

UNIVERSITY OF EDUCATION, WINNEBA

**RELATIONSHIP BETWEEN HEADTEACHERS' MOTIVATIONAL
STRATEGIES AND TEACHERS' JOB PERFORMANCE IN SELECTED
PUBLIC BASIC SCHOOLS IN ABLEKUMA CENTRAL MUNICIPALITY OF
GHANA**



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GHANA**



**A thesis in the Department of Educational Administration and Management,
Faculty of Educational Studies, submitted to the School
of Graduate Studies in partial fulfilment
of the requirement for the award of the degree of
Master of Philosophy
(Educational Administration and Management)
In the University of Education, Winneba**

SEPTEMBER, 2021

DECLARATION

Student's Declaration

I, Lilian Chizomam Nwaehie declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged is entirely my own original work and that to the best of my knowledge; it has not been submitted and will not be presented to any other University either in whole or part for a similar or any other degree elsewhere.

Signature:

Date:

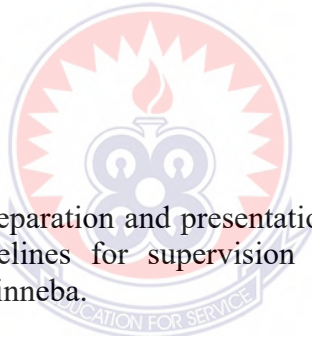
Supervisor's Declaration

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

Supervisor's Name: Dr. Hinneh Kusi

Signature:

Date:



DEDICATION

This work is dedicated to my husband, Longinus Chinedu Nwaehie.



ACKNOWLEDGEMENTS

I am very grateful to the Almighty God for His amazing grace which has seen me through my studies. I am highly indebted to my supervisor, Dr. Hinnah Kusi for his scholarly and insightful advice, understanding, and patience all of which have enabled me to complete this work. I wish to acknowledge Dr. Alfred Kuranchie who showed interest and assisted immensely towards the success of this work as well as all the lecturers in the Department of Educational Management & Administration University of Education Winneba for their insightful discussions and commitment to the noble profession. Many thanks go to my parents, my husband and children, siblings and friends for their words of encouragement that kept me going. Finally, my special thanks are extended to all the heads of schools and teachers in the public basic schools within Ablekuma Central Municipality who were my respondents, may the Almighty God bless them all.

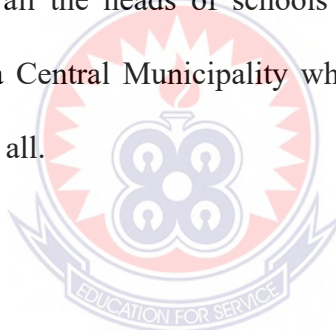
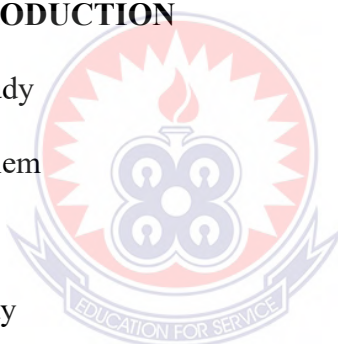


TABLE OF CONTENTS

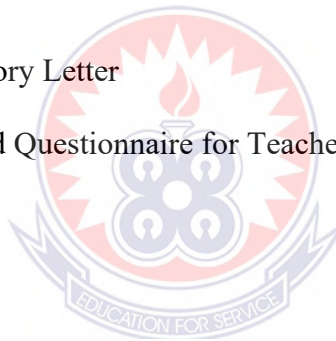
Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
LIST OF TABLE	x
LIST OF FIGURE	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	7
1.4 Objectives of the Study	7
1.5 Research Questions	8
1.6 Hypotheses	8
1.7 Significance of the Study	9
1.8. Delimitation and Scope of the Study	10
1.9. Limitation of the study	10
1.10 Rationale / Justification for the Study	11
1.11. Definition of Terms	11
1.12. Organization of the Study	12



CHAPTER TWO: REVIEW OF RELATED LITERATURE	13
2.0 Overview	13
2.1. Concept of Motivation	13
2.2 Theoretical Framework	15
2.3 Types of Motivation	22
2.4 Importance of Motivation	26
2.5 Motivational Strategies for Teachers	28
2.6 Concept of Performance	31
2.7 Teacher Job Performance Levels	32
2.8 Problems Affecting Teacher Performance	39
2.9 Motivational Strategies and Job Performance	41
2.10 Differences in Perception among Male and Female Teachers on Headteachers Motivational Strategies	65
2.11 Relationship between Headteacher Motivational Strategies and Teacher Job Performance	66
2.13 Effects of Headteacher Motivational Strategies on Teacher Job Performance	67
2.14 Global Trends on Teacher Motivation	69
2.15 Empirical Literature	74
2.16 Conceptual Framework of the Study	80
2.17 Summary of Literature Review	82

CHAPTER THREE: METHODOLOGY	84
3.0 Overview	84
3.1 Research Paradigm	84
3.2 Research Approach	85
3.3 Research Design	86
3.4 The Study Area	88
3.5 Population of the Study	88
3.6 Sample Size and Sampling Procedure	89
3.7 Method for Data Collection	91
3.8 Instrument for Data Collection	91
3.9 Data Collection Procedure	95
3.10 Data Analysis	96
3.11 Ethical Considerations	97
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	101
4.0 Overview	101
4.1 Rate of Responses	101
4.2 Demographic Characteristics of Respondents	101
4.3 Analysis of Research Questions	103
4.4 Teachers' perception of headteachers' motivational strategies on gender basis.	115
4.5 Discussion of Results	117
4.6 Summary	123

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	
RECOMMENDATIONS	125
5.0 Overview	125
5.1 Summary of the Study	125
5.2 Summary of Key Findings	127
5.3 Conclusions	129
5.4 Recommendations	130
5.6 Areas for Further Research	132
REFERENCES	133
APPENDICES	150
APPENDIX A: Introductory Letter	150
APPENDIX B: Structured Questionnaire for Teachers	151



LIST OF TABLE

Table	Page
3.1: Respondents sample	91
3.2 Reliability test for the study variables	94
3.3: Summary of the research technique	97
4.1: Demographic characteristics of respondents	102
4.2: Conducive work environment (CWE)	104
4.3: Recognition of job well done (RJWD)	106
4.4: Relationship with their superiors (RS)	108
4.5: In- service training programmes (ISTP)	110
4.6: Summary of motivational strategies adopted by headteachers in order of preference	111
4.7: Job performance	112
4.8: Relationship between headteachers' motivational strategies and teachers' job performance	114
4.9: Independent samples t- test	115

LIST OF FIGURE

Figure	Page
2.1: Two factor theory of motivation	18
2.2: Basic Expectancy Model	21
2.3: Motivation and performance model (Carrel, Elbert & Hatfield, 2000)	38
2.4 Conceptual Framework	81



ABSTRACT

Motivation has been used to encourage teachers as well as to enhance job performance in the public basic schools. Although research on motivation is extensive, few researchers have examined the relationship between headteachers' motivational strategies and teachers' job performance. The purpose of this study was to determine the relationship between headteachers' motivational strategies and teachers' job performance in public basic schools in Ablekuma Central Municipality. The study employed a descriptive survey research design and the research instrument employed was a questionnaire. The sample consisted of two hundred and twelve (212) respondents made up of teachers selected from public basic schools. Stratified random sampling and simple random sampling techniques were used to select the respondents. Statistical Product and Service Solutions (SPSS) was used to analyze the quantitative data. Descriptive statistics such as frequencies, mean and standard deviation were used to describe the data whereas correlation and independent samples t – test were used to analyze the inferential statistics. The study revealed that there was a positive relationship between headteachers' motivational strategies such as (recognition of job well done, conducive work environment, and relationship with superiors at the workplace and in – service- training programmes organized by headteachers) and teachers' job performance. However, out of the four variables tested, the result of the hypotheses revealed that; there was a statistically significant relationship between in-service - training and teacher job performance while the independent samples t – test revealed that there was no significant difference in the perception of male and female teachers on the motivational strategies. Based on the findings, the study recommends among others that heads of schools should encourage in- service training, it should be continuous as well as strengthen and explore other motivational strategies that could enhance teachers' job performance in Ablekuma Central Municipality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the most significant factors that move every human being to achieve his or her goal is motivation. Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. This includes individual as well as professional goals and targets (Baumeister & Voh, 2014). Also, motivation plays very critical role in substantiating the performance of teachers since it increases the teacher morale and performance. The objectives of education can be achieved in an efficient way if the behaviour of teachers can be changed through motivation in any school. From situation to situation, the level of motivation differs within an individual (Robbins, Judge & Sanghi, 2005). The teachers who are not sufficiently motivated are less competent which directly influence the students and the education system (Mustafa & Othman,, 2016). Teacher motivation plays an important role in the promotion of quality teaching and learning. Generally, since teacher motivation is fundamental to the teaching and learning process, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment.

Motivation is to inspire people to work, individually or in groups in the ways such as to produce best results. It is the will to act. It is the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need (Orodho, Waweru, Ndichu & Thinguri 2013). Motivation is getting somebody to do something because they want to do it. It was once assumed that motivation had to be injected from outside, but it is now understood that

everyone is motivated by several differing strategies as is also applicable in the school system. Therefore, a major task of the headteacher is to encourage personal growth, trust, and openness, praise improvement, encourage effort and maintain close contact with their teachers. Upper most in the mind of these leaders at all times must be a genuine concern for task accomplishment and employee welfare. So, all that a manager needs to do is to find out in the first instance what motivates his subordinates and then work out how such motives can be actuated. To do this effectively, the headteacher or the administrator must be fully aware of the various existing theories of motivation that have been tested and found workable in various circumstances. It is common knowledge that productivity is the mainstay of any economy. It is the engine of development in every aspect. It is productivity that drives profitability. And on the other hand, it is employees that drive productivity. The question is what drives a teacher? What is it that would make a teacher give of his/her best (effort, time and energy)? This is because no organization can hope to achieve high level of performance without a well-motivated workforce. It is generally believed that when employees are adequately motivated, they tend to work better. In contrast, when they are inadequately motivated, their performance tends to be impaired (Ejere, 2010). This explains why scholars have spent considerable time and resources in research in an attempt to discover the strategies or techniques of motivating employees for optimum performance.

Employee motivation strategies are tactics and processes put in place to keep employees inspired, engaged, and interested in their responsibilities (Ikenyiri, & Ihua – Maduenyi, 2011). The medium of motivating employees may vary by workforce, based on different work environments, work cultures, and industries. Strategies for employee motivation in the workplace are typically implemented by the leaders or

supervisors of an Organization. Methods of motivation can include verbal reinforcement, rewards, incentives, trips, opportunities, or recognition etc (Chaudhry, Kalyar & Riaz, 2011). The success of any organization depends greatly on how employees are motivated since motivation is the force which drives employee behaviour at the work place. Employees' motivation, organizational performance, and profits are interconnected and cannot be separated (Daft & Marcic, 2013).

