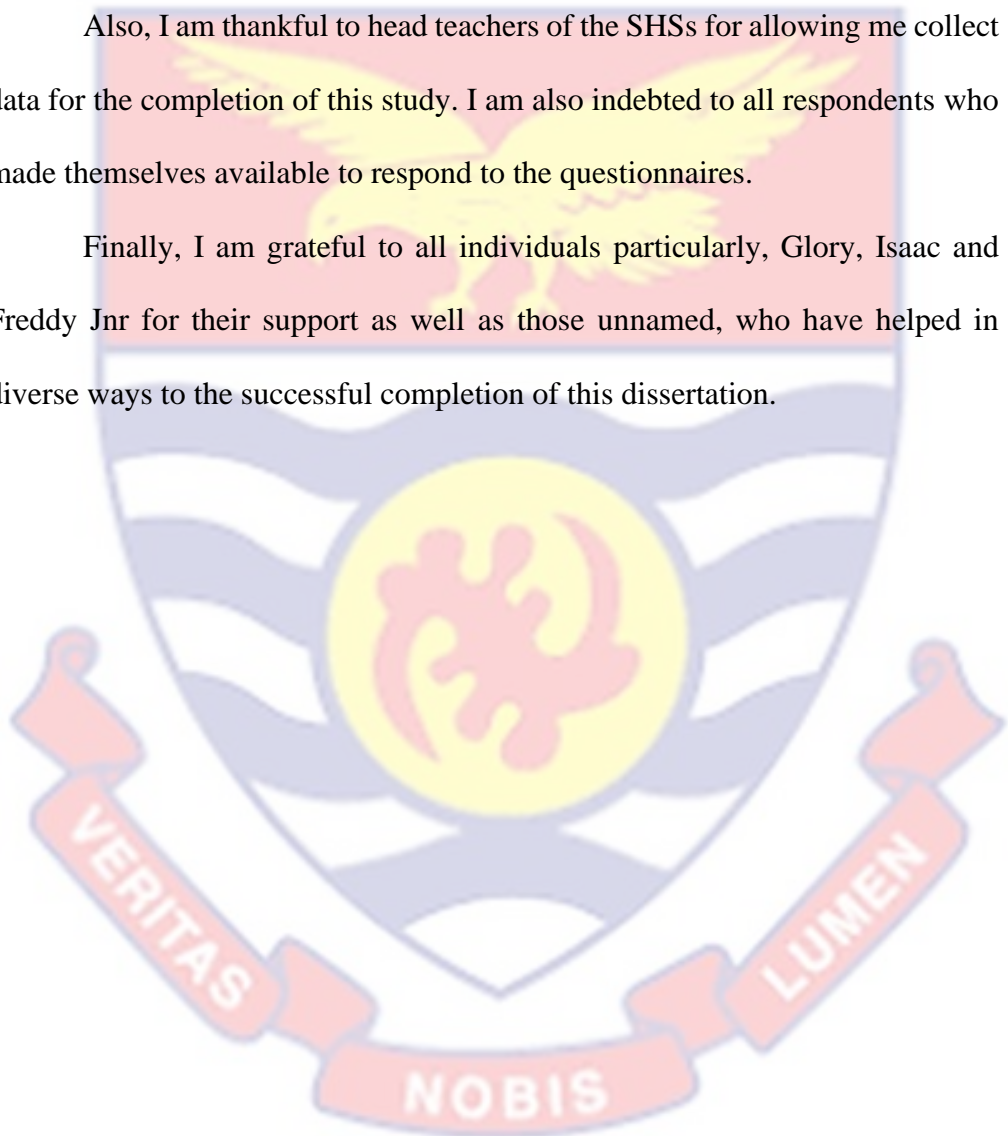
The study examined the influence of motivation on the performance of teachers in SHSs at the Abuakwa Municipal Assembly, Ghana. The study relied on the quantitative approach and descriptive correlational design. A structured questionnaire was used to gather data from 191 respondents in the SHSs. Using the stratified sample procedure, the study apportioned the 191 proportionately to the four SHSs investigated. The data was then processed using the IBM SPSS Statistics (version 26). Descriptive (means and standard deviations) and inferential statistics (regression) was used to address the objectives of the study. The study found that while intrinsic motivation was perceived as predominant in the schools, extrinsic motivation was not appreciated or being applied in the schools. Again, the study found that both intrinsic and extrinsic motivation had significant positive influence on the job performance of the teachers in the municipality. The study recommends that stakeholders of secondary education such as the Ministry of Education (MoE) and Ghana Education Service (GES) should create policies that are targeted at improving the motivation (intrinsic and extrinsic) factors of the teachers.

ACKNOWLEDGEMENTS

I would first of all appreciate my supervisor, Dr (Mrs). Edna N.A Okorley, for her support, encouragement and guidance in helping put this work to its current state. I am very grateful to her constructive criticisms to every detail of this dissertation.

Also, I am thankful to head teachers of the SHSs for allowing me collect data for the completion of this study. I am also indebted to all respondents who made themselves available to respond to the questionnaires.

Finally, I am grateful to all individuals particularly, Glory, Isaac and Freddy Jnr for their support as well as those unnamed, who have helped in diverse ways to the successful completion of this dissertation.



DEDICATION

To my darling husband, Fredrick Amon-Armah.



TABLE OF CONTENTS

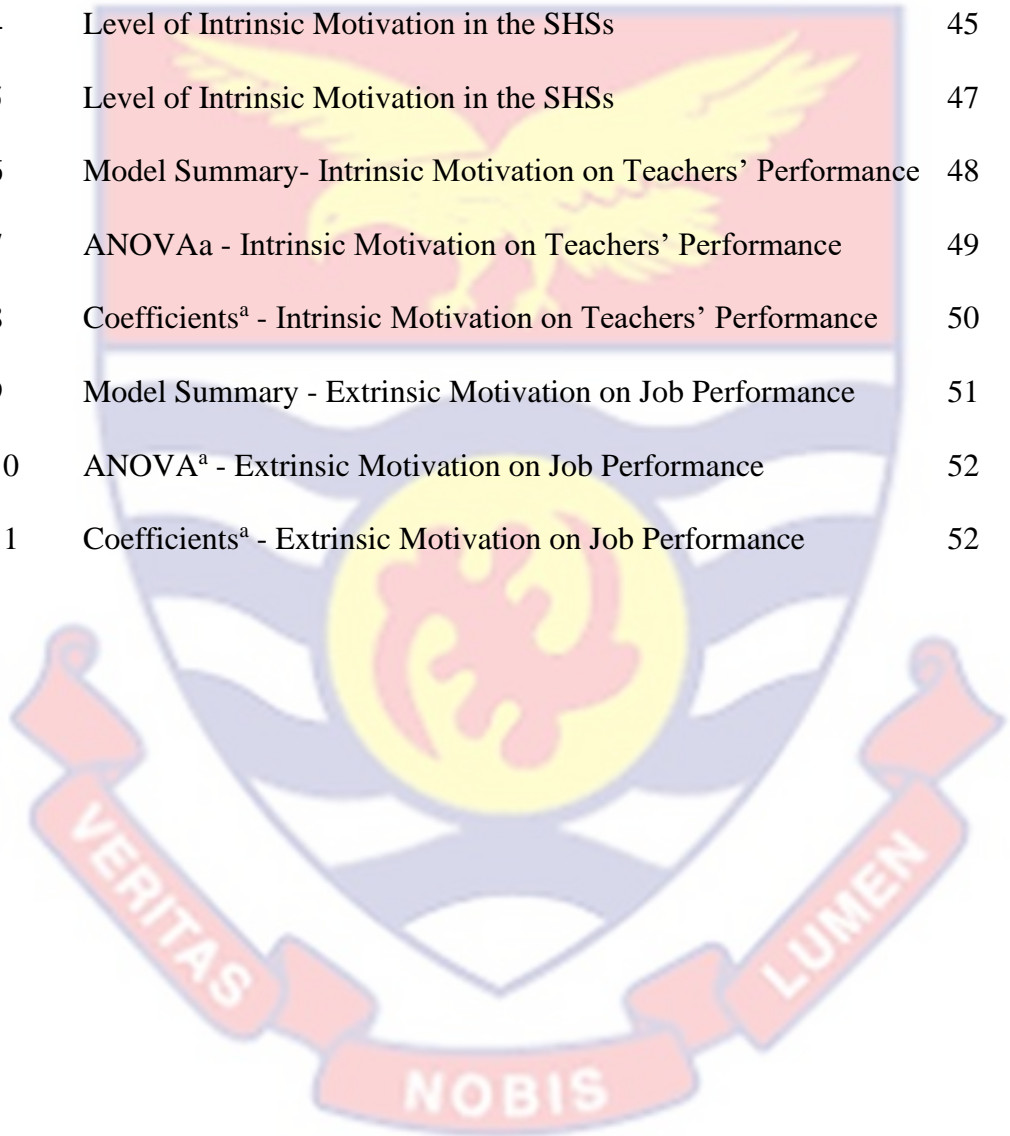
	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	6
Research Objectives	7
Research Questions	7
Significance of the Study	7
Delimitation of the Study	8
Limitations of the Study	8
Organisation of the Study	8
CHAPTER TWO: LITERATURE REVIEW	
Introduction	10
Theoretical Review	10
Maslow's Hierarchy of Needs Theory	10
Physiological Needs	11
Safety and Security Needs	11

Belongingness and Love Need	12
Esteem Needs	12
Self-Actualisation Needs	13
Relevance of Maslow's Hierarchy Theory to the study	13
Herzberg's Two-Factor Theory of Motivation	14
Relevance of the Theory to the Study	16
Conceptual Review	16
The Concept of Motivation	16
Types of Motivation	18
Intrinsic Motivation	18
Extrinsic Motivation	19
Factors of Teacher Motivation	20
Remuneration as a Reward	20
Professional Training and Development	22
Knowledge and Information	22
Usage of Technology	23
Residential Accommodation	24
Work Environment and Facilities	24
Promotional Opportunities	26
Teachers Performance	26
Empirical Review	27
Conceptual Framework	30
Chapter Summary	31
CHAPTER THREE: RESEARCH METHODS	
Introduction	32

Research Approach	32
Research Design	33
Study Area	35
Population	35
Sample and Sampling Procedure	36
Data Collection Instrument	38
Data Collection Procedures	40
Reliability and Validity	40
Data Processing and Analysis	40
Ethical Issues	42
Chapter Summary	42
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	43
Influence of Intrinsic Motivation on Teachers' Performance	48
Influence of Extrinsic Motivation on Job Performance	51
Chapter Summary	53
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	54
Summary of the Study	54
Conclusions	56
Recommendations	56
Suggestions for Further Research	57
REFERENCES	58
APPENDIX A: Questionnaire	71

LIST OF TABLES

Table		Page
1	Total Staff Strength in the SHSs in the Abuakwa Municipality	36
2	Sample and Sampling Technique	38
3	Personal Data of Respondents	43
4	Level of Intrinsic Motivation in the SHSs	45
5	Level of Intrinsic Motivation in the SHSs	47
6	Model Summary- Intrinsic Motivation on Teachers' Performance	48
7	ANOVA ^a - Intrinsic Motivation on Teachers' Performance	49
8	Coefficients ^a - Intrinsic Motivation on Teachers' Performance	50
9	Model Summary - Extrinsic Motivation on Job Performance	51
10	ANOVA ^a - Extrinsic Motivation on Job Performance	52
11	Coefficients ^a - Extrinsic Motivation on Job Performance	52



LIST OF FIGURES

Figure		Page
1	The Conceptual Framework	31



CHAPTER ONE

INTRODUCTION

The challenge of retaining knowledgeable and experienced professional teachers at the Senior High Schools (SHSs) in Abuakwa North Municipality is the very reason for this study. The study is set out to research into the motivation and teacher performance in the municipality. This chapter consists of the background and the statement of the problem to the study. It also constitutes the purpose of the study, research questions, and significance of the study. Other aspects of this chapter include the delimitation, limitation and the organization of the study.

Background to the Study

Education has what it takes to reduce ignorance and makes individuals grow in the socio-economic endeavour. Attaining a universal and inclusive education system has been one of the objectives of governments across the globe. Governments are advocating for universal and quality education. To achieve this, citizens are encouraged to seek formal and informal education to develop themselves (Attah, 2012; Williams, 2018). Education serves as a means to nurture individual youth into responsible and employable adults (Bentley, 2012). What it means is that education helps to unveil and realize our inherent potentials to the fullest. In the United States of America, public education has become an integral part of economic policies and progress towards ensuring that every child receives quality education (Johnson, 2010; Williams, 2018). In Ghana, governments have formulated and adopted series of educational policies from Free Compulsory Universal Basic Education (FCUBE) to the recent Free

Senior High School policy. All these reforms and policies are aimed at ensuring equal access to education across the nation.

For education to really be effective, more knowledgeable and experienced teachers needed should be available to facilitate the learning process. This makes the role of teachers in the school system very essential. Attah (2012) and Ministry of Education (MoE) (2019) opined that the school and its related matters would be incomplete without the teacher. According to Adu (2016), teachers are essential link in the transmission of educational opportunities to learners. Teaching can be regarded as the most vital and strategic means of national development. Loeb, Kalogrides and Beteille (2012) stated that teaching profession is a great asset and no nation can leave without it in its quest to develop. According to the researchers, educational outcomes are the very reasons why schools are established; therefore, the interest in the school rest on the quality of teachers as a way of improving educational outcomes for students. Quality teachers are one of the most important school-related factors found to facilitate students' learning (Anis, 2018; Nye, Konstantopoulos & Hedges, 2004; Odoom, Opoku & Ayipah, 2016).