Motivational strategies and teacher performance are related concepts that influence the quality of education that is the degree to which education can be said to be of a high standard, satisfies basic learning needs and enriches the lives of learners and their overall experience of living (Orodho, 2013). In order to achieve the goal of EFA, massive human, financial, and physical resources have been invested in the education sector (UNESCO, 2012).

In this respect, the quality of education is vital where it is seen to be efficient, focused on the client (the Pupil), and involving all stakeholders. The achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational output.

Past research has indicated that male and female teachers are likely to have different perspectives on various head teacher motivational strategies. These gender differences are apparent within intrinsic (McGeown, Sansone, Harackiewicz & Brown, 2012) and extrinsic motivation (Rusllo, Ramayah, Jantan & Tadisina, 2001). Yemisi (2013) on the contrary found that there was no significant difference in the motivation of male and female teachers in Ado and Efon Local Government Areas in Ekiti State, Nigeria.

Given the fact that education is one of the important factors that help in bringing about rapid social and economic development in any given nation, the role of headteachers and teachers cannot be downplayed. As a result, it has become important to determine the relationship between head teachers' motivational strategies and teachers' job performance in the public basic schools in Ablekuma Central Municipality.

1.2 Statement of the Problem

The success of any aspect of a business can often be traced back to its motivated employees. Motivation increases level of competence of personnel and leads to accomplishment of organizational objectives (Ampofo, 2012). Inadequate motivation would adversely affect teacher performance in the school which is characterized by poor preparation of teaching materials, absenteeism, lack of commitment and dedication to the job as well as various forms of unrest which affect the accomplishment of the set objectives (Ampofo, 2012). It is a fact that every person is motivated by something (Eccles, Wigfield & Schiefelle, 2002). Improving teachers' performance at the basic education level is crucial to the nation's quest for improved living conditions, socio- economic development and hope for a brighter future. Salifu & Seyram (2013) observed that quality teaching has become the focus of many education systems including that of Ghana and yet little attention has been given to teacher motivation that could ensure quality teaching and improved learning outcomes. The question remains as to whether headteacher motivational strategies account for high or low job performance among teachers in the public basic schools?

In Ghana , the subject of motivation has always been at the apex of national agenda and is evident in the number of strike actions in the public service. In the early part

of the 2000s, teachers were part of the public servants whose agitation for improved condition of service did not go unnoticed. Forson & Opoku (2014) stated that teachers' remuneration accounted for less than 35% of the public service wage bill although teachers were perceived to be in the majority in terms of numbers. This phenomenon did trigger an upsurge of attrition of trained teachers to other sectors of the Ghanaian economy. It should be noted that the nature of the school setting is basically a function of internal management and leadership. The headteachers or Chief Executives need to appreciate and recognize that results can be obtained through people.

It will however look ridiculous for the headteacher or the team responsible for motivation in the schools to attempt to motivate their teachers when they do not know what motivate them. This has attracted the attention of scholars who have done some work on the subject matter. For instance, Oppong (2015) conducted a study on the effect of motivation on teachers' work performance in the Ashanti Region using cross sectional design which focused mainly on teachers. Brown & Owusu (2014) focused on influence of headteachers management styles on teacher motivation in the Sunyani Municipality, while (Alugchaab, 2011) focused on the factors that influence motivation of basic school teachers in Ga East Municipality.

A nationwide debate ensued on the major role played by teachers in nation building and the need to address the shortfall in the condition of service of teachers to motivate them to perform. Broader consultative meetings were held with stakeholders in the teaching fraternity and the outcome was the introduction of a uniform pay structure based on qualification. The legislative arm of government passed Act 737 in 2007 that saw the birth of the Fair Wages Salary Commission (FWSC). The mandate of the

commission was to ensure a fair and systematic implementation of government pay policy (FWSC 2013). Although this has stabilized the teaching profession in terms of attrition rate; although concerns on how this inducement translate into teachers' performance seem to dominate national discourse especially in the face of fallen standard of education in Ghana .

The Ablekuma Central Municipal Monitoring and Evaluation Report (2018) reported that every year from the past, teachers' living and working conditions are the same and not changing, and because of that teachers' morale to perform their job is low, leading to the poor academic performance of some of the schools in the municipality. As a consequence, teachers' professional conduct has fallen, including serious misbehaviour in and outside work, there is poor preparation of lesson notes and lack of continuous pupil assessment.

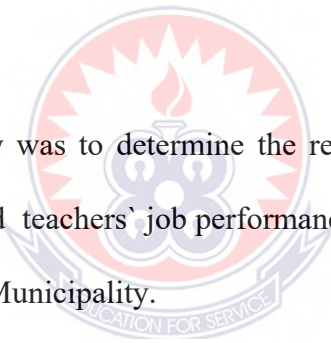
Recently, the researcher deduced from interaction with some headteachers in the Ablekuma Central Municipality are faced with challenges which include; absenteeism, loss of instructional time, poor instructional materials and inadequate textbooks as limiting the impact of effective teacher performance. The general impressions also gathered from teachers seem to suggest that they are not satisfied with their present conditions of service. Teachers' dissatisfaction with their job is characterized by high turnover annually. Such concerns have raised questions such as the following (1) what are the motivational strategies adopted by headteachers in managing the public basic schools? (2) What is the job performance level of teachers in the public basic schools? (3) whether there is a significant difference between male and female teachers perception on headteachers motivational strategies? These and other questions are addressed in this study. This is against the backdrop that

teachers have for some time now complained about the condition of service and with the passage of FWSC bill, one would have thought, that would have impacted on teachers job performance. The standard of education and poor condition of service continue to be a major concern in the educational system of Ghana.

All these problems affect the accomplishment of the objectives of basic school education. These problems however prompted the researcher to carry out this study to determine the relationship between headteachers motivational strategies and teachers job performance in the public basic schools of Ablekuma Central Municipality of Ghana.

1.3 Purpose of the Study

The purpose of this study was to determine the relationship between headteachers' motivational strategies and teachers' job performance in selected public basic schools in the Ablekuma Central Municipality.



1.4 Objectives of the Study

The study sought to:

- i. Identify the motivational strategies adopted by headteachers in managing the public basic schools in Ablekuma Central Municipality.
- ii. Examine the level of teachers' job performance in the public basic schools of Ablekuma Central Municipality.
- iii. Observe the relationship between headteachers' motivational strategies and teachers job performance in the public basic school in Ablekuma Central Municipality.

- iv. Ascertain the difference in the views of male and female teachers on headteachers' motivational strategies in the public basic schools in Ablekuma Central Municipality.

1.5 Research Questions

To guide this study, the following research questions were formulated:

- i. What are the motivational strategies adopted by headteachers of the Ablekuma Central Municipality in managing the public basic schools in Ablekuma Central Municipality?
- ii. What is the level of teachers' job performance in the public basic schools in Ablekuma Central Municipality?

1.6 Hypotheses

The following hypotheses were formulated to guide the study:

1. Ho: There is no significant relationship between headteachers' motivational strategies and teachers' job performance in the public basic schools of Ablekuma Central Municipality.
H₁: There is significant relationship between headteachers' motivational strategies and teachers' job performance in the public basic schools of Ablekuma Central Municipality.
2. Ho: There is no significant difference between male and female teachers' perception on headteachers' motivational strategies in the public basic schools of Ablekuma Central Municipality .

H₁: There is significant difference between male and female teachers' perception on headteachers' motivational strategies in the public basic schools of Ablekuma Central Municipality .

1.7 Significance of the Study

This study is premised on determining the relationship between headteachers' motivational strategies and teachers' job performance in selected public basic schools.

At virtually every point in the growth and development of education in Ghana, one is ever reminded that the quality of education depends largely on the quality of its teachers.

More so, with the rapid changes in the population of school age children which is affecting the demographics of the schools in Ghana, one is also notified of the need to motivate teachers in order to produce the desired educational results. Based on that; The government will through this study see the urgent need to improve on their motivational strategies so as to achieve the objectives of education in Ghana

The findings of the study might help Ministry of Education officials to appreciate the fact that motivation is key to improved teacher job performance and to find ways to empower headteachers to be innovative and dynamic in their leadership roles.

The findings of this study might help headteachers to discover what motivational strategies that really motivate their teachers more than the others.

It will also assist headteachers to be strategic and committed to finding out the combination of motivational strategies to adopt in managing their schools since there is no one size fits it all strategy to motivating teachers.

This study will highlight the need for headteachers to embark on constant and regular in-service training programmes so as to equip teachers with the necessary skills to meet up with the demands of the 21st century education.

Through the data and analysis that this study will provide, future researchers will benefit from the study as it will serve as reference material for similar studies.

1.8. Delimitation and Scope of the Study

This study was conducted in Ablekuma Central Municipality in the Greater Accra Region of Ghana. It focused on the relationship between headteachers' motivational strategies and teachers' job performance in selected public basic schools of Ablekuma Central Municipality in the Greater Accra Region. This level of education was chosen because they form the building blocks of any education system, therefore if the foundation was weak, the toil would be in vain. The study would not extend to other education districts outside the selected district. It also did not include senior secondary, technical and vocational institutions because they are under secondary education.

Specifically, the headteachers' motivational strategies considered in this study included: recognition of job well done, conducive work environment, relationship with superiors at the work place and in-service training among others.

1.9. Limitation of the study

Creswell, (2013) stated that factors that affect the findings of a study and how the results are applied or interpreted are considered as limitations.

Considering the fact that the period of gathering data was during the covid -19 pandemic which brought about restrictions on people's movement, it was difficult to

get the participants (teachers) to attend to the questionnaires in record time. Again, the data instrument used for the study was the close-ended questionnaire which restricted respondents from actually speaking their minds on the subject matter; however it did not change the outcome of the research findings.

1.10 Rationale / Justification for the Study

The justification for the study drew from the need of ensuring that all of the world's people desire quality education for all necessary in obtaining survival skills for life. In the light of this noble goal, the government of Ghana rolled a policy of registering all children in schools, through free primary and free secondary school education, as means of increasing retention rates across the levels of learning. Considering such realities, realizing the objectives of quality education rests squarely on the shoulders of teachers. For the sake of this study, headteachers' motivational strategies were considered a crucial dimension in enhancing teachers' job performance.

1.11. Definition of Terms

Motivational strategies: These are the strategies used by the headteacher to influence individual drives among teachers towards an activity.

Recognition: This refers to the acknowledgement or appreciation of an individual or team's desired effort, or behaviour that supports the organization's goals and values.

Conducive work environment: This refers to a situation in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways which promote long term success.

Workplace relationships: These refer to unique interpersonal relationships with important implications for the individuals in those relationships, and the organizations in which the relationships exist and develop.

In - service training: This refers to subsequent training orientations embraced by teachers continually to equip them with the new trends in the field of education.

Performance: This refers to optimum achievement of set goals.

1.12. Organization of the Study

This study was organized in five chapters. Chapter one which is introduction covered background to the study, statement of the problem which is the question the study wants to answer. Subsequently, the first chapter also provides objectives, research questions, significance, limitations, scope of the study and definition of significant terms. The second chapter reviewed related relevant literature regarding major works on the topic and indicated what the arguments are. This section also included theoretical framework, conceptual framework and summary. Chapter three is the research methodology which presents an overview of the methods which were used in the study. It covers such areas as: research paradigm, research approach, research design, sampling, how the sample size is calculated, the sampling procedure used and of course data collection and analysis. Chapter four focused on data analysis, interpretation, presentation and discussion of the findings. Chapter five presented the summary, conclusion, recommendations and suggestions for further research. Lastly, the reference part contains the bibliography to the major sources used in the study. This is followed by the letter of introduction to the respondents including the draft questionnaires.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Overview

This chapter sought to present a review of significant theoretical and empirical literature in relation to the research questions being analyzed. This section elaborated on headteacher motivational strategies (recognition of job well done, conducive working environment, relationship with superiors at the work place, in-service training programme) and teachers' job performance.

2.1. Concept of Motivation

According to Reeve (2018) motivation is defined as an internal process, whether it is a drive or a need, motivation is a condition inside us that desires a change, either in the person or the environment. The simplest definition of motivation boils down to wanting (Baumeister, 2016). It has the ability to change the behaviour, thoughts, feelings, self-concept, environment and relationships. Motivation is the process by which an organization enables employees to express their energies towards maximizing the attainment of the goals and objectives of the organization, i.e. towards a fulfillment of the desires of the management for employing them at all. Motivation is defined as driving force that compels an individual to take some actions in order to achieve certain goals. Motivational level of everyone is different like perception and attitudes. According to Schmidt, Palminteri, Lafargue and Pessiglione (2010) motivation is generally understood to denote the strength of a person's desire to attain a goal. Motivation is generally defined as the psychological forces that determine the direction of a person's level of effort and persistence in the face of obstacles. Motivation and performance are concepts which have been subjects of immense interest among researchers and practitioners. Both concepts have been defined in a

variety of ways by several scholars. By motivation, here we mean the way and manner in which an individual or group of individuals are inspired to behave in a desired manner with a view to receiving some positive rewards or to satisfy certain human needs. To be motivated is to do something which is different; to be inspired to go beyond the call of duty. That is to do more than you have to do not because you are told to but because you want to. Hence, going by the definitions of motivation as mentioned above, one can simply conclude that efficiency, good performance and high productivity is a direct function of adequate motivation. When workers were properly motivated, it would lead to efficiency, good performance and high productivity and by implication, there would be sustained rise in national growth and development and invariably the general improvement in the welfare of the citizens. Motivation is dependent on the fulfillment of fundamental, innate psychological needs for competence, relatedness and autonomy (Thijs, 2011).

According to David & Anderzej (2010), motivation can be understood as cognitive decision making in which the intention is to make the behaviour that is aimed at achieving a certain goal through initiation and monitoring. The responsibility for motivation is threefold; it falls on the senior leadership, the direct manager and the employee. Numerous factors are involved, from trust, engagement and values (individual and organizational) to job satisfaction, achievement, acknowledgement and rewards. Motivation is essential for working autonomously as well as for collaboration and effective team work (Society for Human Resource Management [SHRM], 2010).

Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the presence of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person is a happier person, more energetic, and sees the positive end result in his/her mind. For the purpose of this study, the definition of the Society for Human Resource Management (SHRM) is assumed. Following the Society for Human Resource Management's (2010) definition, this study operational definition of motivation is: *“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”*. The above definition integrates the notion of the many possible actions that an individual could engage in either to persevere or quit when faced with difficulties and impediments. The assumption of this definition makes it possible to determine the motivational strategies that moves, leads, and drives certain human action or inaction over a given period of time given the prevalent circumstances.

2.2 Theoretical Framework

An attempt is made in this chapter to bring a theoretical base for motivation. There are many competing theories, which attempt to explain the nature of motivation. These theories are all, at least, partially true, and all help to explain the behaviour of certain people at certain times. However, the search for a generalized theory of motivation at work appears a vain quest. Motivation varies over time and depending on the circumstances. It is because of the complexity of motivation and the fact that there is no single answer to what motivates people to work well, that these different theories are important to guide managers. The theories show that there are many motives, which influence people's behavior and performance. The different theories provide a framework within which direct attention is incorporated to the problem of how best to

motivate staff to work willingly and effectively. It is important to emphasize that these various theories are not conclusive. Motivation is one of the forces that lead to performance. Motivation is defined as the desire to achieve a goal or a certain performance level, leading to goal directed behaviour. Motivation is clearly important if someone is to perform well; however, it is not sufficient. Ability or having the skills and knowledge required to perform the job is also important and is sometimes the key determinant of effectiveness. Finally, environmental factors such as having resources, information and support one needs to perform well are critical to determine performance. At different times, one of these three factors may be the key to high performance. So what motivates people? Why do some employees try to reach their targets and pursue excellence while others merely show up at work and count the hours? As with many questions involving human beings, the answer is anything but simple. Instead, there are several theories explaining the concept of motivation. For the purpose of this study, two theories shall be considered.

2.2.1 Herzberg's two factor theory

Herzberg, Mausner and Snyderman (1957) averred that there are extrinsic factors which by their presence do not increase workers' satisfaction on the job but their absence may lead to job dissatisfaction and lower job performance among employees. Such extrinsic job conditions were environmental factors over which the employee has less influence. They include salary and benefits, work environment, organizational policy and administration, supervision and job security. These were called hygiene factors or dissatisfies. In other words, hygiene factors are those factors which when adequate in a job pacify the employees and do not make them dissatisfied. The hygiene factors symbolized the psychological needs which the individual wanted and expected to be fulfilled.

According to Herzberg et al, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. Employees find these factors intrinsically rewarding. The motivators symbolized the psychological needs that were perceived as an additional benefit. The implication of this motivational factor is that it does not rely on extrinsic rewards for motivating people for higher performance but also incorporates in the job itself those elements that could help motivate employees. Herzberg et al, came to the conclusion that aspects of the environment that satisfy employees are different from aspects that dissatisfy them. To illustrate, imagine that you are working in an unpleasant work environment , your office is too hot in the summer and too cold in the winter, you are being harassed and mistreated. You would certainly be miserable in such a work environment. In contrast, motivators are factors that are intrinsic to the job, such as achievement, recognition, interesting work, increased responsibilities, and advancement and growth opportunities. Based on their research, motivators are the conditions that truly encourage employees to try harder.

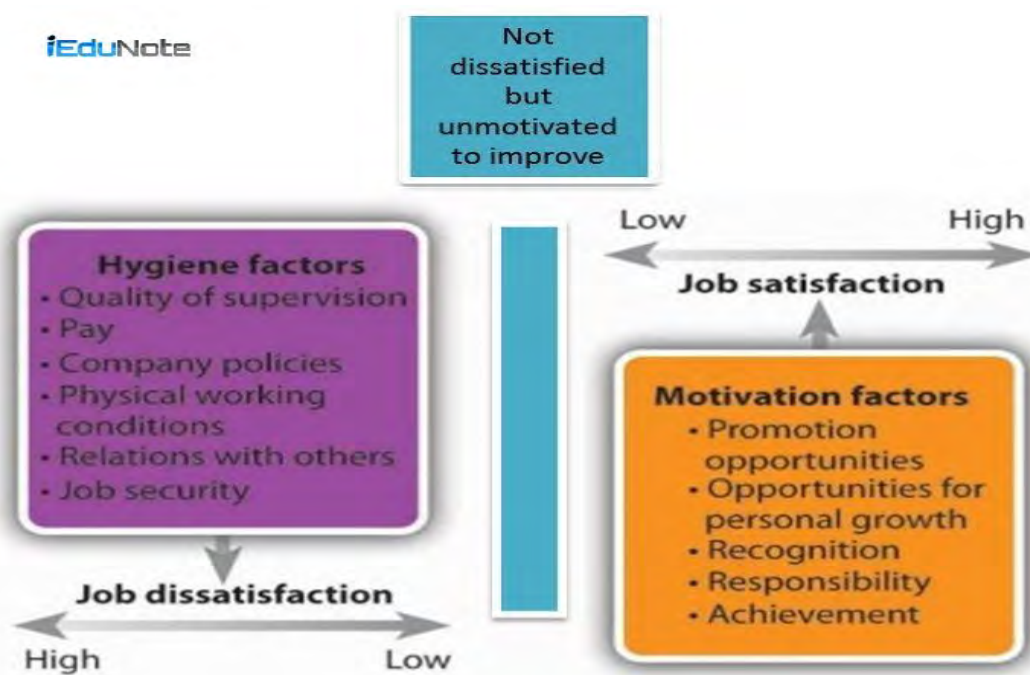


Figure 2.1: Two factor theory of motivation

One criticism relates to the primary research methodology employed when arriving at hygiene versus motivators. When people are asked why they are satisfied, they may attribute causes of satisfaction to themselves, whereas when explaining what dissatisfies them, they may blame the situation. The classification of the factors as hygiene or motivator is not that simple either. For example, the theory views pay as a hygiene factor. However, pay may have symbolic value by showing employees that they are being recognized for their contributions as well as communicating that they are advancing within the company. Similarly, the quality of supervision or the types of relationships employees form with their supervisors may determine whether they are assigned interesting work, whether they are recognized for their potential and whether they take on more responsibilities. Herzberg's theory has been found to be applicable in the field of education in the following ways: Motivation is related to leadership, for good leadership sets an example, provides guidance, encouragement and instructions. This can be one of the greatest motivational strategies of all basic

schools, which effective headteachers will use to motivate staff and pupils. Another feature of motivation of teachers is that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Adequate teacher motivation is definitely related to high morale and self-confidence.

Despite its limitations, the theory can be a valuable aid to managers and headteachers to strive for the ideal situation of high hygiene and high motivation whereby all employees are motivated and have very few grievances. In other words, for headteachers to increase the motivation of the teachers, headteachers need to eliminate job hygiene stressors by rectifying petty and bureaucratic company policies, adopt democratic leadership style whereby each teacher feels supported, ensure everyone is treated equally as well as construct jobs in such a way that each teacher finds his job meaningful. Again, once the hygiene stressors have been removed, the next thing is to boost the job satisfaction of each teacher. This can be done by improving the actual content of the job itself which requires the unique approach of each teacher. Managers or headteachers can either enrich the job making it more interesting, giving employees opportunities for challenging work, greater responsibilities, advancement opportunities and a job in which their subordinates feel successful

2.2.2. Expectancy theory

Vroom (1964) advanced the expectancy valence theory. He stated that if an employee believes that efficient work will lead to salary increase, he will intensify his effort and work hard. The theory recognizes that people morale is boosted only when their reasonable expectation will lead to a desired goal. Victor Vroom called this ``expectancy theory``.