Considering that teachers are essential in ensuring quality education, it is imperative to seek their welfare and ensuring that they perform in the profession. An organisation needs high performance of its employees, so as to meet its goal and be able to achieve competitive advantage (Nienaber & Sewdass, 2016). An employee's job performance depends on or is a consequence of some combination of ability, effort, and opportunity. Therefore, it is important for institutional managers to create a well-rounded approach to managing and coaching its workforce. High performing employees are able to

cause and drive innovation, create excellence and spur the core mandates of the organisation. According to Snell and Bohlander (2013), employee performance concerns the extent to which the employees perform to the best of their abilities in order to meet a company's goals. As stated by Rodriguez and Walters (2017), employee's performance that is aspect of performance management that explains the way employees focus on productivity, efficiency, effectiveness, quality, and attendance to their work. It is the overall achievement of a particular task measured against pre-selected standards of accuracy, cost, and speed or the strategic approach to enhancing organisational effectiveness (Taufek & Mustafa, 2018). Kamal, Aghbary and Atteia (2016) concurred that, job performance of the employees does not come overnight but needs strategic efforts of the organisation to ensure that employees have the resources, enthusiasm and confidence to execute their job tasks.

Idiegbeyan-Ose, Opeke, Aregbesola, Owolabi and Eyiolorunshe (2019) have maintained that motivation is readiness to use higher levels of effort toward organisational goals, and at the same time achieving individual needs. It is focused on propelling and sustaining individuals towards behavioural change, to achieve fulfilment of goals and objectives of an organisation in order to achieve higher productivity and satisfaction of employees (Saka & Salman, 2014). In the teaching profession, productivity is the evidence of pupils or students acquiring knowledge, skills, and attitudes and also mastering contents (Howe, Hennessy, Mercer, Vrikki & Wheatley, 2019). Motivation has been acknowledged to influence retention of employees like teachers. Employees decision to either stay or leave the teaching profession will depend on the degree to which they are motivated and satisfied with the conditions of the profession

(Nyamekye, 2012; Kaliyamoorthy, Al-Shibami, Nusari & Ghosh, 2018; Wijesundera, 2018; Liang & Akiba, 2017).

According to Ramprasand (2013), motivation drives employees to perform their jobs in such a manner that the jobs are required to be done with relatively more efforts, so they can try more to play the role for which they are asked. Opoku-Mensah, Asamani and Asumeng (2017) explained that motivating employees serves as a condition for job satisfaction, general happiness of employee and the enthusiasm to offer their best to the job. Atta, Agyenim-Boateng and Baafi-Frimpong (2000) opined that highly motivated staff usually have their morale boosted to ensure that the organisation succeeds. According to Skaalvik and Skaalvik (2018), teacher job motivation contributes to teacher well-being, as satisfied teachers are less susceptible to stress and burnout. Some authorities added that motivated teachers offer higher instructional quality and better learning support for their learners (Spilt, Koomen & Thijs, 2011; Collie, Shapka & Perry, 2012; Kunter, Klusmann, Baumert, Richter, Voss & Hachfeld, 2013).

In view of Blomeke, Houang, Hsieh and Wang (2017), teachers who exhibit higher job performance as a result of adequate motivation have less tendency of leaving the profession and are able to render quality teaching and instructional guidance to students. Therefore, it is imperative that teacher's condition of service (such as remuneration system, professional development), conditions of work and work environment be provided adequately to capture their zeal towards the job (Bascia & Rottmann, 2011; Liang & Akiba, 2017). According to the two-factor theory proposed by Herzberg (1964), individuals often feel satisfied with their job and willing to exert more efforts onto the job

when the organisation recognises the value of intrinsic (motivators) and extrinsic (hygiene) motivation factors. The author seems to suggest that employees will be zealous to perform their tasks when there are indications of improved conditions of service such as salary, recognition, accommodation, promotion and opportunities for advancement. It is based on this background that this study is being carried out to determine the motivation factors for teacher performance at the Senior High Schools (SHSs) in Abuakwa North Municipality.

Statement of the Problem

Motivation has been a major problem with organisations, institutions and their employees because it seeks to place human resource into action. It is through motivation that the human resources can be employed to the fullest. It increases level of competence of personnel and leads to accomplishment of organisational objectives and thereby building relationship among workers (Ampofo, 2012). Job performance hinges on the skills and environment as well as motivation the employees obtain from the organisation. Deficit of any one of these areas harms the performance levels of the individual worker particularly among teachers. According to Ampofo (2012), teachers in Ghana have articulated a lot of discontent about the absence of human resource development, poor working conditions, poor compensation and poor human relations in schools. This has caused high teacher turnover tied with poor grades in schools owing to lack of dedication towards work.

The condition of service seems to fall short and teachers' anticipation results in resignations, non-resumption of duty after study leave and vacation of post (Donkoh, 2016). The general mood of teachers in the SHSs at Abuakwa

North Municipality from the researcher's observations is not hopeful as they show other forms of withdrawal syndrome such as absenteeism, lateness and passive job conduct. Opoku-Mensah, Asamani and Asumeng (2017) postulated that the continual poor performance of teachers in Ghana at the schools could be attributed to low motivation and job dissatisfaction. Williams (2018) found a significant positive relationship between motivation and teacher performance. Several other scholars such as Odoom, Opoku and Ayipah (2016), Huma (2014), Nyamekye (2012) and Asiamah (2011) found that intrinsic and extrinsic motivational factors, largely, influencing job satisfaction and teacher performance in basic schools.

Despite this link established motivation and performance of teachers, little attention has been given to teacher motivation and performance among teachers of second cycle institutions in Ghana. Studies (Asamani & Opoku-Mensah, 2017; Asiamah, 2011; Huma, 2014; Odoom, Opoku & Ayipah, 2016; Nyamekye, 2012) have largely focused on basic schools neglecting the SHSs which are supposed to be the bedrock of knowledge maturity and transition into tertiary education levels. It was in light of the above that the research sought to ascertain the true picture of the state of motivation of teachers, investigate the relationship between teacher motivation on job performance in SHSs using the SHSs in Abuakwa North Municipality as a case.

Purpose of the Study

The primary focus of the study is to examine the influence of motivation on the job performance of teachers at the Abuakwa North Municipal Assembly Senior High Schools.

Research Objectives

The specific objectives of the study are to;

- i. assess the level of intrinsic and extrinsic motivation among teachers at the SHSs in Abuakwa North Municipal Assembly.
- ii. examine the influence of intrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly.
- iii. analyse the influence of extrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly.

Research Questions

- i. what is the level of intrinsic and extrinsic motivation among teachers at the SHSs in Abuakwa North Municipal Assembly?
- ii. What is the influence of intrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly?
- iii. What is the influence of extrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly?

Significance of the Study

The result of this study will contribute to the body of knowledge on teacher job performance and motivation. The study will expose the teachers' perception of their motivation and performance in the teaching profession in the Abuakwa North Municipal Assembly. Again, the study will reveal factors that make up motivation and how these factors influence the performance of the teachers in the study area and Ghana. This will help the stakeholders such as the Ghana Education Service, Ministry of Education and Non-governmental Organisations or other agencies of education to consider conditions that will ensure teacher performance and school effectiveness at the SHS levels in

Ghana. The study will be useful in serving as a reference source for researchers and students alike. Finally, it will inspire future studies on motivation and job performance of the teachers and other educational workers.

Delimitation of the Study

The study focused on the teachers teaching at the SHSs in the Abuakwa North Municipal Assembly. The municipality has four Senior High Schools spread across four communities in the assembly. The variables under investigation are motivation, and teacher performance. Methodologically, the study used correlation and regression for data analysis. Although the population of the study was limited to teachers at the Abuakwa North Municipal Assembly, the findings will be useful for inductive generalisation to the educational and non-educational organisations in Ghana.

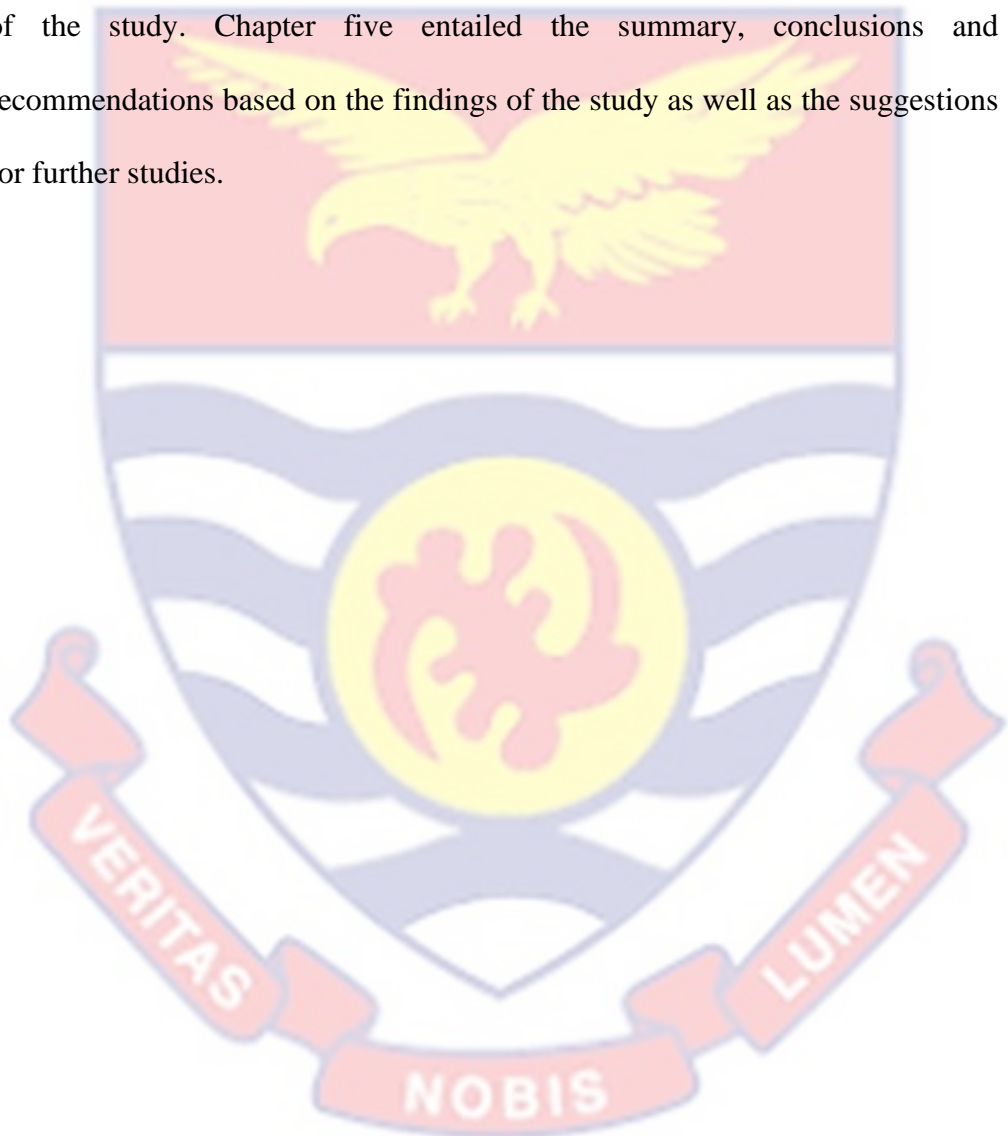
Limitations of the Study

In course of carrying out the study, the researcher encountered some challenges which are worth sharing in order to guide other researchers on how to go about similar studies. First, the study was conducted at the time the world was hit by COVID-19 pandemic requiring adherence to certain restrictions. The pandemic made it complex and time consuming for researcher to collect questionnaires from respondents due to the protocols of hand sanitising and social distancing effects. Despite these obstructions, the researcher followed rigorous procedures to procure the authenticity of the findings stipulated in the study.

Organisation of the Study

This study was organised into five chapters. Chapter one of the study covers the background to the study, purpose statement of the problem, purpose

of the study, research questions, significance of the study, delimitation, limitation and organisation of the study. Chapter two comprises literature review. Chapter three discusses the research methods. It presented details on the population, sampling, data collection procedure, research instrument and data analysis techniques of this study. Chapter four discussed and presents the results of the study. Chapter five entailed the summary, conclusions and recommendations based on the findings of the study as well as the suggestions for further studies.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This literature review chapter examines the effect of motivation on job performance of teachers in the Abuakwa North Municipal Assembly. Captured in this chapter includes supporting theories for the study, scholarly propositions on the concept of motivation, and job performance of teachers, constituents of, an empirical review of various works done by other researchers, and a conceptual framework.

Theoretical Review

Psychologists over the years have worked extensively to come out with theories that explain human motivation and job performance. For the purpose of this study, the researcher focussed on the Maslow's hierarchy of needs theory and Herzberg's two-factor theory.

Maslow's Hierarchy of Needs Theory

Abraham Maslow propounded the theory of hierarchy of needs in 1943 (Maslow, 1943). The theorist is a humanistic psychologist who believed that man is inherently good and argued that individuals possess a constantly growing inner drive that has great potential. A major tenet of this theory is that humans have need and work to fulfil such needs. According to Maslow, the needs are different and ranges from lower level to higher level. When a person is able to satisfy the lower-level needs, he or she strives to satisfy the next higher-level need. According to Maslow's hierarchy of needs, people are motivated by five basic needs. These needs are arranged in a hierarchical order.

Physiological Needs

This includes the most basic needs for humans to survive, such as water, food, shelter and rest. Maslow emphasised that our body and mind cannot function well if these requirements are not fulfilled. Every worker (teacher) needs energy to execute his or her work and humans derive energy from food. For instance, a teacher who has not eaten will find it difficult to raise his or her voice in the course of teaching, because, he or she lacks the needed energy to do so. Some teachers in the River State in Nigeria reported that the existing remuneration benefits and working conditions do not satisfy their basic needs (Ololube, 2016). Hence, such teachers will not be motivated to stay in the profession.

Safety and Security Needs

The next level of need is safety and security. These needs tend to serve as motivating factor when the physiological needs are fully satisfied, according to Maslow (1943). This need includes such as employment, job security, insurance, law and other, property, retirement benefits and ex gratia. This need tends to serve as motivating factor. Safety needs refer to a person's desire for security, protection and stability socially, psychologically and economically. Ololube (2016) discovered that secondary school teachers in River State, Nigeria, were most motivated by both the job context and content i.e. job security and working conditions. According to Singh and Jain (2013), job security is an employee's confidence that they will keep their current job to ensure the financial security after their retirement. That is why the Social Security and National Insurance Trust (SSNIT) came into being (SSNIT-Ghana, 2013).

Belongingness and Love Need

If both the physiological and the safety needs are fulfilled, interpersonal relationship becomes prominence. Individual strive to have cordial relationship with other. People are predisposed for love, acceptance affection needs thus, sexually and non-sexually by others. Maslow believed that people need to belong and be accepted among their social groups. Many individuals become prone to loneliness, social anxiety, and clinical depression when such affection, acceptance is not expressing towards them. For example, when individuals are employed, apart from the remuneration; they are looking forward to receiving acceptance and recognitions from the co-workers and the executives. Again, in the religious denominations, individuals want to fill loved aside the religious or spiritual benefits. Miller, Erickson and Yust (2001) affirmed that, employees benefit from workplace that provides a sense of belonging.

Esteem Needs

According to Maslow (1943), when physiological and safety needs are fulfilled, the third level of human needs is interpersonal need and it involves feelings of belongingness. Esteem means being valued, respected and appreciated by others and feeling independent. Humans need to feel valued, such as being useful and necessary in the general society. People with low self-esteem often need respect from others. Maslow divided two types of esteem needs: a 'lower' version and a 'higher' version. The 'lower' version of esteem is the need for respect from others: for example, attention, prestige, status and loving their opinion. A study by Giertz (2016) on quality education: the case of teacher motivation and attrition in Ethiopia revealed that some of the teachers

who participated in the studies indicated that they entered into the teaching profession because initially the profession was associated with status.

In the Ghanaian context, one was highly respected in the society when a person is a teacher, but things have changed in recent times. Educational and financial achievement highlights individual status in present times society. Teachers at the basic school have lost recognition and prestige in society because they teach children and are perceived to be financially unhealthy due to their “small” salary.

Self-Actualisation Needs

Self-actualization reflects an individual’s desire to grow and develop to his or her fullest potential so that he can be a source of morality, creativity and problem solving. Attaining this level is a source of motivation for individuals to show a particular behaviour such as pursuing education or economic ventures. This is in line with Ololube (2016) that reaching for one’s potential and personal growth serves as motivation for Nigerian secondary school teachers. Maslow described this level as the need to accomplish everything that one can, to become the most that one can be. Maslow is of the view that people can only become self-actualised and be motivated when they meet the other of needs. For example, person who has no employment, decent shelter can no way get near self-actualization.

Relevance of Maslow’s Hierarchy Theory to the study

In relation to the study, the hierarchy of needs is a key to cracking the challenge to school teachers’ performance at Abuakwa North Municipal Assembly. The Management of the schools at Abuakwa North Municipal Assembly can understand that the teachers has needs such as food, good

remunerations, decent accommodation, insurance, social and economic security, creativity, recognition and prestige to fulfil. It also explains teachers' reasons of threatening government with strike action when their demand for increase is not met by the government. Teachers rely on their salaries to satisfy their basic needs. Hence, any delay in payment of salary or failure to increase their salary when necessary, is just the same as deprivation of basic needs. By making provisions for the teachers to meet their needs at all the levels of the hierarchy, schools can boost performance and their bottom lines.

Herzberg's Two-Factor Theory of Motivation

The two-factor theory by Fredrick Herzberg (1964) (also referred to as the motivator-hygiene theory) has its exploration based on what grant employee satisfaction in organisations. Herzberg engaged two hundred engineers and accountant and had a feedback regarding their personal feelings towards job satisfaction. Herzberg identified two sets of factors of employees' job satisfaction and performance. These are motivation and hygiene factors (Robbins, 2009).

Motivation factors are intrinsic factors that will lead to employees' job satisfaction and performance. Factors for motivation are those aspects on job that lead people in focusing on performance and give people the standards that are expected in an organisation. These factors are called satisfiers. These factors include: meaningfulness of the work, achievement, recognition, responsibility, growth and promotion. Herzberg's (1964) pointed out that motivators are the strongest factors that lead to the satisfaction of employees, in turn leading to improved performance of employees. Again, the motivational factors yield positive satisfaction. The motivators are inherent in employees and manifest

itself at work. These factors motivate the employees and pave way for a superior performance. Employees find these factors intrinsically rewarding. The motivators symbolize the psychological needs that are perceived as an additional benefit.

On the other hand, hygiene factors are extrinsic factors that prevent employees' dissatisfaction. The 'hygiene' was prompted as the factors for employee maintenance, which are usually meant to keep away employees from dissatisfaction. These factors are made up of organisational policies, supervision, interpersonal relationship, work conditions, remuneration (salary) and security. However, Herzberg's (1964) pointed out that the hygiene factors do not promote job satisfaction but it only prevents job dissatisfaction. According to Herzberg (1964), hygiene factors are those job factors, which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. However, if these factors are absent or non-existent at the workplace, then they lead to employees' job dissatisfaction. In other words, hygiene factors are those factors when adequate or reasonable in a job pacify the employees and prevents dissatisfaction.

Herzberg (1964) discovered that factors that influence the satisfaction and performance on job were dissimilar from those causing dissatisfaction on job. Herzberg (1964) logically reasoned that since the factors accounting for job satisfaction are dissimilar from those that cause dissatisfaction, the two types of feelings might not be explicitly considered as opposites of each other. That is the contradictory of satisfaction can never be dissatisfaction, rather, the opposite is 'no satisfaction'. Therefore, the two-factor theory became established through a comprehensive investigation of the two conflicting factors.

Relevance of the Theory to the Study

In the context of this study, the theory has unveiled factors that promote or maintain satisfaction and motivation and minimises dissatisfaction. It could be deduced from Herzberg's theory that teachers will offer themselves towards the attainment of organisational goals when they are well motivated and satisfied with their job. Herzberg (1964) emphasised that satisfied workers through good remunerations, accomplishment, improving interpersonal relationships and security are more willing to remain in the basic school level and teach. In this sense, motivating the teachers has the tendency to capture their satisfaction, which eventually leads to teachers willing to perform in the profession (Asiamah, 2011; Nyamekye, 2012). Two-factor theory of Herzberg has created awareness that, in order to ensure teacher performance at the school level, the management and stakeholders of secondary education need to pay critical consideration to both motivation factors and hygiene factors.

Conceptual Review

This section of the study focuses on the concepts that form the variables of the study. In this section are reviews on motivation, job performance of teachers.

The Concept of Motivation

In all enterprises, whether private or state owned, motivation plays a key role in driving employees towards achieving their goals, organisational goals and to a certain extent the dreams of nations. According to Kian, Yusoff and Rajah (2014), motivation has been proven to be one of the contributing factors towards effectiveness and efficiency of business organisations. Whiseand and Rush (1988) explained motivation as the willingness of a person to do

something and conditioned by actions to satisfy needs. According to Yusoff, Kian and Idris (2013), motivation is something that influence individuals to take action that concerns the choices the individual makes as part of his or her goal-oriented behaviour. Garavan and McGuire (2010) defined motivation as the psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles.

On the institutional focus, Li, Sarathy, Zhang and Luo (2014) referred to motivation as how willing an individual is to work towards achieving the goals of their organisation or employers. Saraswathi (2011) viewed motivation as the willingness to exert high levels of effort, toward organisational goals, conditioned by the effort's ability to satisfy some individual need. Sinclair (2008) defined teacher motivation as the attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher educational institution and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession.

Dornyei and Ushioda (2011) argued that teacher motivation is in two folds, namely; motivation to teach and the motivation to remain in the profession. From the definitions given by various researchers and authorities, it can be concluded that motivation is the tangible and intangible thing that propels individuals to work purposefully towards the attainment of a desirable goal. The importance of motivation for teachers cannot be overemphasised because when teachers are well trained and have good experience, the likelihood for them to teach and teach well will be low when they are not motivated. Apart from the intrinsic desire to impact others, teachers also want to receive reward (such as

good salary, fringe benefits such as housing and clothing allowance, scholarships for professional and development and retirement grants). In addition, basic school teachers need convenient working conditions. It is only when all these factors are satisfactory to the teachers, they will be motivated to stay at the basic school level to teach.

Types of Motivation

Scholars have categorised motivation broadly into intrinsic and extrinsic forms (Deci, 1975; Malone & Lepper, 1987).

Intrinsic Motivation

According to Malone and Lepper (1987), intrinsic motivation is what people will do without external inducement such as hunger, a sense of duty, altruism, and a desire to feel appreciated. Deci (1975) believes intrinsically motivated behaviours are seen when there is no other apparent reward except the activity itself. From the perspective of Csikszentmihalyi (1975), very high level of intrinsic motivation is marked by strong interest and involvement in the work. A perfect match of task complexity with skilled level make people experience some kind of psychological flow with the activity they are doing. Intrinsic motivators are concerned with the quality of work life, and are likely to have deeper and long-term effect because they are inherent in individuals and are not imposed from outside and its factors (Armstrong, 2006).

Intrinsic motivation such as impacting knowledge into others, job security and good working conditions, authority and independence are somehow strong motivational factors that affect teacher performance (Thomson, Turner & Nietfeld, 2012; Watt et al., 2012). Tymon Jr, Stumpf and Doh (2010) posits that intrinsic rewards such as recognition has the potential to

create role models and communicates the standards of best professional practices. Intrinsic motivation brings about great retention and performance (Aacha, 2010). Ryan and Deci (2000) define intrinsic motivation as a situation whereby people undertake an activity for its inherent satisfactions rather than for some separable consequence. They argue that intrinsic motivation exists in the relation between individuals and activities. The low self-esteem of teachers which is caused by their work and living environment, housing problems and others is generally de-motivating (Bennell, 2004). It is also true that the absence of high salary scale, in-service training programmes and residential accommodation for teachers in the school locality are reasons for poor motivation, but the presence of these do not guarantee motivation (Herzberg, 1964). For this reason, Aacha (2010) emphasised that, for employees to perform and have better results, a token of appreciation can go a long way to motivate them.

Extrinsic Motivation

Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. Extrinsically motivated behaviour is a behaviour that is performed to acquire material or social rewards or to avoid punishment. The source of motivation is the consequence of the behaviour not the behaviour itself. Deci (1975) stated that extrinsically motivated behaviours are where the controlling mechanism is easily seen. Deci and Ryan (1985) state that extrinsically motivated behaviours are generally done as a consequence of pressure and result in low self-esteem and anxiety. Although extrinsic motivation has an immediate effect on employees' behaviour such as

performance, it does not sustain a desirable behaviour (Mullins, 2005; Armstrong, 2006).

Ampofo (2012) working on motivational packages and their effects on employee performance in the Ghana Education Service reported that extrinsic motivation such as lack of accommodation and inadequate teaching and learning materials are the main causes of poor teacher performance. Notwithstanding, Bishay (1996) studied on teacher motivation and job satisfaction, and declared that monetary incentives have been found to be unsuccessful in increasing motivation. However, the author stated that if compensation is irregular or frequently withheld, teacher motivation may be affected. Therefore, an established teacher compensation system helps to stabilise the education system and decreases teacher absenteeism and turnover thereby leading to high performance of the teachers.

Factors of Teacher Motivation

Motivation and job performance are very essential for the teacher because it forms the very reasons for working. This study captures the following as factors influencing motivation and job satisfaction for teacher retention of the basic school teachers at Abuakwa North Municipality: remuneration, professional development, work environment and school facilities, promotion system and residential accommodation.

Remuneration as a Reward

One way to motivate employees is through the salary reward for the work done. The reward system also constitutes other remunerations such as bonuses and fringe benefits. Employee remuneration is an important function of personnel management, which actualise other activities and relationships in

the organisation (Mura, Gontkovicova, Dulova, Spisakova & Hajduova, 2019). Mura et al. (2019) researched on the position of employee benefits in remuneration structure and stated that both financial and non-financial rewards affect employee motivation. Opong, Dickson and Asumeng (2015) explained that employment is an exchange relationship in which employees provide their abilities, efforts, time, skills, and expertise towards the attainment of organisational goals whereas employers compensate them with pay benefits in the form of salary. This means it is not enough to say to employees that “God bless you” for good work done, but such works should attract tangible rewards like an attractive salary.