The expectancy theory of motivation proposed by Vroom, unlike Maslow and Herzberg, does not concentrate on needs, but rather focuses on performance and outcome. Motivation is a function of the expectancy in attaining a certain outcome in performing a certain act multiplied by the value of the outcome for the performance.

Expectancy theory has two outcomes.

First, outcome that are highly valued and have high expectations of being realized will direct a person to make a greater effort in his task. Secondly, outcome with high expectations which are less highly valued will reduce the effort expected. Vroom's expectancy theory of motivation says that individuals are motivated to do something by three things. They are motivated when they value the reward associated with an action, trust that they will receive the reward if they do a good job and believe that they have the ability to achieve their objectives by working hard.

Whereas Maslow and Herzberg look at the relationship between internal needs and the resulting effort expended to fulfill them, Vroom separated effort, which arises from motivation, performance, and outcomes. Vroom basically proposed three variables which in turn were vital for employee motivation. These are basically, Expectancy, Instrumentality and Valence. For example, an employee assumes that if he works harder the better the performance will be. But believing that increased effort will lead to increased performance is mainly influenced by factors such as availability of the right amount of resources, having the right skills to carry out the job and the necessary support of the supervisor and the like. Without these, it is unlikely that expectancy could be achieved.

VROOM'S EXPECTANCY THEORY OF MOTIVATION

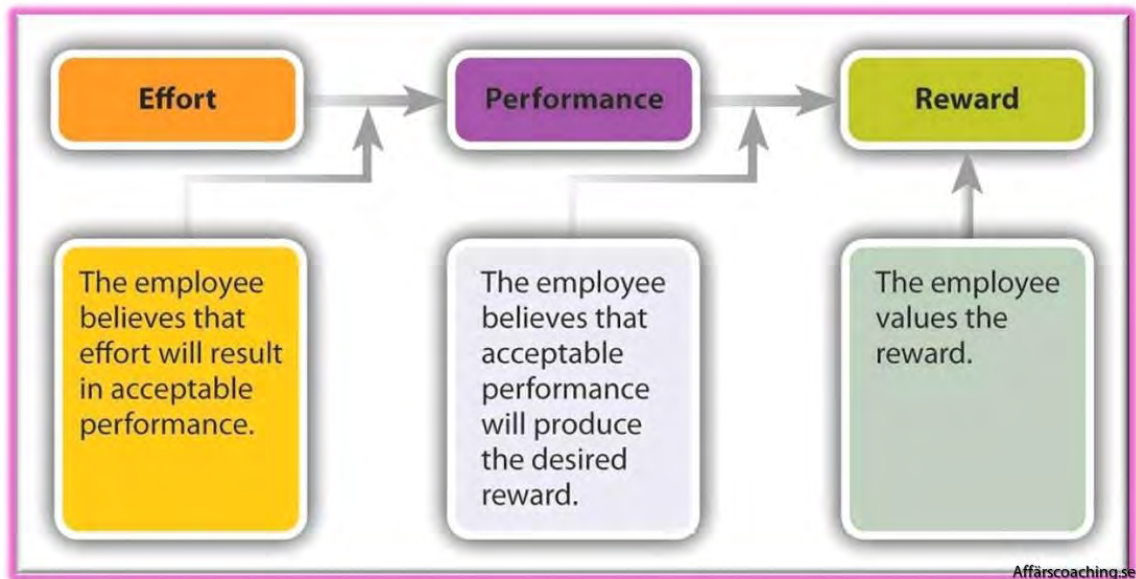


Figure 2.2: Basic Expectancy Model

Source: Adapted from Businessstopia (2019)

The Expectancy theory of Motivation explains the correlation between an individual enthusiasm and motivation to perform a task with his perception regarding effort, performance, and outcomes. According to the theory, an individual, at first, analyzes what level of performance he can make. Then he evaluates what kind of rewards or outcomes he can achieve through his performance. Finally, he decides if the outcomes that he is to receive are worth earning or not. In other words, motivation, expectancy, instrumentality, and valence are related to one another by the equation

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}.$$

The multiplier effect in the equation is important. It means that higher levels of motivation will result when expectancy, instrumentality, and valence are all high than when they are all low. The multiplier assumption of the theory also implies that if any one of the three factors is zero, the overall level of motivation is zero. Therefore, for

example, even if an employee believes that his/her effort will result in performance, which will result in reward, motivation will be zero if the valence of the reward he/she expects to receive is zero (i.e. if he/she believes that the reward he/she will receive for his/her effort has no value to him/her).

2.3 Types of Motivation

Motivation can be classified as Intrinsic and Extrinsic motivation.

2.3.1. Intrinsic motivation

Sure, money is important because one has to eat and pay rents; but as a motivator money has its limits. Intrinsic motivation occurs when one enjoys an activity or see it as an opportunity to explore, learn, and actualize one's potentials (Asher & Uma, 2017). Intrinsic motivation involves engaging a person in a behaviour because it is personally rewarding for him; it is essentially, performing an activity for its own sake rather than the desire for some external reward. Examples of actions that are the result of intrinsic motivation include:

- Participating in a sport because one likes sports and find the activity enjoyable
- Solving a word puzzle because one finds the challenge fun and exhilarating
- Playing a game because one finds it very exciting to play.

In each of the above circumstances, the person's behaviour is motivated by an internal desire to participate in an activity for its own sake rather than the desire for some external reward. This is confirmed by a study conducted by Angus and Kahneman, (2010). They demonstrated that money doesn't contribute to one's overall happiness. Again, "intrinsic motivation that supports who that person is and what they believe in e.g., purpose, values, autonomy, progress, relationships are not only what matters most but what makes the motivation last i.e. sustainable happiness".

This results from direct relationship between the employee and the task and is usually applied to feelings of achievement, accomplishment, challenge, competence derived from performing one's job, i.e., a sheer interest in the job itself. According to Ryan and Deci (2000) intrinsic motivation is defined as the doing of an activity for its inherent fulfillment rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. This kind of motivation is considered to be highly self-determined in the sense that the reason for doing the activity is linked solely to the individual's positive feelings while performing the task (Noels, Sha, Sha & Denta, 1999). In the view of (Deci & Ryan) social environments can enhance intrinsic motivation by supporting people's innate psychological needs. Strong links between intrinsic motivation and satisfaction of the needs for autonomy and competence have been clearly demonstrated and some work suggested that satisfaction of the need for relatedness may also be important for intrinsic motivation.

2.3.2 Common intrinsic motivational strategies

Ryan and Deci (2017) asserted that intrinsic motivation is characterized by a strong valuation of personal investment and engagement. Several meta- analyses have shown that the effect between intrinsic motivation and creative performance is significantly positive. Fisher, Malycha and Schaffman (2019), one's teaching philosophy can and does affect the teaching – learning process. In order to deal with complex role demands in the routine of teaching, one has to understand styles of pupils learning in a new educational model that has been constructed, refined, and adjusted. Finding solutions to these difficulties, teachers should understand their own needs and the opportunities available in teaching and should desire to participate in the pedagogical processes of pupils' education within the school environment (Petress, 2003).

A teacher's academic role needs to be improved and transformed into the effective achievement of educational objectives. Carter (2013), stressed the importance of ``academic content knowledge`` in this complex process. Furthermore, the subject matter should be taught using curricular activities that are significant in terms of headteacher motivational strategies.

Bandura (2012) averred that greatest human behaviour is learned by observation through demonstration, so teachers are naturally role models and this helps prepare pupils for the future. Teachers are leaders in the classroom and their headship should contribute positively to learner's performance and to the general atmosphere at school. As leaders in the classroom, teachers need to be visionary and exemplary.

Baumrind (2001) asserted that there are four types of teacher classroom management styles: the authoritative, liberal, permissive and indulgent style.

The authoritative style is characterized by behavioral principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others unacceptable and warm student- teacher relationships. It is often seen as punitive and restrictive, gives pupils neither a say in their management nor the courtesy of an explanation when necessary; the teacher's character is sometimes perceived as cold even punishing. The liberal style is indicated by a lack of involvement. The environment is non- punitive, there are few demands on pupils and lots of freedom. The indulgent style is characterized by an environment where there are no demands on the student of any sort and the pupils are actively supported in their efforts using any reasonable means.

If teachers have recognized the necessary trust and bonds with the school management and have proper channels to communicate and receive proper feedback, this will not only improve their professional skills but encourage the healthy development of their personalities (Kegan, 2002). Teachers should be stimulated to talk about new ways of looking at their own development. During their careers, they meet and respond to changing demands, conditions or educational paradigms. Based on this, Kegan posited that there are practical models of adult developmental stages that render the development of teachers as educators more logical. Individuals including teachers may occasionally have difficulty communicating with others, or receiving due recognition and acceptance. Therefore, they need to be supported in their personal and professional career which positively affects performance and classroom effectiveness.

2.3.2 Extrinsic motivation

Asher and Uma (2017) reiterated that extrinsic motivation occurs when people are motivated not because of the inner desire but are motivated by extrinsic rewards; one could also perform a particular task to avoid punishment. People who are extrinsically motivated will continue to perform an action/task even though the task might not be in and of itself rewarding. A person who works in a manufacturing position, for example, might perform a wide variety of routine tasks that are not enjoyable. He performs because he is receiving an extrinsic reward (a paycheck or some kind of benefit) for completing these tasks, he or she will feel motivated to perform them.

Examples of behaviours that are the result of extrinsic motivation include:

- Studying because you want to get good grades in the examination.
- Cleaning your room to avoid being punished by your parents
- Participating in a sport to win awards or certificates

- Competing in a contest to win a scholarship through the contest
- Completing a project before the deadline because the employee gets some incentives for it. In each of the above examples, the behaviour is motivated by a desire to gain a reward or a benefit or to avoid an adverse outcome.

Initial conceptualizations viewed intrinsic and extrinsic motivation as being invariably antagonistic. Intrinsic motivation was considered self – determined, whereas extrinsic motivation was thought to reflect a lack of self-determination. However, later research has indicated that extrinsic motivation does not necessarily undermine intrinsic motivation and that it may even enhance it. These findings resulted in a more refined analysis of extrinsic motivation (Vansteenkiste, Van der Merwe, & Miller, 2006). Organismic integration theory was introduced by Deci and Ryan (2000), the theory aimed to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulations for this behaviour. Specifically, various types of extrinsic motivation were distinguished that differ in the degree of autonomy or self – determination depending on the extent to which people have been successful in internalizing the initially external regulation of the behaviour (Vansteenkiste et al.).

2.4 Importance of Motivation

Rutherford (2010) stated that all managers realize that motivation is important and if employees are enthusiastic about task accomplishments, try to do their jobs at their best, the organization will benefit. Rutherford also noted that organizational goals cannot be effectively attained unless employees work together, so it is obvious that the need for team work in the organization is essential. (One thing that managers should realize is that their jobs are not just to “motivate an employee”.