According to Market Business News (2019), salary is the employee’s monetary compensation for work performed that is expressed either monthly or annually, but it is usually paid on monthly basis. It is considered the most essential factor in employees’ job satisfaction. Silbert (2005) studied the effect of tangible rewards on perceived organisational support found that salary reward is essential because it has an enduring impression on the employees that their service is valued in the organisation. Apart from the assurance of job security, workers need to know and feel they are financially stable to cater for advent times as well as retirement. Herzberg (1964) found that salary remuneration was unsuccessful in increasing motivation and eventual performance of the employees, however, it decreases job dissatisfaction as an extrinsic motivator. The risk of failing to reward teachers well is accompanied by a decline in the status of the profession relative to others.

Professional Training and Development

Professional training, development is required for teacher motivation. Teacher professional development according to Opfer and Pedder (2011) refers to ongoing learning opportunities available to teachers to enhance individual teacher's skills, knowledge, expertise and other characteristics as a teacher. In order to improve professional credentials, status and career progress, teachers as formal employees need to learn and relearn from time to time. The teacher training institutions are set up to help develop knowledge, skills, attitude and ethics that are compatible with the curriculum and educational policies so that the student teachers' development can deliver to achieve these educational objectives. This enables them to have mastery over the subject matter and to deliver effectively. It is also to make practitioners meet the new trend of professional practice. Professional development enables teachers to gain mastery over the subjects' matters.

Knowledge and Information

Knowledge and information are imperative aspects for securing job satisfaction. Teachers of science-related subjects need to be abreast with knowledge concerned with laboratory operations. When individuals working in the laboratory do not possess adequate knowledge, they tend to get prone to accidents. Usually, accidents occur when students work with acids and chemicals in the chemistry laboratory. It is the responsibility of teachers to ensure that students are well equipped with laboratory measures so that they are not exposed to health hazards.

Usage of Technology

In contemporary times, it is very important for the teachers to possess adequate knowledge regarding usage of technology. Teachers make use of technology in communication, preparation of worksheets, writing of articles, reports, and performance of other tasks in the course of teaching and learning. Seminars and Workshops for teachers are regarded as important aspects that contribute to the sharpening of knowledge. In addition, they generate awareness among the teachers in terms of particular topics and methodologies. This enables teachers to be abreast with current methodologies in teaching and learning.

According to Petetsi (2020), Mathew Opoku Prempeh, the Minister of Education reported that the Department for International Development in 2015 observed that Diploma in Education does not adequately prepare teacher trainees to teach in Ghanaian basic schools. The Minister expressed the fact that the early years of a children's education are extremely significant to their future. (Petetsi, 2020). Professional development enables teachers to deliver effective and have intrinsic job satisfaction and motivation, however, such development needs to produce economic value to teachers. In recent times when the cost of living gets higher, without the assurance of economic profits teachers will be reluctant to spend a resource to acquire professional development. On a personal account, school teachers hold that higher education like masters and Doctorate degrees will not add any meaningful economic value to their salary, so there is no need pursuing further and higher professional development. As the educational management is advocating for professional development to capacitate teachers, such development should be design well to add economic

value to teachers' remunerations satisfactorily for their motivation and retention.

Residential Accommodation

Accommodation as a motivating factor is closely related to the factor of salary. Accommodation is too expensive concerning the salary, which does not cover the rent and basic living conditions (Giertz, 2016). The situation in Ethiopia is not different from that of Ghana as indicated by Giertz. This is because most house-owners in Ghana request tenants to pay for more than a year's rent in advance, which is a heavy toll on the salary of a basic school teacher. The organisation giving accommodation provision for employees to create some level of job contentment, which motivates them for retention. Teachers especially those posted to typical rural communities in Ghana complain of securing accommodation. This is one of the numerous reasons for teachers to accept postings to deprived communities. Those teachers who accept postings to uncomfortable settings out of no choice begin to work out for transfer or leave for further studies in order to avoid such environment and work. Therefore, when teachers are provided with bungalows, they can channel resources meant for rent to meet other needs.

Work Environment and Facilities

The work environment is also an important determining factor in teacher motivation. Living and working in a decent environment gives a sense of fulfillment. Work environment here means the school location, buildings facilities (structures) and furniture that affect favourable or unfavourable individual performance. According to Nyakundi (2012) in his studies on factors affecting teacher motivation found that the work environment has a significant

impact on employee motivation, job satisfaction, performance and productivity. The physical environment (parameters) where tasks are performed can scare employees to stay which many studies have not considered.

If teacher employees feel satisfied with the school location, buildings, furniture for learners and staff and the general environment, they will be motivated to stay and contribute to the school. Employees are highly motivated with a conducive working environment because it provides a feeling of safety, comfort. According to Wells-Lepley, Thelen and Swanberg (2015), an organisation that has generous human resource policies have a very good chance to satisfy and retain employees by providing them with the appropriate level of privacy and sound control on the work environment. This enhances the motivation levels to commit with the organisation for the long-term of operation.

Kapur (2018) in study on factors influencing performance and job satisfaction of teachers in secondary schools in India stated that the environmental conditions of the school and the classroom are essential in influencing the performance of the teachers. When schools have proper and adequate classrooms and furniture, then teachers gain pleasure in carrying out their job duties effectively. The creation of a congenial and pleasant atmosphere in a school and classroom essential need.

According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Akuoko, Dwumah and Ansong (2012) studied on teacher motivation and quality

education delivery: a study of public basic schools in Tamale Metropolis in Ghana. The result shown that majority of the teachers were not satisfied with the school's environment. Adelabu (2005) in a study on teacher motivation and incentives found that facilities in most basic schools in Nigeria are dilapidated. The situation in Nigeria regarding the work environment has not been different from what is pertaining in Ghana.

Promotional Opportunities

As soon as individual employees such as teachers are employed, they look forward to promotions with satisfactory benefits. Promotion referred to the formal process that led to employees upgrading in rank or position. Nyange (2013) in a study on Factors Influencing Teachers Job Satisfaction in Public Schools' in Voi District-Kenya stated that promotional opportunities enable employees to move towards growth. Promotional opportunities are implemented based on working experience, job duties, possession of knowledge, skills and abilities. The individuals are required to be skilful, ethical, principled and moral in the implementation of job duties. School organisations can use promotions procedures to motivate employees by creating a system that will make employees upgrade their knowledge and skills. When the duration for employees to be promoted to the next higher rank is reasonable shorter, it serves as motivation. Apart from the intrinsic motivation that the employee can derive from promotion, the tangible benefits should be appreciative to satisfy the beneficiary for retention.

Teachers Performance

According to Eldor (2017), job performance can be defined in terms of whether employees' behaviours contribute to organisational goals. Performance

can be seen as an individual, group, or organisational task performance. Organisations have a vital need to understand how to improve employee's performance, and therefore they try to find an explanation as to why employees fail to perform (Soltani, Zareie, Milani & Navimipour, 2018). Employee performance can be defined as an employee ability to accomplish tasks assigned to him or her in an organisational context (Pradhan & Jena, 2017). The performance of teacher is directly linked to process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education.

According to Shamina (2016) performance may be described as “an act of accomplishing or executing a given task”. It could also be described as the ability to combine skilfully the right behaviour towards the achievement of organisational goals and objectives (Adeyemi, 2010). Johari, Tan & Zulkarnain (2018) states that teachers job performance can be described as “the duties performed by a teacher at a particular period in the school system in achieving organisational goals. Jay (2014) described teachers job performance as “the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes”.

Empirical Review

Akah (2010) conducted study of motivation in Ultimate Companion Limited, Douala, Cameroon. Its purpose was to examine factors that motivate employees in order to have increased performance within the company. It surveyed a sample of 74 employees in the company and data analysed using descriptive statistics. The study 41 found that employees at Ultimate companion limited had an overall fair job satisfaction. The employees are not satisfied with

their current salary situation at the company which illustrate that financial motivation was important within a company. The findings equally showed that majority of the employees are motivated most to perform when they receive non-financial rewards. Also, the majority of the employees showed a great intrinsic value for higher performance. Finally, the study recommended that the management at Ultimate companion limited should use multiple motivational strategies to achieve greater performance from the employees.

Nadim, Chaudhry, Kalyar and Riaz (2012), researched the effects of Motivational Factors on Teachers' Job Satisfaction in public sector degree colleges of Punjab, Pakistan. The objective of this study is to analyze the effects of intrinsic and extrinsic motivational factors on teacher job satisfaction in public sector degree colleges of Punjab, Pakistan. Data was collected from 406 respondents from public sector colleges in Punjab. SEM was used to test the hypotheses using AMOS package. The results of the study revealed that there is a significant positive relationship between intrinsic motivational factors and teacher job satisfaction. Similarly, a statistically significant positive relationship is also found between extrinsic motivational factors and teacher job satisfaction. It also found that extrinsic and intrinsic factors have a positive impact on teachers' performance at public colleges has, however, it is found that teacher job satisfaction is largely caused by intrinsic motivational factors as compared to extrinsic motivational factors.

Kiruja and Mukuru (2012) conducted a study seeking to establish the effect of motivation on employee performance in the Public Middle-Level Technical Training Institutions in Kenya. The study used a structured questionnaire and interview to collect data. It found that employees are not

satisfied with their pay and work environment. Limitations: the study was conducted in one county and therefore cannot be generalised in other public and private institutions.

Afful-Broni (2012) examined the relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. A sample of 200 respondents comprising 40 senior members, 60 senior staff and 100 junior staff was employed using the purposive and simple random sampling methods. The study was guided by four research questions, and a self-developed four-point Likert structured questionnaire was the main instrument used in collecting data. The questionnaire had reliability co-efficient of 0.785, 0.765, 0.626 and 0.855 respectively. Data collected were analysed with descriptive and inferential statistics. Low monthly salaries and the general lack of motivation were the major factors that reduce morale for high performance at the University. Recommendations included the need to encourage the University Council and other stakeholders to support management in developing income-generating programs internally to help provide adequate incentives and allowances for the staff of the University. Their study pointed out that motivation in the organisation impacts positively on employee performance.

Asim (2013) further found a positive relationship between motivation and performance among academic staff in Pakistan universities. The study explains the impact of the motivation level among the employee performance with the mediating of the training needed in Pakistani universities. Respondents from the universities of about 118 suggest the impact of the HR need like promotion, the motivation level of the employee, training and employee

performance. In the model, the researchers took motivation as an independent variable and training taking as a mediating variable and employee performance as a dependent variable. Alpha is about 0.684 which shows that the dependent variable is mediating reliable on the independent variables. The variables are maximum reliable on each other. On the other hand, descriptive statistics is calculated correlation as well as regression test is applied. And Pakistani universities must need to take revise the salary and reward benefits to evaluate the performance of the university's employees.

Lamptey, Lamptey and Atwini (2013) carried out a study on motivation and Performance of Librarians in Public Universities in Ghana. The study using a questionnaire surveyed seventy-two librarians in six public universities in Ghana. The study revealed that the motivational level of librarians in public universities in Ghana is high and that the motivational level affects the majority of librarians positively. That is both intrinsic and extrinsic factors that motivate librarians in public universities in Ghana.

Conceptual Framework

One of the important components of the research is how well to represent one's ideas diagrammatically for easy comprehension of readers. Adom, Adu-Gyamfi, Agyekum, Ayarkwa, Dwumah, Abass and Osei-Poku (2016) argued that the conceptual framework forms the "blueprint" of every research and gives clarity to the ideas being expressed in such research. The framework gives direction and impetus for research work (Adom et al., 2016). Grant and Osanloo (2014) emphasised the importance of a conceptual framework by stating that, it is the foundation upon which research is

constructed. Thus, the conceptual framework for this present study is represented in Figure 1.

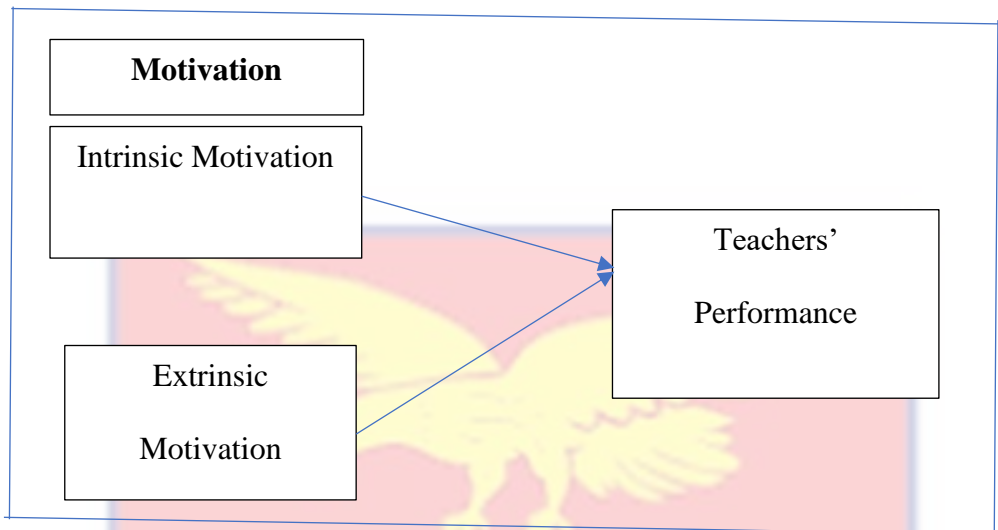


Figure 1: The Conceptual Framework

Source: Author's Construct (2020)

Figure 1 depicts the structural representation of the relationship between motivation and job performance of teachers. As shown from the figure, motivation comprising intrinsic and extrinsic factors may predict the job performance of teachers in the Abuakwa Municipal Assembly. Whereas motivation is the independent variable, teachers' job performance is the dependent variable.