All employees come to a work situation motivated to attain personal goals which they have established. One goal for the service manager is to develop motivated employees and increase their morale about their work. Employee morale towards work, such as supervisors and peers, organization, work environment can be defined as the feelings an employee has about all aspects of the job. There are many benefits to be gained from building good morale. Besides, there are proven relationships between morale levels, turnover and absenteeism. However, research indicated that high employee morale levels do not always yield high productivity levels (Bjorklund, 2011). However, in the field of education, the role of motivation cannot be over emphasized. In other words, motivation plays a very significant role in attaining the overall educational aims and objectives through teaching and learning process.

Gagne (2014) posited that motivation is the heart of organizational behaviour; employees' motivation has a substantial impact on their performance and productivity (Cerasoli, Nicklin & Ford, 2014). Steers and Porter (2013) viewed motivation as concerned with how human beings are energized, sustained, directed and the type of subjective reaction presented in the individual as all these processes are taking place. Emerson (2007) reiterated that behaviour has an origin, which terminates when the goal of an individual is achieved. Furthermore, Herzberg (1968) was not far from the perception of motivation from the above view as he defined motivation as the psychological process that arouse, direct and maintain behavior towards a goal.

However, in the field of education, the role of motivation cannot be over emphasized. That is, motivation plays a very important role in attaining the overall educational aims and objectives through teaching and learning process. Adeyemi (2004)

categorically stated that “to attain effective performance in the teaching learning process, the teachers as well as the pupils’ must be motivated”.

For instance, in the classroom, motivation helps to increase efficiency and adequacy of behaviour. Again, a motivated child would attend his classes with zeal and interest. Such a pupil will always be in school, and carry out the necessary assignment. Motivation of teachers on the other hand is seen to be working tirelessly in the schools. They prepare their lesson notes as and when due, teach pupils, give assignments, conduct tests, exams, mark, and record them appropriately. Hence, Herzberg (1968) stated that if teachers are properly motivated, this can change an otherwise mediocre group into a highly productive team. Equally, motivation brings about the use of good teaching methods in the classroom. This is because; a motivated teacher presents his subject matter in a variety of ways thereby bringing originality in his teaching. For instance, the use of teaching learning materials, various illustrations, concrete objects which make the lesson more interesting, effective and realistic. Motivation also brings competition and increases learning efficiency on the part of the learners. For instance, if the teacher uses positive reinforcement to reward pupils’ who answers questions correctly, or who performs highly in tests or examinations, other pupils’ who did not perform well will be challenged and encouraged to study harder which brings about competition in such classroom.

2.5 Motivational Strategies for Teachers

The job of a manager in the workplace is to get things done through employees. To do this, the manager should be able to motivate employees. Motivating teachers is one of the responsibilities of all individuals in a supervisory role. Incentives are given in the form of money, that money can be seen as part of reward system designed to reinforce

behaviour and therefore to motivate people to work towards the achievement of organizational goals. In this study, motivational strategies are related to incentives, but an incentive is a motivational strategy that comes from institutional management and they are called external incentives. These incentives consist of tangible things such as bonuses, promotion, awards among others. In Ghana, the Ministry of Education and Ghana Education Service (GES) as part of the strategies to motivate its staff does increase the salary of teachers, give bonuses or grant study leave among others. It is believed that these increases the morale of the teachers and often enhance their performance.

The recognition of the goals and objectives of any establishment largely depends on how the workers perceive and react to their jobs. Without motivation, teacher performance would be highly stalled. The motivation level of teachers will determine the teachers' response to school rules, responsibilities and opportunities. People work is believed to be primarily for money and they are motivated to do only that which provide them with the greatest rewards (Bussin, 2015).

A great indication of a successful manager is one who has employees who are motivated to perform their jobs at a high level. It is easy to see that higher employee motivation leads to more productivity and therefore more profitable business growth. As great as it would be, there is no one method to motivate employees. Employees are all very different from one another, so different factors affect their motivation. Some people are motivated by money, others by rewards, some prefer recognition, and some people just motivate themselves to achieve.

Leaders and managers need to utilize a number of different strategies and techniques to increase their employee's motivation and productivity. Motivational strategies and teachers' job performance are correlated concepts that determine quality education.

The achievement of quality education rests majorly on the shoulders of teachers who need proper motivation to produce the desired educational goals and results. However, concerted efforts are always made through effective and efficient motivational strategies employed by the headteachers to enhance teachers' job performance in the school (Tsamoh and Titanji, 2020).

Motivational strategies have always been regarded as the internalized drive that is more dominant in an individual at a given moment which are integral and essential part of the school administration. To this end, no meaningful development could be achieved without the appropriate strategies to stir up teachers' commitment and dedication to their job (Orodho, Waweru & Getange, 2014).

Apart from the monetary reward as a motivational strategy, according to Herzberg (1968), recognition, achievement, responsibility and the challenge of the work itself are vital parts of the reward system that can be offered by the management as positive motivation. Bhata and Srivastava (2013) asserted that motivation triggers and directs human behaviour and how this behaviour is preserved to achieve a particular goal. In real life, the motives for many activities are both intrinsic and extrinsic. Motivation accounts for the level, direction and persistence of efforts expended at work.

Taylor (2012) averred that on the psychological and sociological factors in making a teacher to do his job better; for instance, in school, if the headteacher shows

appreciation for a teacher's performance and say to him or her "you are doing a very good job, thank you". This act alone can make the teacher feel that his contribution is valued and therefore is encouraged to do even more. In this case, the teacher had been psychologically motivated to continue his work as efficiently and effectively as possible. This is in line with Vroom's Expectancy Theory which states that employees may persist in the face of challenges or obstacles if the desired outcomes or rewards are highly valued.

Furthermore, if teacher's hard work is being considered when giving promotion and other benefits in the educational system, it will make teachers work effectively and efficiently. A headteacher who desires better performance must provide maximum motivation for his teachers.

2.6 Concept of Performance

According to Aguinis, Godfredson and Joo (2012) opined that one of the main duties of successful managers is to support their employees increase job performance on a continuous basis. Employee is the crucial one among the other resources in an organization. The success or failure of the organization depends upon the level of contribution by individuals who are employed in different jobs in an organization. In 1920, job performance was simply mentioned as quantity and quality of the output of each employee who is working in an organization. But, in the present scenario employees do much more than traditionally included in their job descriptions. Researchers have used alternative names for job performance including "Employee Performance", "Work Performance", "Individual Work Performance" etc. Performance management is therefore a continuous process which involves identifying, measuring, and developing the performance of individuals and teams and

aligning performance with the strategic goals of the organization. Individual performance is seen by (Aguinis, et.al. 2012) as the building block of organizational success, and virtually all organizations internationally have some type of performance management system. Performance is important for organizations as employees' performance leads to business success. Also, performance is important for individuals, as achieving tasks can be a source of satisfaction (Muchhal, 2014).

Job performance can be defined as behaviours or activities that are performed towards accomplishing the organization's objectives. Ohemeng (2011) posited that performance management had become an important aspect to enhance the efficiency, effectiveness of public organisations in the past 30 years.

According to Osmani (2012) defined performance management as a process that help organizations to identify their objectives, the necessary results to achieve these objectives and the drivers that enable them to achieve these goals. Again, performance management has its focus on achieving the best results within the organization, department, team or individual level through understanding of objectives, orienting efforts towards efficiency within a frame work of planned goals, standards and skills required. Simply, performance management includes all activities that ensure the organization`s objectives effectively realized.

2.7 Teacher Job Performance Levels

Teacher job performance can be defined as the activities teachers perform in schools in order to achieve educational goals (Hwang, Bartlertt, Greben & Hand, 2017). Teacher's performance is one of the important areas in the field of academia (Mwangi & Njuguna, 2019) in that, the teachers performance has special role in the field of education (Manu, Owusuwaa, Eshun & Yebowaa, 2019). Teacher's low

performance leads to huge loss in profile of students' academic career which generally shows long lasting effect on the education industry. Therefore, teachers' performance has central importance in education industry which needed to be considered by the scholars as well as practitioners. A professional teacher is required to have professional qualifications and academic competencies, having good communication skills with students, ownership of creative and productive skills, have a work ethic and a great commitment to the profession and always strive to develop themselves continuously. Teacher job performance is directly linked to process and product of education. In other words, teachers' performance is crucial for the development of education. According to Peretomode (2013), job performance is determined by the worker's level of participation in the daily running of the institution. There are some factors which contribute to teacher's performance, they include:

- i. Satisfying the learners through his teaching style and quality,
- ii. Aside teaching, performance of other assignments as assigned by the headteacher and the department,
- iii. Class discipline and Management
- iv. Performance of duties in a regular manner,
- v. Interaction with pupils, parents, colleagues and superiors.

Aguinis et.al. (2012) opined that teachers job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. It may also be described as the ability to combine skillfully the right behavior towards the achievement of organizational goals and objectives (Onasanya, 2009).

Osmani (2012) has stated that teachers' performance is assessed for monitoring and evaluation purposes. However, in evaluation, there is great apprehension for such matters like who should be evaluated. The following were the reasons identified for teachers' job performance assessment:

- i. Teachers performance assessment is conducted for decision making for permanency or teacher promotion
- ii. To elicit information on the strengths and weaknesses of teachers in order to improve capacity
- iii. To determine the standards of an institution to meet future challenges and
- iv. To get a clear picture of the condition of education through the data collected (Tanaka, 2010).

Nduom (2012) described teacher job performance as teachers ability to combine relevant inputs to enhance teaching and learning processes.

Herzberg (1968) said "Having fewer dis-satisfiers does not motivate a worker to do a good job, but only to stay in it". Worker performance clearly depends on their level of motivation, which stimulates them to come to work regularly, work diligently, be flexible and be willing to carry out the necessary tasks. The performance and quality of a basic education system depend on the quality and motivation of healthy human resources.

Therefore, basic school teachers' motivation is likely to have effects on the delivery of services and the outcome of care and performance of work. There, low motivation and poor job satisfaction have a negative impact on the educational sector, harmfully affecting job performance as well as the quality of teaching, care and students' performances. The productivity of basic school teachers is not just a matter of how

motivated they are for the job, it is also a matter of how well trained and prepared they are for the job.

To better understand performance of basic school teachers, we have to develop and test relevant methods of assessment, which will better help to design context-specific strategies for improvement.

In Uganda, information about the teachers' job performance is not well documented, yet job performance of teachers is important in areas like classroom management, participation in sports, guidance and counselling, conducting fieldwork among other activities. Cheptoek (2000) carried out a study to establish whether job satisfaction influences job performance among non-academic staff at Islamic University in Uganda. However, the study was not directly related to the teachers' role of teaching (job performance). The current research established the influence of motivation on teacher's morale to perform.