Chapter Summary

The chapter reviewed the literature on theoretical, conceptual and empirical issues relating to motivation and job performance of teachers in the Abuakwa Municipal Assembly. Important issues and lessons from the review informed the conceptual framework of the study. The review will further prove beneficial in the research methods section, analyses, presentation of findings, discussions, conclusions and recommendations. The next chapter presents the study's research methods.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the methodology used to carry out this study. It therefore identifies how the research was undertaken and the rationale behind each of the methods that was used. The elaborated elements under this section include; research design, research approach, research area, population, sample and sampling techniques, instrument, data collection procedure, reliability, validity, data analysis and ethical issues.

Research Approach

According to Saunders, Lewis and Thornhill (2016), there are three broad approaches of research, namely; quantitative, qualitative and mixed methods. While quantitative approach enables the researcher to examine associations between variables, qualitative approach deals with small aspects of social reality (Sekaran & Bougie, 2016). Saunders et al. (2016) advanced that the difference between quantitative methods of research and qualitative methods of research may be influenced by the nature of data used for the study. Whereas numeric data is used in quantitative research, non-numeric data is utilised in a qualitative research.

Neuman (2014) posited that the two approaches can also be differentiated in terms of the procedure used in data collection and analyses. For example, whereas in quantitative research method, questionnaire is predominantly used by researchers for data collection and also analysing data quantitatively, in qualitative research method, interview is used by researchers for data collection and the analysis is done qualitatively. Sekaran and Bougie

(2016), and Saunders et al. (2016) indicated that the third approach which is mixed method is merely a combination of the earlier two approaches. The authors further asserted that whilst the quantitative research method permits the generalisation of the sample results to the entire population, qualitative research method is not for the generalisation of the sample results to the entire population.

The current study employs the quantitative research approach. This is due to the nature and purpose of the study under consideration. The current study demands that researcher collect numerical data that would be analysed quantitatively. The current study also demands that the study's result is generalized on the entire population. Tashakkori and Teddlie (2010) averred that quantitative methods are often considered as deductive in nature because inferences from tests of statistical hypotheses result to general inferences about characteristics of a population. Lincoln, Lynham and Guba (2011) are also of the view that quantitative approach to research is directed towards the development of testable hypothesis and theories which are generalizable across settings. The factors raised earlier are the reasons behind the choice of quantitative research approach against the qualitative research approach.

Research Design

According to Sekaran and Bougie (2016), a research design is a plan or a guide which specifies how data relating to a given research should be collected, measured and analysed. Kothari (2004) also posited that research designs deal with creation of decisions vis-à-vis the techniques which are utilised in gathering data, the type of strategies and instruments for sampling, and ways in which the constraints of time and cost can be dispensed. Sekaran

and Bougie (2016), and Saunders et al. (2016) categorised research design into three broad categories; namely, exploratory, descriptive and causal designs. In the view of the authors, researchers employ an exploratory design when little or no information exists about how study variables have been dealt with by earlier scholars. Furthermore, a descriptive design is utilized by scholars when they want to describe and understand the characteristics of the study variables. Finally, researchers adopt a causal design when they want to determine how one variable causes another variable to change.

This research adopted correlational research design. The correlational study design which falls under the causal design was also employed, as it helps to explore the relationships or links between the variables under study. Thus, it would help measure the extent to which the study variables are related or to determine which variables are interacting and what type of interaction is occurring. Sekaran and Bougie (2016) argue that for causal design to be used, a researcher must be certain that a change in the dependent variable is not caused by any other variable except the variable of interest. The authors further asserted that if the study failed to establish the above condition, it could at best be considered as a correlational one. Since this study cannot conclude that motivation is the only variable that causes change in the employee performance, it can only be considered as a correlational one rather than a causal one. Creswell (2014) averred that a correlational design is a helpful design because through it, researchers can examine the relationship between the variables of interest.

Study Area

The Abuakwa North Municipal Assembly was carved out of the East Akim Municipal Assembly in January 2018 and inaugurated on 1st June, 2018 with the mission to facilitate the efficient and effective mobilisation of human and natural resources of the municipality to promote high living standards of the citizen within a sustainable environment in a professional manner. The Legislative Instrument (L.I) that established the Assembly is 2305 of 2017. Kukurantumi, located in the Eastern Region of Ghana, is the capital of the Municipality. Schedule two of the Act 936 provides for the establishment of thirteen departments of the Assembly. However, only eleven are fully established and functional including Central Administration, Finance, Social Welfare and Community Development, Works, Agriculture, Disaster Prevention and Management (NADMO), Health, Physical Planning, Urban Roads, Human Resource Department, Education. In terms of secondary education, the Municipality has four SHSs namely; Ofori Panin SHS, St. Paul's Technical Institute, W.B.M Zion SHS and Saviour SHS.

Population

Population is the entire aggregation of cases that meet a designed set of criteria (Graneheim & Lundman, 2004). According to Ngechu (2004), population is seen as a set of elements, events, people, or group of items under a research-based investigation. Leedy and Ormrod (2010) also postulated that population can be seen as the target group about which the researcher is interested in acquiring information and drawing conclusions. For this research, the population comprised all teachers in all the four SHSs in the Abuakwa

Municipality. Table 1 shows the various SHSs in the municipality and the number of teachers in each school

Table 1: Total Staff Strength in the SHSs in the Abuakwa Municipality

Name of School	No. of Teachers
Ofori Panin SHS	119
St. Paul’s Technical Institute	79
W.B.M Zion SHS	102
Saviour SHS	83
Total	383

Source: Abuakwa Municipal Education Directorate (2020)

The table suggest that the target population for the study was three hundred and eighty-three (383).

Sample and Sampling Procedure

According to Ofori and Dampson (2011), and Sekaran and Bougie (2016), a sample is the representative portion of the population selected for the study. Saunders et al. (2016) advanced that the rationale behind the use of sample surveys instead of census by scholars is that a complete coverage of the entire population is difficult when dealing with large population. This means that sample surveys help researchers to conduct studies in a most efficient manner when large population is involved. Using the criteria based on the Krejcie and morgan (1970) sample determination table, a sample size of 191 staff was selected to participate in the study.

Sekaran and Bougie (2016) advanced that sampling can be broadly categorised into two main designs; namely, probability sampling and non-probability sampling. According to the authors, whereas probability sampling

design permits each element of the population to have a known and non-zero chance of being selected to be included in the sample, non-probability sampling design does not allow each of the elements of the population to have a known chance of being selected. In addition, rigorous quantitative studies usually utilise probability sampling designs because of its unbiasedness in the selection of the sample for the study and its ability in granting the researcher the generalization opportunity of the study results. In contrast, in qualitative studies, non-probability sampling designs are normally utilised because of the subjectivity associated with the selection of the sampling units for a study (Saunders et al., 2016).

Based on the purpose of this study, probability sampling design was deemed appropriate and was employed for the current study. Furthermore, a sample technique employed from the sampling design is stratified sampling technique. Specifically, proportionate stratified sampling technique was utilised to draw the 191 staffs across all the 4 SHSs as depicted in Table 1. Stratified sampling technique was deemed fit for the study because of the claim made by Saunders et al (2016) that, when using a different target groups with specific characteristics, then a stratified technique is appropriate. Hence, given the fact that, SHSs in the municipality were in different, it seemed wise for the researcher to apply this technique. Notwithstanding this claim, stratified technique is cumbersome and make data collection rigorous as researchers may find it difficult retrieving information from various strata (Sekaran & Bougie, 2016).

Table 2: Sample and Sampling Technique

Name of School	No. of Teachers	Sample Size
Ofori Panin SHS	119	$119/383 * 191 = 59$
St. Paul’s Technical Institute	79	$79/383 * 191 = 40$
W.B.M Zion SHS	102	$102/383 * 191 = 51$
Saviour SHS	83	$83/383 * 191 = 41$
Total	383	191

Source: Field Data (2020)

Data Collection Instrument

Collecting data for a study involves using certain research instruments and procedures for collecting the data. In this study, a questionnaire was used in the collection of information from respondents on their respective knowledge on motivation and how it affects their teachers’ performance. A questionnaire is a written document in survey research that has a set of questions given to respondents or used by an interviewer to ask questions and record the answers (Neuman & Kreuger, 2003). A questionnaire could be answered by the person from whom information is sought or through an interpreter. According to Neelankavil (2007), questionnaires guarantee greater uniformity, consistency and objectivity in data collected. They also provide privacy and convenience for respondents during completion while guaranteeing greater anonymity (Neelankavil, 2007). Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2011) posit that there are distinct advantages in using questionnaires rather than interview methodology. One of such advantage is that questionnaires are less expensive and easier to administer than personal interview.

The questionnaire included closed-ended items, in which the questions permit only certain responses such as ‘yes’ or ‘no’ or the Likert type to choose from answers provided in the questionnaire, as well as some open-ended questions. They were grouped into three sections, A to C. Sections A comprised mainly closed, and open-ended questions. Close ended questions, according to Becker and Watts (1999), guarantee accurate, unidimensional, exhaustive and mutually exclusive responses. They also save time spent in completing, coding and analysing questionnaires (Becker & Watts, 1999).

Section A focused on the personal demographics, Sections B and C gathered information on motivation and teachers’ performance of the participated respondents. Likert-scale questions were employed in measuring the two variables. A scale, according to Yates (2004) is a measurement instrument that associates qualitative constructs with quantitative metric units. Likert scales are the most reliable and most widely used scale in measuring people’s attitudes, opinions and beliefs (Yates, 2004). They are easy to construct and they operate simply by combining respondents’ scores on a variety of items into a single index. Scaling is achieved by ensuring that high-scoring and low-scoring individuals differ in their responses on each of the items selected for inclusion in the index (Scheuren, 2004). Section B comprised two sub-scales, including intrinsic motivation and extrinsic motivation. Section C measured teachers. The response option is on a five-point Likert scale of 1 to 7 with 1 indicating poor agreement and 7 denoting excellent agreement.

Data Collection Procedures

Primary data was used for this study. Primary data are original data sources that are collected fresh and for the first time and therefore happen to be the original in nature. The primary data was collected using the survey method. This involved the distribution of questionnaires and collection of data from respondents. In order to achieve the objectives of the study, well designed questionnaires with close ended questions were used. The questionnaires were distributed to the respondents by the researcher. The researcher agreed with the respondents on appropriate time for the collection of the questionnaires. The time agreed upon was strictly adhered to and this led to the successful completion of data collection.

Reliability and Validity

Administration of surveys should consider the aims of the study, the population under study, and the resources available to enhance the validity and reliability of the study (Mutepfa & Tapera, 2018). Reliability, according to Bless and Higson-Smith (2000), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. A Cronbach's Alpha of 0.70 and above are regarded appropriate for checking reliability of a scale adapted (Pallant, 2016).

Data Processing and Analysis

The statistical tools employed for this study were the IBM SPSS Statistics (version 26). SPSS was used for data processing and generation of demographic characteristics of respondents and multiple regression was used to address the objectives of the study. The choice of the tool was based on their

efficacy in examining the relationships between variables that were set in this study. The assessment of the objective one was done using mean and standard deviations values generated for the statements with a mean score range 1 to 3.4 representing not applicable or least agreement and 3.5 to 7 representing applicability or highest agreement of an item or statement made; a 0.1 cut-off point. Furthermore, for purposes of this research, any calculated standard deviation that is more than 2 standard deviations above or below the mean would be considered unreliable. This criteria for assessment were applied by Jadoo, Aljunid, Dastan, Tawfeeq, Mustafa, Ganasegeran and AlDubai (2015).

Moreover, objectives two and three were analysed using regression techniques for examining the effect or motivation (intrinsic and extrinsic) on job performance of teachers at the Abuakwa North Municipal Assembly Senior High Schools. The analysis of the objectives was specifically based on the values of correlation (R), coefficient of determination (R squared) and statistical significance as well as the magnitude of the effect of the independent variables on the dependent variables. The R describes the direction and the strength of the association between the independent and dependent variable in a study. Cohen (1992) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient; $r=.10$ to $.29$ or $r=-.10$ to $-.29$ small, $r=.30$ to $.49$ or $r=-.30$ to $-.49$ moderate, $r=.50$ to 1.0 or $r=-.50$ to -1.0 strong.

Moreover, the coefficient of determination (R-squared) represents the variation in the dependent variable that is accounted for by the independent variable(s). In view of Ringle, and Sarstedt (2011), R^2 values of 0.75, 0.50, or 0.25 for dependents variables can, as a rough rule of thumb, be respectively described as substantial, moderate, or weak. A statistical significance of

variables or constructs are achieved when a 95% confidence interval probability is less or equal to 0.05 Or 5%; t-statistic of 1.96 or more (Pallant, 2016). In light of the above the results of the variables objectives were assessed and reported in tables that ensue under each objective.

Ethical Issues

According to Awases (2006), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethics concern (Rubin & Babbie, 2016). The researcher employed every effort as far as possible to avoid violation of ethical principles. Edginton et al. (2012) have identified the basic ethical consideration for research as; respondents being fully informed about the aims, methods and benefits of the research, granting voluntary consent and maintaining the right of withdrawal. In line with this claim, the rationale for the study, assurance of confidentiality and the right of withdrawal was explained to the participants. Also, a letter of introduction elucidating the intent and authenticity of the study was sought from the department of human resources management. This letter was introduced to the respondents who want to establish the authenticity of the study.