Analoui (2000) asserted that low teacher performance is reflected in deteriorating standards of professional conduct, including serious misbehaviour (in and outside of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. Teachers are devoting less and less time to extra-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers: 'Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all' (World Bank, 2004, p. 43).

The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in developing countries. In the absence of adequate information, the incidence of poor teacher motivation and misbehaviour could well be seriously over-exaggerated mainly because of the pervasive negative stereotyping of teachers (especially by the media) in many countries. On the few occasions when teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high, only 13 percent of teacher respondents indicated that they 'did not enjoy teaching' although nearly one-third stated that they did not intend to remain in the teaching profession. On the contrary, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers (Acheampong and Bennell 2003). Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that, if they could, they would replace less than 20 percent of teachers because they are poorly motivated (Bennell, Harding & Rogers-Wright, 2004).

A study by Bennell, Bulwani and Musikanga (2003) revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Ryan and Deci (2000) indicated that individual teacher characteristics can also adversely impact on motivation levels. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher

attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in Sub Saharan Africa (SSA) are usually considerably younger than secondary school teachers.

In most countries, government teachers are predominantly from higher socio-economic backgrounds and have been brought up in urban areas. The impact of women teachers on being in a male-dominated profession is also likely to be a salient factor in some countries. Research by Bratton (2004) indicated that motivational patterns are different among men and women in developing countries with men more concerned with extrinsic rewards (most notably pay) and women focusing more on intrinsic rewards i.e. the satisfaction of teaching children.

Another study by Bennell (2004) in Sub Saharan Africa noted that incentives for schools and teachers in the public education system to perform well are frequently weak due to ineffective incentives and sanctions. This was particularly the case when teachers cannot be effectively disciplined for unacceptable behaviour (absenteeism, lateness, poor teaching, and abusive behaviour towards pupils) by school managements because it was very difficult to dismiss them and pay and promotion are largely unrelated to actual performance. This situation was also revealed by Rehman and Ali (2013) that where teacher pay is very low, there is normally de facto recognition that the 'labour process' in schools has to be organized in such a way that enables teachers the autonomy to generate additional income. Most managers also engage in these 'survival' activities. More generally, there is a widespread acceptance that 'you get what you pay for', which is not very much when pay does not meet minimum livelihood needs. Secondary employment activities are likely to both

directly and indirectly lower the motivation of teachers and eventually their performance in their main jobs.

Hatfield (2000) observed that in organizations, motivation usually refers to an incentive that is given by the owners or administrators to entice staff to perform to capacity for the attainment or aims and objectives. Carrel, Elbert & Hatfield (2000) argued that workers expect that their performances will correlate with the reward received from the organization. This perceived relationship takes this form exhibited below.

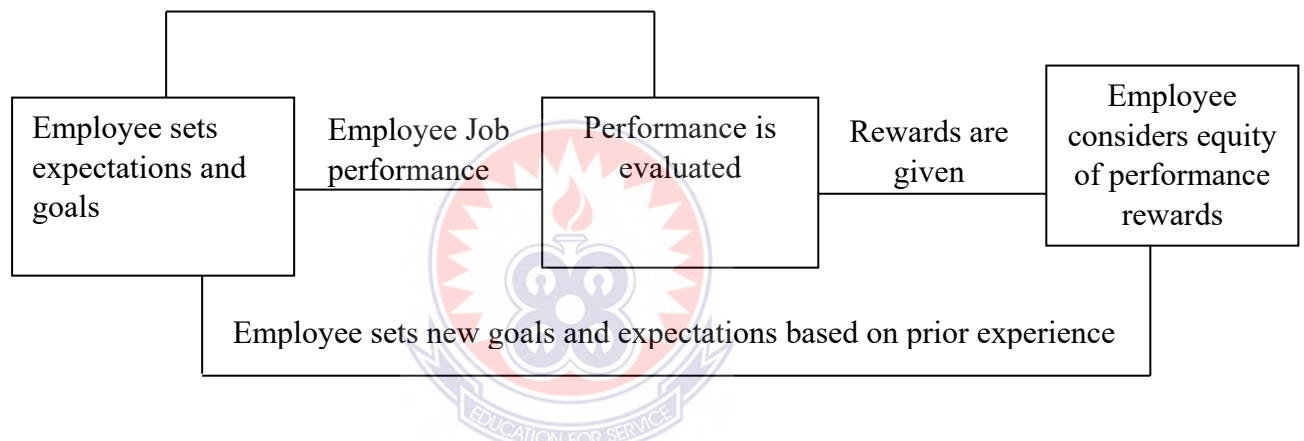


Figure 2.3: Motivation and performance model (Carrel, Elbert & Hatfield, 2000)

Carrel, et al (2000) explained the motivation and performance model as follows: Employees set expectations about rewards and compensation to be received if certain levels of performance are achieved. These expectations determine goals or levels of performance for the future. Employees achieving the desired levels of performance expect a certain level of compensation. Carrel et al stated that the final step in the process involves employees setting new goals and expectations based on prior experiences within the organization.

2.8 Problems Affecting Teacher Performance

There are many factors which affect the teaching performance in our educational system which include: inadequate provision of facilities in schools for effective teaching and learning process. According to Peretomode (2013), teachers are ill-equipped to teach the sciences coupled with the chronic problem of lack of motivation. Olusola (2011) found that the school environment is no longer what it used to be. Furthermore, dilapidated school infrastructures and instructional materials in the schools have changed the school environment. The school just like any other organization needs money to carry out its duties effectively. Lack of adequate funding hinders school administrators from adequately running the school which also affects the accomplishments of classroom activities. The school needs money for putting up classrooms, offices etc and where the money is inadequately provided; it hinders the school from implementing its programmes.

Irregular payment of teachers' salaries as and when due affect both teacher and pupil performance in the school in that, it indicates lack of motivation on the part of the teacher to be committed and dedicated to the job.

Inadequate supervision in the school system is another problem militating against teacher performance in the school. Supervision is highly essential in the school if efficiency and good quality is to be achieved. Supervision is the process of overseeing the performance of task assigned to an individual, a group or groups of people with the aim of directing and controlling its execution to a successful conclusion (Ukeje, 2012). Lack of proper supervision in the school, there will be a setback in the teaching and learning process and poor performance of the pupils. According to Nwaogu (2006), supervision of instruction in the school entails the guiding and

coordination of the work of the teachers helping learning to be facilitated. Eze (2002) said that in order to achieve possible best result, school administrators should ensure adequate supervision of the teachers so as to ensure that the various tasks assigned to them are carried out effectively.

Knill, Bayerlein, Enkler and Grohs (2019) posited that administrative Style of the headteacher affects teacher performance to a large extent. Therefore, administrative style of the headteacher should be democratic, consultative, empathetic and goal oriented. When headteacher administrative style is very poor, it leads to poor performance of the teacher and pupils in the school which may also lead to low self-esteem, truancy and dropping out of school which may likely cripple the pupils' future.

Professional development is a major component of teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs and their classroom management skills, leading to the professional growth of the teacher (Tesfaw and Hofman, 2014; Earley, 2010). Bissessar, (2013) defined teacher professional development as the improvement of the teacher's professional life. Bissessar stated that it is necessary to bring about change as well as improve teachers' delivery and methodology (2013) . Furthermore, (Earley, 2010) pointed out that continuous professional development (CPD) of teachers is crucial for school improvement. Bissessar (2013) cited Butler (1992) identified three desired outcomes of staff development being information transfer, skill acquisition and behavior change . She also indicated that teacher development should be individually guided, assessed by observation, involve the teacher in its development and implementation, involve training and enquiry.

The societal view of the teachers and the attitude of the society towards the education system equally hinder the effectiveness of teacher performance in the classroom. The societal view of the teachers are looked down upon which is not pleasant. Buchanan (2006), asserted that he , derived satisfaction from impacting knowledge to his pupils but what repelled him was classroom situation. Buchanan (2006), emphasized that the best young people will be attracted to teaching as life time career if working conditions of the teacher is comparable to those enjoyed by other professional bodies. The society does exhibit negative attitudes towards the school, by not showing interest in what goes on in the school and do not care to contribute its own part to the development of the school. They expect the government to do it all. Whenever the communities fail to participate in the affairs of the school, such as financial support, any plan for expansion in the school will not work out as expected.

2.9 Motivational Strategies and Job Performance

There is a general perception that motivation of employees has a relationship with job performance and the notion that employees who are highly motivated are much more likely to be high performers is widespread in management literature. Baibata (2010) revealed that motivation exerts positive impact on the employees` performance in the Nigerian banking industry. Corroborating earlier findings, Chaudhary & Sharma (2012) investigated the impact of employee motivation on performance in private organization, with the aim of identifying the factors that encourage positive motivational behaviour among employees, discovered that employee motivation has a direct impact on productivity and growth. They further posited that a highly motivated employee invests his/her best of hard work in carrying out each and every aspect of his/her duties and responsibilities.

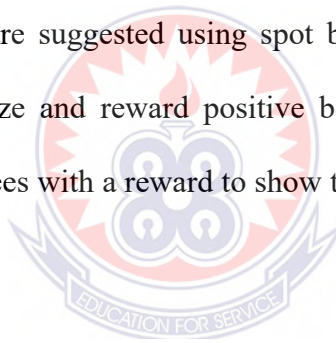
Chaudhary & Sharma (2012) contended that improved job performance of the employees will add value to the organization itself and to the employees' productivity, while also submitting that organizations can live and grow by taking care of their employees. That is, only organizations that pay high attention to the job performance of their employees can live and grow quickly and securely. According to Nelson (2013), a job high in motivation and hygiene factors lead to high performance and few complaints among employees which make motivation to be a fundamental instrument for regulating work behaviour of employees. No wonder, Olusola (2011) concluded that the optimization of work behaviour can best be achieved by motivating the workers. Empirical studies by Abejirinde (2009) investigated the relationship between motivation and work performance within private and public enterprises in Nigeria and found that promotion (as a motivator) and employees' performance are positively correlated. It was also revealed that job growth (as a motivator) has significant relationship with employees' performance.

2.9.1 Teacher recognition of job well done and their job performance

No resource is more critical to an organization's success than its human resources are (Denisi & Pritchard, 2016). According to Daniel and Metcalf (2009), recognition is a yield or profit on an employee's effort and dedication at work, as well as his or her results. An employee recognition program can be a great morale-building tool for any organization, whether large or small. An effective recognition program can lead to innovation, higher productivity and greater job satisfaction for the workers (Beer & Walton, 2014). Employee recognition programs could include several levels of recognition, from a simple Certificate of Appreciation to Employee of the Month to awards given on the division and companywide level, recognition should be provided to those who exceed expectations and earn the award (Steers & Porter, 2011).

Recognition is one of the strong motivation factors; employees feel comfortable when they are praised and recognized (Armstrong, 2007).

Consequently, different organizations use reward and recognition as motivational techniques for employee's better performance (Beer & Walton, 2014). These reward and recognition are provided in the form of monetary and non-monetary benefits for certain desirable behaviours (Storey, 2013). Employees don't only want a good salary and benefit package, they also want to be valued and appreciated for their work (Wiese & Coetzee, 2013). When employees feel recognized and involved, they're much less likely to worry about money and security (Elton & Gostick, 2006). Recognition creates an emotional connection between employee and employer. A perk management software suggested using spot bonuses as they are a simple and effective way to recognize and reward positive behaviour. Spot bonus is where a manager provide employees with a reward to show them an appreciation for their hard work.



Recognition plans are used to 'honour outstanding performance and are designed for awareness, role modeling and retention of recipients (McAdams, 1999). Such plans typically seek to recognize behaviours that fulfill overall values but are difficult, if not impossible, to record in terms of objectives- even if it were desirable to do so' (Rose 2001). Examples might include 'excellent customer service', 'something above and beyond the norm', 'innovation, improvements, suggestions' and 'team work' (Rose 2011).

Although employee recognition is often characterized as 'non – financial' or 'non-monetary'. However, Silverman (2004) noted that it 'does not necessarily mean that the recognition provided should have no financial value, it simply means that

whatever is given, it should not be just money'. Many so called 'non-financial or non - monetary' employee recognition awards, including merchandise and travel vouchers, have a financial value, a symbolic value (providing employees with a sense that their contributions are appreciated by the organization and an informational value (providing them with feedback on their performance) (Long and Shields 2010). This is consistent with Brun and Dugas (2008) who observed that , for the recipient , ' recognition represents a reward experienced primarily at the symbolic level but may also take on emotional , practical or financial value'

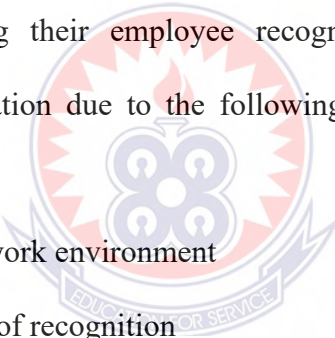
Ndungu (2017) observed a significant positive relationship between reward and recognition with employee performance. Silva (2016) reported that 79 percent of respondents said recognition and rewards made them work harder. The best part is, recognition is essentially free. It can take the form of a formalized program or can be as simple as sending a thoughtful email (or better yet, a handwritten note) to employees or team members calling out their amazing work.

Leaders should remember that everyone likes his/her recognition in his/her own way and it was the leader's duty to understand that people were more likely to be motivated if they worked in an environment in which they were valued for what they are and what they do. This means paying attention to the need for recognition. Some employees find pride and motivation at seeing his/her name recognized as a company top performer and work hard to achieve a certain level of recognition. Intrinsic rewards like recognition creates role models and communicates the standards.

Teachers have to be nurtured in various ways by the headteachers so that they become motivated and committed to their teaching job. Constant recognition from the

headteachers encourage teachers to excel in their profession. Conversely, the lack of praise and blame and criticism for petty mistakes or inconsequential matters were detrimental. In the latter case, teachers become frustrated and they engage in curricular and extra-curricular activities just for the sake of doing them without much enthusiasm and devotion. The findings of Schmidt (2005) indicated that an atmosphere of appreciation is important for teacher motivation. When teachers are recognized, rewarded and praised, headteachers reap a rich harvest of renewed professional enthusiasm amongst their teachers.

A recognition program can help employers meet their organizational goals by helping attract and retain high-performing employees. Daniel & Metcalf (2009) reported that companies were aligning their employee recognition programs directly to the strategies of the organization due to the following nine reasons listed in order of importance:

- 
- a. Create a positive work environment
 - b. Creating a culture of recognition
 - c. Motivating high performance
 - d. Reinforcing desired behaviors
 - e. Increasing employee morale
 - f. Supporting the organization mission and vision
 - g. Increasing retention and decreasing turnover
 - h. Encourage loyalty and

i) Supporting a culture change.

There are other reasons for adapting a recognition program such as : reducing costs, retaining key employees, increasing employee productivity, competitiveness, revenues and profitability, improving quality, safety and customer service, and lowering stress, absenteeism, and turnover (Daniel & Metcalf, 2009). All organizations experience turnover and , therefore, retention of valuable employees is critical for the success of any business. Beer & Walton (2014) noted that implementation of effective rewards and recognition within an organization, favourable working environment would be made which would motivate employees to excel in their performance. The level of employee motivation increases when employees get an unexpected increase in recognition, praise and pay (Dubrin, 2012). Furthermore, studies had shown that employees who felt appreciated and recognized were more positive about themselves and their ability to add value, in other words, employee recognition could boost job performance (Hansen, Smith & Hansen, 2012).

2.9.2 Conducive work environment and teacher job performance

The environment can either be ideal and supportive or an obstacle to staying motivated and achieving set goals (Reeve, 2015). It is one of the factors that can affect employees` performance, hence a conducive work environment reinforces employees wellbeing. Motivation and mood go hand in hand. This is because one`s mood affects one`s energy, ability to concentrate and overall sense of well-being. According to a study from Ohio State University and the National Institute of mental Health (2011), work environment seriously affects one`s mood. In the study, workers in older buildings with low ceilings and loud air conditioners were more stressed than those in newer buildings; for example; more natural light and open layouts. So it was sensible to invest in a work environment where people actually wanted to spend their

time. That's why so many offices were beginning to resemble homes and why the kitchen was becoming the centre of office life. Creating a homey atmosphere would motivate the employees and made them look forward to coming to work each day. The work environment had been considered as a critical factor that has the tendency of motivating or de- motivating the worker.

Work environment can be anything that exists around the employee and can affect how he performs his duties. According to Sedarmayanti (2003), a decent working environment is a condition where individuals can do their jobs in an ideal, secure, healthy, and comfortable way. Therefore, many studies classify the work environment into toxic and conducive environments (Akinyele, 2010; Chaddha, Ravi & Noida, 2011; Assaf & Alswalha, 2013). McGuire & McLaren (2007) reflected that an organization's physical environment particularly its layout and design can impact employee behaviour in the workplace. Many work environment studies have shown that workers are satisfied with reference to specific work environment features. These features preferred by users significantly contribute to their workplace satisfaction and performance. Those features include ventilation rates, lighting, access to natural light and acoustic environment. Hameed & Amjad (2009) in a survey of 31 bank branches confirmed that convenient and ergonomic office design encouraged the employees and increased their performance significantly. Chandrasekar (2011) also asserted that unhealthy and unsafe work environment in terms of poor ventilation, immoderate noise, inadequate lighting etc. affect employees' productivity and health.

In a study conducted by Bushiri (2014) aimed at assessing the impact of working environment on employees' performance at Institute of Finance Management in Dar-es-Salaam Region of Tanzania., a descriptive research design and simple random

sampling technique were adopted to select the respondents for the study. There were 50 respondents made up of 25 senior staff and 25 junior staff, structured questionnaire was used for data collection. The study findings showed that an organization's working environment had an impact on employees job performance; the study also revealed that employees performance would improve if management could tackle such issues as; work noise distraction, supervisors interpersonal relationship, performance feedback among others. The study recommended that, the organization needed to have periodic meetings with employees to air their grievances to management as well as ways and means of communicating their goals and strategies to their employees in order to accomplish the organization's mission and vision. Similarly, another study conducted by Omari and Haneen (2017), investigated the influence of work environment on Job Performance: A Case Study of Engineering Company in Jordan. In that study, 80 employees were sampled; a quantitative methodology involving a cross-sectional survey was used to address the study objectives. The study findings revealed that the situational constrains constituted of factors such as noise, office furniture, ventilation and light, are the major work environment conditions that have negative impact on job performance. It was further suggested that employers should take initiative to motivate employees by improving their work environment. As employees are motivated, their job performance increases, and they will achieve the desired goal of the job.

2.9.3 Relationship with superiors and teacher job performance

In a working environment interpersonal relationship plays a paramount role in developing and stimulating trust and positive feelings among workers. Thus, the relationship between supervisor and subordinate or among co-workers should be strengthened for this relationship brings about better job performance and satisfaction

(Mustapha, 2013). Besides allowing the workers to enhance their social bond with regards to their job, the situation will foster job satisfaction and develop a sense of teamwork.

Workplace interpersonal relationship is the social association, connection or affiliation between two or more people in an organization. Developing interpersonal relationship is a serious business that yields dividends to those committed to it. Maxwell (2004) observed that a thing brings two persons together to make them remain in the context of relationship. Such things may be common interest like desire, aspiration or a goal. More so, workplace interpersonal relationship is the type of relationship that exists between employee to employee, superior to subordinates, employer and employee in any organization. It is very important to emphasize that relationship is the ladder to your gain or pain and therefore, it must be consciously handled. It does not come by chance, but it is a social work to be done because interpersonal relationship is a social link between two or more people.

Gaur & Ebrahimi (2015) asserted that healthy relationships can manifest themselves in various types of interactions between heads and the subordinates. Positive relationships may involve behaviours like, discussing work related problems, involvement in the decision making process, availability of the leader at any time when required. Workplace interpersonal relationship enhances workers' job satisfaction. Having a reasonable interpersonal relationship at your workplace can realize the development of mutual understanding with other workers and the management. This will help to build better teamwork, which will be guided by better understanding among the workers.

Positive relationship among the employees at workplace will bring about productivity and less conflicts and issues to handle. Fair interpersonal relationship at workplace provides a conducive climate for employees to work in. Employees will feel comfortable with getting to work, thereby achieving set goals in such an environment. Furthermore, better understanding among the employees will minimize the imminent conflict likely to exist between them. A good interpersonal relationship among the workers will be encouraging and likely to promote the morale and commitment of the employees and encourage them to accomplish quality work

Dugguh & Dennis (2014) described in their study that interpersonal relationship is one factor influencing job satisfaction. In addition, they suggested reasonable time should be given for employees to socialize, which will help to develop a sense of teamwork and will avoid unnecessary behaviour at work place .

In an educational organization, it is the quality of interpersonal relations that exist among its members that has a direct relation to the realizations of the organization goals. The workplace retains a central role in many people's lives. With the average person spending more time at work than on any other daily activity, it is vital that individuals within any organization feel connected and supported by peers, subordinates, and leaders. Indeed, a significant contributor to workplace stress is psychosocial hazards related to the culture within an organization, such as poor interpersonal relations and a lack of policies and practices related to respect for workers (Stoewen, 2016).

While prolonged exposure to these psychosocial hazards is related to increased psychiatric and physiological health problems, positive social relationships among employees are how work gets done. Whether organizations and their employees

flounder or flourish largely depends on the quality of the social relationships they possess. Given the organizational and personal benefits reaped from positive workplace relationships, creating opportunities for and fostering positive social interactions should be a paramount objective for team-leaders and managers. According to the Society for Human Resource Management's Employee Job Satisfaction and Employee Report (SHRM, 2016), relationships with colleagues was deemed the number one contributor to employee engagement, with 77% of respondents listing workplace connections as a priority. It is, therefore, crucial that leaders and managers determine ways in which positive workplace relationships can be encouraged. In doing so, organizations are better able to adopt a more relationship-centric outlook wherein the fostering of positive employee interactions becomes a goal.