Chapter Summary

This chapter has provided information on how the primary data for the study was collected, organised, analysed and presented for easy comprehension. This chapter also presented information on the design of the study and scientific approach it took in terms of approach to data needs, statistical techniques and systematic enquiry into the investigation under consideration.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This fourth chapter of the present study presented results of the entire study followed by the discussion of the results and their implication in the Ghanaian context. The study was conducted among teachers in SHSs located in Abuakwa North Municipal Assembly to examine the influence of motivation on the job performance of teachers at the municipality. Before reporting on the main objectives of the study, the demographic characteristics of the respondents comprising gender, age, level of education and number of years worked in the municipality's branch of Ghana Education Service and the SHS the respondents are engaged in were presented as shown in Table 3.

Table 3: Personal Data of Respondents

Variable	Option	Frequency (N)	Percent (%)
Gender	Male	140	73
	Female	51	27
Age	20 – 25 years	18	9.4
	25 – 30 years	124	64.9
	31 – 35 years	40	20.9
	36 – 40 years	9	4.7
Level of Education	HND	54	28.3
	Bachelor	121	63.4
	Postgraduate	16	8.4
Working years	1-5 years	127	66.5
	6-10 years	45	23.6
	11-15 years	14	7.3
	Over 15 years	5	2.6

Table 3 Cont'D

SHS you teach	Ofori Panin SHS	59	30.9
	St. Paul's Technical Institute	40	20.9
	W.B.M Zion SHS	51	26.7
	Saviour SHS	41	21.5
Total		191	100

Source: Field Data, Amon-Armah (2021)

The results from Table 3 show that majority of the teachers were males 73 percent as compared to the females who were just about 27 percent. With respect to the age distribution of the respondents, the results indicate that the highly represented age group were those in the 25-30 age brackets 64.9 percent. This was followed by those in the brackets of 31-35, 20.9 percent. The third highest age group was those between 20 – 25 years, 18 percent. The least group was those 36 – 40 years, 9 percent. The age distribution showed that the schools have relatively younger or youthful teachers in the municipality. The highest academic qualification of the employees was Bachelor's degree holders (63.4%); this is followed by HND holders making a percent of 54 percent and finally, Postgraduate qualification of 8.4 percent.

With respect to the number of years the teachers are engaged in schools, majority of the respondents worked between 1 – 5 years, 66.5 percent, followed by those within 6 – 10 years 23.6 percent. Also, teachers who were engaged between 11 – 15 years which constituted a percentage of 7 percent whereas over 15 years' employees were just about 2.6 percent of the sample. Finally, from the four SHSs in the municipality that were studied, results show that Ofori Panin SHS had a higher number of teachers participating in the study (30.9%). W.B.M. Zion SHS followed with the second highest number of teachers participating (26.7%); Saviour SHS was next (21.5%) and lastly St. Paul's

Technical Institute had least teacher participants in the study (20.9%). Next sections were dedicated to the findings and discussion of the objectives.

Level of Intrinsic and Extrinsic Motivation Among Teachers

The first objective of the study sought to analyse the level of intrinsic and extrinsic motivation among teachers at the SHSs in Abuakwa North Municipal Assembly. The intention was to assess whether the elements of intrinsic and extrinsic motivation were sufficient enough to drive the motivation of the teachers in the schools for effective teachers work. The objective was analysed using the mean and standard deviation criteria already espoused under data analysis in chapter three. Tables 4 and 5 provide summary of the results.

Table 4: Level of Intrinsic Motivation in the SHSs

Statement	Mean	Std. Deviation
Teaching gives me a great deal of job satisfaction	3.3927	1.60845
I enjoy teaching as a profession	3.759	1.6366
The challenging nature of teaching has kept me in the profession	2.9895	1.34160
Teaching is a competitive profession in this country	3.283	1.5572
Teaching gives me recognition and respect from the community	3.6545	1.47469
I have opportunities for career development in the teaching profession	3.0366	1.39311
The responsibilities I perform in the school make me feel significant in the school community	4.0262	1.80185
Teaching is one of my goals in life	4.1780	1.74408
Teaching enables me to interact with different people and understand them.	3.6094	1.52802
Teachers Intrinsic Motivation	3.5032	.64937
Valid N (listwise)		

Source: Field Data, Amon-Armah (2021)

Table 4 reported descriptive statistics on how the teachers in the four SHSs sampled perceive the elements of their intrinsic motivation. According to the table, majority of the teachers indicated that the job teaching profession has been the goal in life and this was reflected the mean score ($M=4.178$; $SD=1.744$). The teachers further indicated that the responsibilities they performed in the school make them feel significant in the school community and has motivation implication on their job ($M=4.026$; $SD=1.801$). Again, the teachers indicated that another basis of their motivation to teach is the general admiration for the teaching profession ($M=3.759$; $SD=1.636$). The Final thing that drives the intrinsic motivation of the teachers in the SHSs was the fact that teaching gives them recognition and respect from the community ($M=3.654$; $SD=1.474$).

However, the teachers felt job satisfaction and others were not satisfactory elements of intrinsic motivation in the schools sampled. For instance, the mean scores of “Teaching gives me a great deal of job satisfaction”, “The challenging nature of teaching has kept me in the profession”, “Teaching is a competitive profession in this country”, and “I have opportunities for career development in the teaching profession” failed to meet the mean of 3.5 and above acceptable criteria establishing acceptability of a measure of a construct. Based on the overall means score (bold values) of all the statement, it could be concluded that at a whole the teachers’ intrinsic motivation in school were high. The next table assessed extrinsic motivation of the teachers in the schools.

Table 5: Level of Intrinsic Motivation in the SHSs

Statement	Mean	Std. Deviation
I am paid a salary that is enough to cater for my basic needs	2.6387	1.39184
The school provides me free accommodation.	4.4503	1.76110
I get free meals at school	4.5183	1.71631
Salary payments are prompt	2.6754	1.21368
The school offers weekly duty allowances	4.2147	1.58977
Extra teaching allowances paid by the school help me to complete the syllabus	3.3613	1.34961
It is possible to get advance payment from the school in case I have a financial problem	3.1675	1.34289
The school organizes end of year party for teachers	2.8743	1.48144
Teachers who perform well are given prizes	2.8796	1.39592
Teachers are given leave of absence in case they have a reason to justify it.	3.4136	1.58666
Teacher Extrinsic Motivation	3.4194	.56044
Valid N (listwise)		

Source: Field Data, Amon-Armah (2021)

According to the results in Table 5, it could be averred that the teachers' extrinsic motivation in the schools was low per the scores achieved for the overall mean (Bold values) ($M=4.419$; $SD=0.560$). This is because, the mean value was below the recommended threshold upheld in this study. More specifically, the teachers indicated that part of their extrinsic motivation in the schools were that fact that they are provided with free accommodation ($M=4.450$; $SD=1.761$), free meals ($M=4.518$; $SD=1.716$), and weekly duty allowances ($M=4.214$; $SD=1.589$). The remaining elements including adequacy of salaries to cater for basic needs; prompt salary payments, extra teaching allowances to complete syllabus; advance payment of salary to settle urgent

financial circumstances; end of year parties; and prizes for teachers who perform well were not counted as elements that motivate the teachers extrinsically. These were supported by the various means score obtained for each statement as captured in Table 5.

By implication, the study concludes in this study that the teachers perceive intrinsic elements as those activities that motivate them to execute their duties as teachers in the schools at the Abuakwa Municipal Assembly. According to Nyakundi (2012) in his studies on factors affecting teacher motivation found that the work environment has a significant impact on employee motivation, job satisfaction, performance and productivity. The physical environment (parameters) where tasks are performed can scare employees to stay.

Influence of Intrinsic Motivation on Teachers’ Performance

The section sought to analyse the second objective of the study, thus, the influence of intrinsic motivation on teachers’ performance at the SHSs in Abuakwa North Municipal Assembly. In this objective regression technique was employed to examine how intrinsic motivation of the teachers play a role in causing variations in the job performance of the teachers in the Abuakwa Municipal Assembly. The tables that ensue

Table 6: Model Summary- Intrinsic Motivation on Teachers’ Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.646 ^a	.418	.415	.76053

a. Predictors: (Constant), Teacher Intrinsic Motivation

Source: Field Data, Amon-Armah (2021)

From Table 6, the results indicated that there is a large positive relationship ($R = 0.655$) between the intrinsic motivation and employee performance at the SHSs in the Abuakwa Municipality. Moreover, the results show that approximately 42% of variation in the employee performance at schools was accounted for by the teachers' intrinsic motivation elements. Thus, the remaining 58% was due to other factors which were not captured in the present study

Table 7: ANOVAa - Intrinsic Motivation on Teachers' Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.485	1	78.485	135.692	.000 ^b
	Residual	109.319	189	.578		
	Total	187.804	190			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teacher Intrinsic Motivation

Source: Field Data, Amon-Armah (2021)

Results in Table 7 suggests that the R and R-squared for the teacher intrinsic motivation and the teachers' job performance was statistically significant at 95%, 2-tailed ($F(1, 189) = 135.692, p < 0.001$). Hence, it can be concluded that there is a positive significant effect between the intrinsic motivation and employee performance at the SHSs in the municipality. Finally, Table 8 gives the full indication of the magnitude of the influence of intrinsic motivation and job performance.

Table 8: Coefficients^a - Intrinsic Motivation on Teachers’ Performance

Model	Unstandardized		Standardized	Sig.
	Coefficients		Coefficients	
	B	Std. Error	Beta	
(Constant)	.692	.341	2.027	.044
1 Teacher Intrinsic Motivation	1.147	.098	.646	11.649 .000

a. Dependent Variable: Job Performance

Source: Field Data, Amon-Armah (2021)

Table 8 indicates a standardized Beta of .646 and this is significant at $p=0.000 < 0.05$, T-statistics = 11.649. The results show that intrinsic motivation does have an impact on the performance of teachers in the Abuakwa Municipality SHSs. This means that when management of the schools wish to improve upon the performance of the teachers in the schools, then they should lay emphasis on creating more platforms for the teachers to interact among themselves and the schools’ community. Moreover, stakeholders of Ghana Education Service should brand the teaching profession to make it more attractive for teachers to feel a part of the profession.

The findings of the study corroborate with other empirical studies conducted in the area of motivation. Researchers such as Asim (2013), Lamptey et al. (2013), and Akah (2010) who concluded that there was a positive significant relationship between intrinsic motivation and employee performance. The results of this current study make much sense based on the nature of the employment of teachers, that they work hoping the teaching

profession will change to favour their constant calls for government to pay attention to the teaching profession.

Influence of Extrinsic Motivation on Job Performance

This section of the study reported the findings relating to the final objective which sought to analyse the effect of extrinsic motivation and turnover teachers' job performance at the SHSs in the Abuakwa Municipal Assembly. According to Pallant (2016), a regression analysis is conducted to establish cause and effect between two variables. Here, job performance was the dependent variable whiles extrinsic motivation being the independent variable. In analysing the effect, simple regression was applied and findings captured in the table that follow.

Table 9: Model Summary - Extrinsic Motivation on Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.159 ^a	.025	.020	.98408

a. Predictors: (Constant), Teachers Extrinsic Motivation

Source: Field Data, Amon-Armah (2021)

First, Table 9 informed the researcher about the relationship and the extent to which variation in the dependent variable was accounted for by the independent variable. In view of Tabachnick and Fidell (2012), the column marked R, which is also the correlation coefficient, tells the direction and strength of the relationship between the dependent and independent variable whiles, Adjusted R-squared, also, the coefficient of determination explains the extent to which changes in one variable affect the other. Per the results in Table 9, it could be concluded that, there is very weak relationship ($R=.159$; $R^2=.025$) between extrinsic motivation and job performance of the teachers (Cohen,

1992). In the same fashion, 2.5% of changes in job performance of teachers was accounted for by the contribution of extrinsic motivation of teachers. To ascertain the statistical implication of the results in Table 9, Table 10 was generated to explain such.

Table 10: ANOVA^a - Extrinsic Motivation on Job Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.772	1	4.772	4.928	.028 ^b
Residual	183.031	189	.968		
Total	187.804	190			

a. Dependent Variable: Job Performance

b. Predictors: (Constant), Teachers Extrinsic Motivation

Source: Field Data, Amon-Armah (2021)

From Table 10, the regression model was statistically significant because the significant value was seen above the threshold for statistical significance of a 95% confidence interval, 2-tailed ($F(1, 189) = 4.928, P = 0.028$). prior researchers claimed that, a probability level of less than or equal to 0.05 meet the condition for significance of a regression model (Pallant, 2016; Tabachnick & Fidell, 2012).

Table 11: Coefficients^a - Extrinsic Motivation on Job Performance

Model		Unstandardized Coefficients		Standardized Beta	t	Sig.
		B	Std. Error			
1	(Constant)	4.085	.392		10.429	.000
	Teachers Extrinsic Motivation	.244	.110	.159	2.220	.028

a. Dependent Variable: Job Performance

Source: Field Data, Amon-Armah (2021)

The results in Table 11 show that extrinsic motivation has a positive significant impact on the performance of teachers in the schools. This implies that the teachers believe that when there are good extrinsic factors in the form of prompt salary payment, free accommodation, free meals and some weekly allowances for extra work loads, will lead to the increase in performance of the teachers. The results of this study are supported by the findings of Nadim et al. (2012), Kiruja and Mukuru (2012), Sarin and Mahajan (2014) who have concluded that extrinsic motivation do have positive significant effect on the performance of employees. As pointed out by Kohn (2009), monetary reward in modern society is the most transferable means of satisfying fundamental requirements. Physiological satisfaction, protection and social requirements may only be attained with money (Kepner, 2010).

Chapter Summary

In summary, the chapter examined the results of the objectives designed to achieve the overall purpose of the study. The chapter also in sequence presented the three objectives of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents an overview of the entire study. It consists of a presentation of the summary and draws conclusions based on the study findings on the topic; influence of motivation on teachers' job performance at the SHSs in the Abuakwa municipality, Ghana. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study, recommendations based on the key findings of the study and suggestions for further research.

Summary of the Study

This study has been persuaded by the purpose to investigate the influence of motivation on teachers' job performance at the SHSs in the Abuakwa municipality, Ghana. The specific objectives that guided the study are to;

- iv. assess the level of intrinsic and extrinsic motivation among teachers at the SHSs in Abuakwa North Municipal Assembly.
- v. examine the influence of intrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly.
- vi. analyse the influence of extrinsic motivation on teachers' performance at the SHSs in Abuakwa North Municipal Assembly.

The study was a descriptive correlational design which adopted a quantitative methodology. The population considered for the study was 383 of the teachers in the four SHSs in the Assembly. From a population of 383 teachers, a sample size of one hundred and ninety-one (191) teachers was

selected for the study based the Krejeie and Morgan (1970) criteria and distributed proportionately among the four schools. Questionnaires were used in the collection of information from respondents on their respective knowledge on how they feel motivation influences their performance. The data was analysed using descriptive statistics; mean standard deviation (SD), and linear regression.

For the first objective of this study, the researcher sought to address the objective; level of intrinsic and extrinsic motivation among teachers at the SHSs in Abuakwa North Municipal Assembly. The study found that teachers had high intrinsic motivation than extrinsic motivation. The result implied that the teachers do not see the current application of the extrinsic factors as being factors that affect their motivation to teach.

The second objective as per the study was designed to assess the influence of intrinsic motivation on teacher's performance. The researcher employed the linear regression to address the objective. The study revealed that, intrinsic motivation had significant positive influence on the performance of the teachers in the schools sampled. The implication drawn was that when stakeholders of education increase the activities of intrinsic motivation, performance of the teachers will be high accordingly.

The third research objective in this study sought to address the question; "what is the effect of extrinsic motivation on job performance of teachers at the SHSs in the Abuakwa Municipality?" The study found that although there was a significant positive effect of motivation on teachers' performance, such influence was not weak or small.

Conclusions

This section presents conclusions drawn from the results of this study. First the study concludes that intrinsic and extrinsic factors contribute to the motivation of teachers in the SHSs in the Abuakwa Municipal Assembly, Ghana. This conclusion was reached because the results of the first objective showed that the teachers had high perception of intrinsic factors on motivation being used in the schools.

The conclusion that could be drawn from both the results of the correlation and the regression analysis in objective two that intrinsic motivation had positive significant influence on the job performance of the teachers in the schools sampled. Thus, at any time management of the schools improves upon the intrinsic motivation factors of the teachers such as branding the profession, the teachers' performance will be improved as well.

Finally, the concludes that extrinsic motivation factors such as prompt payment of salaries, free accommodation to teachers, and free meals jointly contribute to the performance of the teachers in the schools. The implication of this conclusion is that when stakeholders of SHSs such as GES emphasises on providing these facilities to the teachers, their performance will increase.

Recommendations

Based on the findings of this study, it is recommended that stakeholders of secondary education such as the Ministry of Education (MoE) and Ghana Education Service (GES) should create policies that are targeted at improving the motivation (intrinsic and extrinsic) factors of the teachers. These include prompt payment of salaries, increase in the basic salary, brand the teaching profession and proving opportunity for career advancement of teachers. Again,

based on the findings of the study, the study recommends that the various directors of education in the districts of Ghana should be on point of ensuring effective interactions and appreciations or recognition to teachers who excel in their teaching areas.

Furthermore, the study recommends that the various headteachers of secondary education should lobby for their teachers to be given good free meals, accommodation and some allowances to the teachers for extra work done for purposes of promoting the job performance of the teachers. This is because, these factors contribute to the motivation and subsequently the overall performance of the teachers in the SHSs.

Suggestions for Further Research

The study was conducted on four SHSs teachers of Abuakwa Municipal Assembly. Clearly, it could be seen that out the numerous Municipal Assemblies in Ghana, only one was used for the study. Subsequently, further researcher may consider broadening the study area to include other schools in the region to allow for generalisation. Again, due to cost constraints the study could not combine quantitative and qualitative studies to be able to have interviews with some key stakeholders in the education service. Future studies should look at mixed methods so as to explore the impact of the motivation on performance of teachers.

REFERENCES

- Aacha, M. (2010). *Motivation and the performance of primary school teachers in Uganda: A case of Kimaanya-Kyabakuza Division, Masaka District*. Makerere University.
- Adelabu, M. A. (2005). Teacher motivation and incentives in Nigeria. Retrieved February, 11, 2012.
- Adeyemi, T. O. (2010). Principals leadership styles and teachers job performance in senior secondary schools in Ondo State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2(6), 83-91.
- Adu, P. (2016). *Assessment of job satisfaction and teacher motivation among Senior High School teachers in Nkoranza North district*. Doctoral dissertation, University of Education, Winneba.
- Afful-Broni, A. (2012). Relationship between Motivation and Job Performance at the University of Mines and Technology, Tarkwa, Ghana. *Leadership Lessons, Creative Education*, 3 (3), 309-314.
- Akah, N. W. (2010). *Employee motivation and performance in Ultimate Companion Limited*. Douala-Cameroon, Master's Degree Dissertation.
- Akuoko, K. O., Dwumah, P. & Ansong, F. (2012). Employee involvement in decision making and workers' performance in selected organisations in Ashanti region of Ghana. *International Journal of Multidisciplinary Management Studies*, 2(6), 11-23
- Ampofo, P. (2012). *Motivation packages and their effects on employee performance in the Ghana education service: A case study of Asante*

- Akyem Senior High School*. Kwame Nkrumah University of Science and Technology, Kumasi.
- Anis, H. (2018). *Strategies for Effective Teaching and Learning*. Gifted and Talented Education, Accra.
- Armstrong, M. (2006). Competition in two-sided markets. *The RAND Journal of Economics*, 37(3), 668-691.
- Armstrong, M. (2006). Competition in two-sided markets. *The RAND Journal of Economics*, 37(3), 668-691.
- Asiamah, S. S. (2011). *Exploring the effects of motivation on employee retention: A case study of internal revenue service (master dissertation)*. Kwame Nkrumah University of Science and Technology, Kumasi.
- 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.
- Atta, E. T., Agyenim-Boateng, E. O., & Baafi-Frimpong, S. (2000). *Educational management and administration*. Unpublished manuscript, University of Cape Coast.
- Awases, M. H. (2006). *Factors affecting performance of professional nurses in Namibia (PhD. Thesis)*. University of South Africa.
- Bascia, N., & Rottmann, C. (2011). What's so important about teachers' working conditions? The fatal flaw in North American educational reform. *Journal of Education Policy*, 26(6), 787-802.
- Becker, W. E., & Watts, M. (1999). How departments of economics evaluate teaching. *American Economic Review*, 89(2), 344-349.

- Bennell, P. (2004). *Teacher motivation and incentives in sub-Saharan Africa and Asia*. Brighton: Knowledge and Skills for development.
- Bentley, T. (2012). *Learning beyond the classroom: Education for a changing world*. Routledge.
- Bishay, A. (1996). Teacher motivation and job satisfaction: A study employing the experience sampling method. *Journal of Undergraduate Science*, 3, 147-154.
- Blömeke, S., Houang, R. T., Hsieh, F. J., & Wang, T. Y. (2017). *Effects of Job Motives, Teacher Knowledge and School Context on Beginning Teachers' Commitment to Stay in the Profession: A Longitudinal Study*. Germany, Taiwan and the United States.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social-emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of educational psychology*, 104(4), 1189.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. Jossey-Bass, San Francisco.
- Deci, E. L. (1975). *Intrinsic motivation*. Plenum Press.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Donkoh, R. (2016). *Motivation and job performance among teachers in La-Nkwantanang Madina Education Directorate*. Doctoral dissertation, University of Ghana.

- Dornyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd Ed.). Longman, New York.
- Edginton, M., Enarson, D., Zachariah, R., Reid, T., Satyanarayana, S., Bissell, K., & Harries, A. D. (2012). Why ethics is indispensable for good-quality operational research. *Public Health Action*, 2(1), 21-22.
- Eldor, L. (2017). Looking on the bright side: The positive role of organisational politics in the relationship between employee engagement and performance at work. *Applied Psychology*, 66(2), 233-259.
- Garavan, T. N., & McGuire, D. (2010). Human resource development and society: Human resource development's role in embedding corporate social responsibility, sustainability, and ethics in organizations. *Advances in Developing Human Resources*, 12(5), 487-507.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Groves, R. M., Fowler Jr, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2011). *Survey methodology* (Vol. 561). John Wiley & Sons.
- Herzberg, F. (1964). The motivation-hygiene concept and problems of manpower. *Personnel administration*, 6(2), 57-71.
- Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. (2019). Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes?. *Journal of the Learning Sciences*, 28(4-5), 462-512.

- Howe, C., Hennessy, S., Mercer, N., Vrikki, M., & Wheatley, L. (2019). Teacher–student dialogue during classroom teaching: Does it really impact on student outcomes? *Journal of the Learning Sciences*, 28(4-5), 462-512.
- Huma, E.O. (2014). *Influence of Teacher Motivation Strategies on Teacher Retention in British Curriculum Secondary Schools in Lang'ata Division, Nairobi County, Kenya*. Nairobi: Catholic University of Eastern Africa.
- Idiegbeyan-Ose, J., Opeke, R., Aregbesola, A., Owolabi, S., & Eyiolorunshe, T. A. (2019). Relationship between motivation and job satisfaction of staff in private university libraries, Nigeria. *Academy of Strategic Management Journal*, 18(1), 37-42.
- Jay, A. (2014). *The Principals' Leadership Style And Teachers Performance In Secondary Schools Of Gambella Regional State* (Doctoral dissertation, Jimma University).
- Johari, J., Tan, F. Y., & Zulkarnain, Z. I. T. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 462-512.
- Johnson, S. M. (2010). *How best to add value? Strike a balance between the individual and the organization in school reform* (Briefing Paper No. 249). Economic Policy Institute, Washington.
- Kaliyamoorthy, S., Al-Shibami, A. H., Nusari, M., & Ghosh, A. (2018). Effect Of Motivation On Employee Retention In Malaysian Hotels. *International Journal of Management and Human Science*, 2(1), 37-42.

- Kaliyamoorthy, S., Al-Shibami, A. H., Nusari, M., & Ghosh, A. (2018). Effect of Motivation on Employee Retention in Malaysian Hotels. *International Journal of Management and Human Science*, 2(1), 37-42.
- Kamal, K. B., Aghbari, M., & Atteia, M. (2016). E-training & employees' performance a practical study on the ministry of education in the Kingdom of Bahrain. *Journal of Resources Development and Management*, 18, 462-512.
- Kian, T. S., Yusoff, W. F. W., & Rajah, S. (2014). Job satisfaction and motivation: What are the difference among these two. *European Journal of Business and Social Sciences*, 3(2), 94-102.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Kunter, M., Klusmann, U., Baumert, J., Richter, D., Voss, T., & Hachfeld, A. (2013). Professional competence of teachers: Effects on instructional quality and student development. *Journal of Educational Psychology*, 105(3), 805.
- Leedy, P. D., & Ormrod, J. (2010). *E. 2010. Practical Research: Planning and Design*. Ohio, Merrill Prentice Hall.
- Li, H., Sarathy, R., Zhang, J., & Luo, X. (2014). Exploring the effects of organizational justice, personal ethics and sanction on internet use policy compliance. *Information Systems Journal*, 24(6), 479-502.
- 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.

- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research, 4*, 97-128.
- Loeb, S., Kalogrides, D., & Béteille, T. (2012). Effective schools: Teacher hiring, assignment, development, and retention. *Education Finance and Policy, 7*(3), 269-304.
- Malone, T. W., & Lepper, M. R. (1987). Making learning fun: A taxonomy of intrinsic motivations for Learning. In Snow, R. and Farr, M. J. (ed.), *Aptitude, Learning, and Instruction, Vol. 3: Cognitive and affective process analysis*. Hillsdale, NJ.
- Maslow, A. H. (1943). *A theory of human motivation. Psychological Review*. New York: Harper
- Miller, N., Erickson, A., & Yust, B. (2001). Sense of place in the workplace: The relationship between personal objects and job satisfaction and motivation. *Journal of Interior Design, 27*(1), 35-44.
- Mullins, L. J. (2005). *Management and organisational behaviour*. Harlow: Prentice Hall.
- Mura, L., Gontkovicova, B., Dulova Spisakova, E., Hajduova, Z. (2019). Position of Employee Benefits in Remuneration Structure. *Transformations in Business & Economics, 18*(2), 156-173.
- Nadim, M. Chaudhry, M. S., Kalyar M. N. & Riaz, T. (2012). Effects of motivational factors on teachers' job satisfaction: a study on public sector degree colleges of Punjab, Pakistan. *The Journal of Commerce, 4*(4), 471-492.

- Neelankavil, J. P. (2007). *International business research*. New York: ME Sharpe
- Neuman, W. L. (2014). *Basics of social research*. Pearson/Allyn and Bacon.
- Neuman, W. L., & Kreuger, L. (2003). *Social work research methods: Qualitative and quantitative approaches*. Allyn and Bacon.
- Ngechu, M. (2004). *Understanding the research process and methods: An introduction to Research Methods*. Unpublished MBA Thesis, School of Business: University of Nairobi.
- Nienaber, H., & Sewdass, N. (2016). A reflection and integration of workforce conceptualisations and measurements for competitive advantage. *Journal of Intelligence Studies in Business*, 6(1), 462-512.
- Nyakundi, T. K., (2012). *Factors affecting teacher motivation in Pacific secondary schools in Thika West District, Kiambu Country (M.Ed project)*. School of Education of Kenyatta University.
- Nyamekye, F. (2012). *Impact of motivation on employee retention: a case study of Standard Chartered Bank Ghana Limited*. Kwame Nkrumah University of Science and Technology, Kumasi.
- Nye, B., Konstantopoulos, S., & Hedges, L. V. (2004). How large are teacher effects? *Educational Evaluation and Policy Analysis*, 26(3), 237–257.
- Odoom, D., Opoku, E., & Ayipah, D. (2016). Teacher motivation and performance: The case of some selected Early Childhood Care and Education Centers in the Cape Coast Metropolis of Ghana. *International Journal of Innovative Research and Development*, 5(1), 255-264.

- Ololube, P. K. (2016). *Teachers' job satisfaction and motivation for school effectiveness: An Assessment*. Retrieved from <https://www.researchgate.net/publication/229824348>.
- Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of educational research*, 81(3), 376-407.
- Opoku Mensah, A., Asamani, L., & Asumeng, M. (2017). The effect of marital status on psychological distress among single and partnered mothers in Ghana: The moderating role of employment status. *International Journal of Research*, 6(2), 57-71.
- Opoku Mensah, A., Asamani, L., & Asumeng, M. (2017). The effect of marital status on psychological distress among single and partnered mothers in Ghana: The moderating role of employment status. *International Journal of Research*, 6(2), 57-71.
- Oppong, S., Dickson, E., & Asumeng, M. (2015). Implementation Of Single Spine Pay Policy In Public Sector Of Ghana: Analysis And Recommendations From Organizational Development Perspective. *Business Excellence*, 9(2), 462-512.
- Orasa, G. J. (2014). *Effect of Motivation Factors on Employees' Job Performance in Public Primary Health Facilities: A Case of Public Primary Health Facilities in Ilemela District, Mwanza City*. Doctoral dissertation, The Open University of Tanzania.
- Pandey, S. K., & Pandey, S. (2016). Transformational leadership and the use of normative public values: Can employees be inspired to serve larger public purposes? *Public Administration*, 94(1), 204-222.

- Petetsi, Y. J. (2020, August, 12). *Minimum Teaching Qualification for Ghanaian Basic School Teachers is Now a Bachelor's Degree*. Ghanaian Times, p.4
- Pradhan, R. K., & Jena, L. K. (2017). Employee performance at workplace: Conceptual model and empirical validation. *Business Perspectives and Research*, 5(1), 69-85.
- Ramprasad, K. (2013). Motivation and Workforce Performance in Indian industries. *Research Journal of Management Sciences*, 2(4), 25-29.
- Robbins S. P. (2009). *Organizational Behaviour: International Version*, 13/E. Pearson Higher Education.
- Rodriguez, J., & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*, 3(10), 206-212.
- Rubin, A., & Babbie, E. R. (2016). *Empowerment series: Research methods for social work*. Cengage Learning.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- Saraswathi, S. (2011). A Study on factors that motivate IT and non-IT sector employees: A Comparison. *International Journal of Research in Computer Application and Management*, 1(2), 72-77.
- Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students*. Harlow, Essex, England: Pearson Education Limited.

- Scheuren, F. (2004). *What is a Survey?* Alexandria: American Statistical Association.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Shamina, H. (2016). Relationship between professional autonomy and work performance of teachers in higher educational institutions-at a Glance. *International Journal in Management & Social Science*, 4(2), 463-471.
- Silbert, L. (2005). *The effect of tangible rewards on perceived organizational support* (Master's thesis), University of Waterloo.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36(1), 79–104.
- Skaalvik, E. M., & Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education*, 21(5), 1251-1275.
- Snell, S. A., & Bohlander, G. W. (2013). *Principles of Human Resource Management: International Edition*.
- Soltani, Z., Zareie, B., Milani, F. S., & Navimipour, N. J. (2018). The impact of the customer relationship management on the organization performance. *The Journal of High Technology Management Research*, 29(2), 237-246.
- Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational psychology review*, 23(4), 457-477.

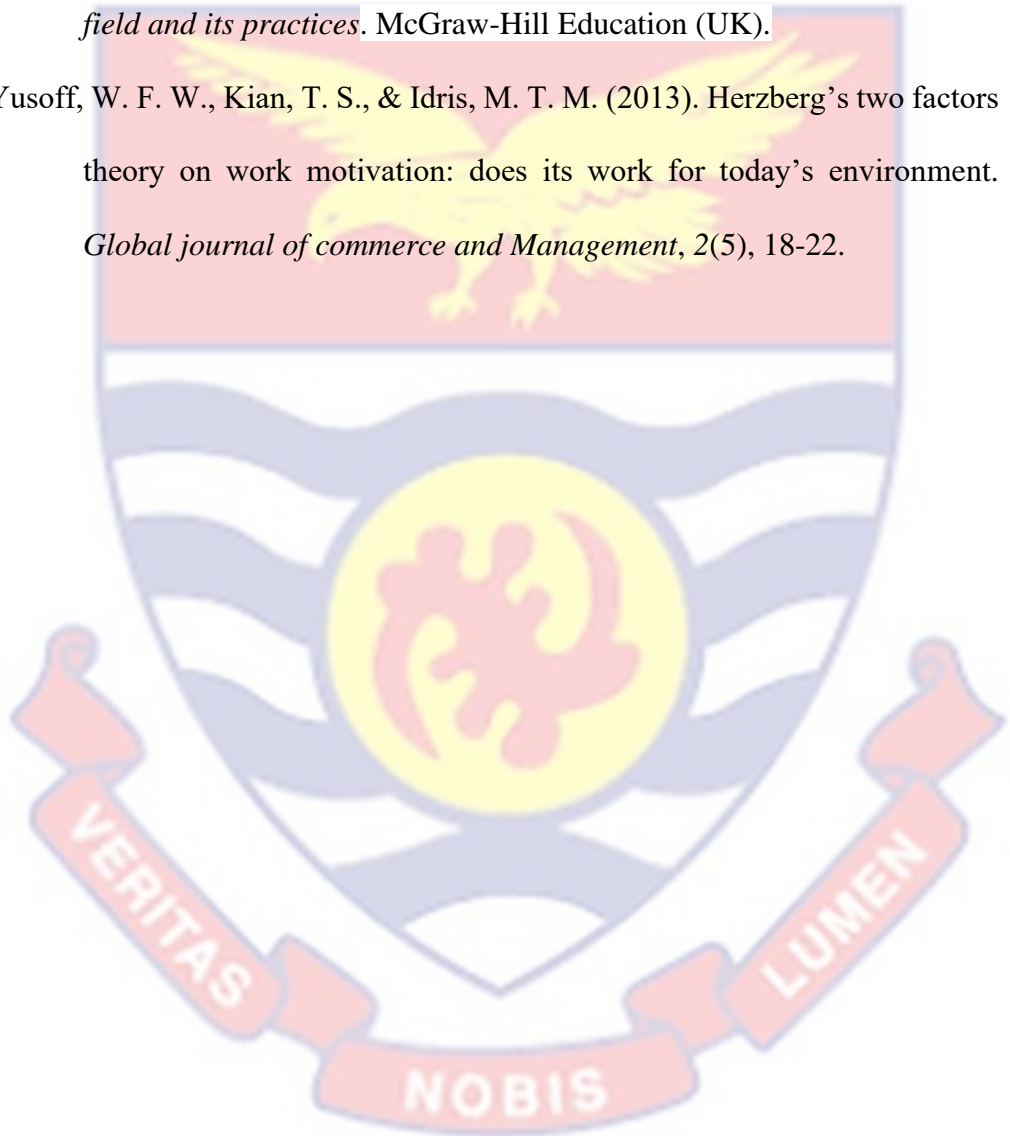
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social & behavioral research*. sage.
- Taufek, F. H. M., & Mustafa, M. (2018). The Effect of Training and Development towards Employee Performance: A Case Study in Proton Tanjung Malim. *Global Business & Management Research*, 10(3), 462-512.
- Thomson, M. M., Turner, J. E., & Nietfeld, J. L. (2012). A typological approach to investigate the teaching career decision: Motivations and beliefs about teaching of prospective teacher candidates. *Teaching and teacher education*, 28(3), 324-335.
- Tymon Jr, W. G., Stumpf, S. A., & Doh, J. P. (2010). Exploring talent management in India: The neglected role of intrinsic rewards. *Journal of World Business*, 45(2), 109-121.
- Watt, H. M., Richardson, P. W., Klusmann, U., Kunter, M., Beyer, B., Trautwein, U., & Baumert, J. (2012). Motivations for choosing teaching as a career: An international comparison using the FIT-Choice scale. *Teaching and teacher education*, 28(6), 791-805.
- Wells-Lepley, M., Thelen, L. A., & Swanberg, J. (2015). Supervisors' use of flexibility as a strategic management tool: Prevalence and predictors. *The Psychologist-Manager Journal*, 18(1), 462-512.
- Whisenand, P. M., & Rush, G. E. (1988). *Supervising police personnel: Back to the basics*. Prentice-Hall.
- Wijesundera Mudiyansele, L. K. W. (2018). *A Study on the Impact of Motivation on Employee Performance: An Exploratory Case Study on a*

Dubai Based Semi-Government Commercial Bank. Doctoral dissertation, Cardiff Metropolitan University.

Williams, W. E. (2018). *Principal Leadership Style, Teacher Motivation, and Teacher Retention.* ProQuest LLC.

Yates, L. (2004). *What does good education research look like?: Situating a field and its practices.* McGraw-Hill Education (UK).

Yusoff, W. F. W., Kian, T. S., & Idris, M. T. M. (2013). Herzberg's two factors theory on work motivation: does its work for today's environment. *Global journal of commerce and Management*, 2(5), 18-22.



APPENDIX A: QUESTIONNAIRE
UNIVERSITY OF CAPE COAST
DEPARTMENT OF HUMAN RESOURCE
SCHOOL OF BUSINESS

QUESTIONNAIRE

Dear Respondent,

The questionnaire is aimed helping the researcher to collect data from the teacher respondents' motivation and teacher performance at the Abuakwa North Municipality. The outcome of the study hopefully will help to build up motivation of teachers through suggestion and recommendations to the Ministry of Education, Ghana Education Service and other stakeholders of education. Every response will be treated as confidential, anonymous and general. You are entreated to provide objective and real response to the items.

SECTION A: DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

Please read each item and indicate your response by ticking [] to provide the required information in the appropriate column.

1. Gender:

Male [] Female []

2. Age:

20- 25 years [] 25 - 30 years [] 31 - 35 years [] 36 - 40 []

41 and above []

3. Academic qualification:

HND [] First Degree [] Postgraduate Degree []

4. Number of years in Ghana Education Service.

1-5 years [] 6 -10 years [] 11- 15 [] years

15 above years []

5. Which SHS do you teach?

Ofori Panin SHS [] St. Paul’s Technical Institute []

W.B.M Zion SHS [] Saviour SHS []

SECTION B: TEACHER INTRINSIC MOTIVATION

For each of the following statements about intrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (1- agreement; 7 – highest agreement).

Statement	1	2	3	4	5	6	7
1.Teaching gives me a great deal of job satisfaction							
2. I enjoy teaching as a profession							
3.The challenging nature of teaching has kept me in the profession							
4.Teaching is a competitive profession in this country							
5.Teaching gives me recognition and respect from the community							
6.I have opportunities for career development in the teaching profession							
7.The responsibilities I perform in the school make me feel significant in the school community							
8.Teaching is one of my goals in life							

9. Teaching enables me to interact with different people and understand them.							
---	--	--	--	--	--	--	--

SECTION C: EXTRINSIC MOTIVATION

For each of the following statements about extrinsic motivation, please indicate (by ticking) the extent to which you agree them, using the following scale: (1-agreement; 7 – highest agreement).

Statements	1	2	3	4	5	6	7
1. I am paid a salary that is enough to cater for my basic needs							
2. The school provides me free accommodation.							
3. I get free meals at school							
4. Salary payments are prompt							
5. The school offers weekly duty allowances							
6. Extra teaching allowances paid by the school help me to complete the syllabus							
7. It is possible to get advance payment from the school in case I have a financial problem							
8. The school organizes end of year party for teachers							
9. Teachers who perform well are given prizes							
10. Teachers are given leave of absence in case they have a reason to justify it.							

SECTION D: JOB PERFORMANCE

For each of the following statements about your job performance, please indicate (by ticking) the extent to which you agree them, using the following scale: (1-agreement; 7 – highest agreement).

Statements	1	2	3	4	5	6	7
1. Teachers come very early at school							
2. Always teachers come with lesson plans in class.							
3. There is regular marking of tests and feedback to students							
4. Teachers actively participate in co- curricular activities							
5. There is regular testing and examination of students							
6. Teachers supervise all school activities							
7. There is regular attendance to class lessons by teachers							
8. Teachers are efficient at maintenance of students' discipline							
9. The turn up of teachers in staff meetings is high							

THANK YOU FOR YOUR TIME.