According to Geue (2017), a critical requirement in creating a positive work environment is 'elevating interactions'. In general, maximizing engagement levels can be boiled down to two key concepts; the removal of barriers that currently limit social interaction in the workplace, and creating opportunities for employees to engage with each other. These outcomes can be achieved in several ways, and while not all approaches are suitable for all organizational types, the concepts hold true. Positive interactions in the workplace are marked by trust, mutual regard, and active engagement. According to Rosales (2015), interactions characterized in this way can improve employee awareness of others, foster positive emotions such as empathy and compassion, and increase the likelihood of trusting, respectful engagement between individuals. In contrast, negative valence between two individuals at work is characterized by animosity, exclusion, or avoidance, which can cause stress and job dissatisfaction (Rosales). Employees tend to be involved in many dyadic relationships

within the workplace with individuals generally possessing both negative and positive ties. However, when individuals have more negative associations with co-workers than positive, they might experience negative moods, emotions, and other adverse outcomes such as social ostracism (Venkataramani & Dalal, 2007).

Mastroianni and Storberg-Walker (2014) pointed out that well-being is enhanced through work interactions when those interactions are trusting, collaborative, and positive, and when employees feel valued and respected. Interactions lacking these characteristics were found to detract from well-being and negatively impacted sleeping and eating patterns, socializing, exercise, personal relations, careers, and energy. In a study conducted by Eyerusalem (2011) in Ethiopia commercial Bank sport club female athletics team in Addis Ababa. The main purpose of the study was the interpersonal relationships among Ethiopian Commercial Bank sport club female athletics team. The participants consisted of 26 tracks and filed female athletes, three coaches of the team, and the general manager of the team. Participants were selected purposively. The major instruments in the study were questionnaire, interview, and field observation. The questionnaires were administered for both female athletes and coaches of the team. To consolidate the information obtained from the questionnaire, unstructured interview was conducted with the general manager of the team and field observation was used. The finding of the study indicated that, most of the athletes responded that there was mutual respect, responsibilities, supporting and appreciating each other during training and competition. The study revealed that respect, trust and closeness characterized their communication, leadership and coaching styles of the manager. In conclusion, the study showed that there was a positive relationship among each athlete of the team, coach and female athletes and management of the team.

Torto (2011) conducted a study on effects of Interpersonal relationship on code choice in communication; a case study of the University Community of Cape Coast, Ghana. The research target population consisted of students, lecturers and non-academic staff. The study adopted the ethnographic research design and the instruments used for data collection were: observation, questionnaire and interview focused on the effect of interpersonal relationship on code choice. The study findings revealed that interpersonal relationship between participants in discourse defined by age, sex, rank, status, religious affiliation, marital status, level of education and ethnicity affected code choice.

Good employee relation creates pleasant atmosphere for employees which can increase their motivation. Increased employees morale can lead to increased workers performance (Kelchner, 2017). In the research conducted by (Sequeira and Dhriti, 2015) it was identified that employee relations practices followed in the organization had a direct effect on the performance of workers in the organization. Employees with higher level of satisfaction with the existing organization practices are more productive. The study also revealed that improving the employee relations practices of an organization can improve the performance of employees and thereby the overall productivity of the organization. In similar way the research conducted by (Kuzua and Ozilhan ,2014 : Al-khozondar, 2015) revealed that there is strong relationship between employee relations and employee performance.

Akintayo and Faniran (2011), conducted a study on Analysis of group dynamics and interpersonal relations among employees; the case of Nigerian Breweries in Oyo State. The findings revealed that there was a significant relationship between interpersonal relationship and organizational goal accomplishment; secondly, male

respondents were not significantly different from female respondents on interpersonal relationship.

2.9.4 In-service training and teacher job performance

The fundamental purpose of in - service teacher training programmes is to have a working environment that facilitates effective teaching in a classroom (Sim, 2011). In - service training give teachers the required knowledge, skill, confidence which lead to improved performance (Junejo, Sarwar & Ahmed 2017). A major role of Human Resource Management is training and the individuals who participate in such programmes are highly efficient as compared to others who did not take interest in Training and Development (Iqbal, Khan, Muhammed & Mujaba, 2014). According to social exchange perspective when the organization takes care of their workers through training and development, employees will be more involved in their job and will improve their performance significantly (Alfes, Aguinis, Gottfredson, & Joo, 2013; Karatepe 2013). A good reason why in-service training needs to be emphasized is that the success of any organization is largely dependent on its workforce, and to get the best from the workforce, it must be continuously trained and developed. In - service training programme equips organizational workforce with all necessary skills needed for their improved job performance, In-service training gives room for workers to develop and enhance their skills. It is a wonderful tool employed by organizations to achieve the best results from their employees. In service training programs contribute significantly to improve the overall education system. Trained teachers are more efficient and competent to plan well organized strategies to assist their students in different aspects of their learning (Junejo et al.).

Musset (2010), stated that in - service training is geared towards updating, developing and broadening the knowledge that teachers had acquired during the initial teacher education and provide them with new skills and professional understanding. It improves teachers or employee's effectiveness and job performance. Igbo, Eze, Eskay, Onu & Omeje (2012) described in - service training as an on-the-job training used by organizations to bring about development and improved competency in the workers. Another study on the influence of training on employee performance in Ainamoi Constituency, Kirui (2010) observed that people often fail to perform their duties well if they displayed inadequate professional skills demanded by the task. It was recommended that individual employees should be engaged in tasks for which they had been properly trained. He also advised organization to emphasize the presence of learning curve even by sponsoring employees in short courses such as seminars and workshops in order to boost their job performance.

In Ghana, a study conducted by Banki (2017) examined the effects of in-service training programmes on basic school teachers' performance in Ghana in the Kassena Nankana West District (KNWD). The study design used was a descriptive survey and a mixed method approach was employed to obtain both quantitative and qualitative data. Simple random sampling technique was used to select five basic schools, census sampling was used to sample fifty-one teachers, while purposive sampling was used to select four officers in the education directorate. A total sample size of 55 was used for the study. Questionnaire, interviews and documents/records were used to obtain data. Data from questionnaire and documents/records were descriptively analyzed. Data from interview was transcribed and analysed manually. Frequencies and percentage distribution tables were used for analyzing the data from the questionnaires whiles the interviews were transcribed and analysed. The study

revealed that teachers were aware of INSETs as well as the effects on their performance. Also, teachers in Ghana appreciated the fact that when they attended INSETs, knowledge and skills were acquired for professional development and competency. The study further revealed that teachers in Ghana attended INSETs/workshops on methodology, classroom management and ICT, but the programmes were not enough for their professional development. With regards to the findings of the study, it was recommended that developmental partners in education in the KNWD in particular should collaborate and come out with well-designed INSET programmes for all teachers in the district. Consequently, the teachers need in – service programmes on the job so as to perform effectively in ever changing work environment, Competent employees do not remain the same forever, skills deteriorate and can be obsolete, that is why organizations spend money on re- training of their workforce. In – service education is considered to be an important measure of teachers` competence and this explains why most organization organizes in – service training programmes for re – training of teachers from time to time to provide professional growth.

Edem (2014) posited that school administrators have challenges in providing adequate in- service training programmes aimed at improving both the collective performance his staff and the personal performance of individual members. In service programme is a mechanism designed to facilitate and broaden mental capabilities of teachers for techonogical advancement . Job training plays a significant role on teachers performance because its geared towards moulding and modifying teachers` skills attitude and knowledge . However, Nnabuo (1996) established that teachers cannot be expected to give what they do not possess. Staff development programme helps teachers to be current while improving themselves to effect quality education in

their various schools. He further found out that low achieving learners increased their achievement levels by as much as 53% when they are taught by highly effective teachers.

He also asserted that the ultimate goal of staff development programme is either to improve an observed deficiency in some area of education or to increase efficiency or to bring to focus the implementation of educational innovation.

2.9.5 Other motivational strategies

2.9.5.1 Promotion

Promotions are granted at certain appropriate intervals in the teaching service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up - grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy. According to Mathis, Jackson and Valentine (2013), promotion occurs when an employee is transferred from one position to another higher reward, responsibility and level in the organization. While Robbins and Judge (2013) stated that job promotion will provide opportunities for personal growth, more responsibility and increased social status.

Gathungu, Iravo and Namusonge (2015) stated that there is need to promote employees on the basis of merit in order to motivate employees for better performance and productivity. In a study done in the public secondary schools focusing on factors influencing teachers' job performance in the rural Obigala Village in Nigeria, Emenike (2011) observed that teachers who obtained regular promotions were more motivated to increase their levels of work performance than those who were static on their grades. Langat and Selangor (2013) observed that failure to

promote teachers encourages apathy in taking up assigned responsibilities among them in most learning institutions. He recommended that the school management should device internal promotion arrangements to motivate teachers, as the teachers' principal employer had let down teachers for far too long.

2.9.5.2 Growth and advancement

Monotony and dissatisfaction in the workplace are serious business performance issues. Employees believe their worth is maximized through career growth and advancement provided by their employers or superiors in the work place. This describes that they have confidence in continuous development to help them build their careers within the organization (McDonald & Hite 2015). Employee driven career growth is beneficial to workforces (Yang, Liu & Zhang 2015). Personnel tend to stay longer as long as their career aspirations are in line with their management endeavours. With weak engagement translating into lower retention, greater absenteeism and poorer productivity, organizations almost everywhere are simply failing to perform to their true potential. It is clear from the many employee satisfaction surveys and exit surveys have been done that career growth and development are among the primary reasons why employees decide to stay or leave where they work. However, benchmark norms suggest that many employers are not taking sufficient action to fully develop their employees and to help them successfully build their careers, which can lead to the unnecessary turnover of valuable employees including teachers.

Day and Gu (2007) delivered a useful analysis of the varying ways in which professional development at different stages of the teacher's life interacts with other factors to influence teacher resilience and commitment to the profession concluding

that ``the provision of responsive and differentiated support to meet teachers` professional and personal learning needs at different times in their work and lives can help counter declining commitment trajectories, enhancing the continuity of positive development of teachers` professional commitment. Further evidence suggested that the school culture and organization is important in setting the context for positive professional development outcomes (Bubb, Earley and Hempel – Jorgensen, 2008) noted for example , that a school`s culture was key to staff development; it was a central factor , from which all else followed`` . McIntyre, Hobson and Mitchell (2009) argued that successful professional development tends to take place in schools with a culture focused on the learning of staff as well as pupils.

The unified nationwide professional standards designed and issued by the government in the early 1990s (Schmidt 2005) urged teachers to seek further education opportunities through in-service training. This is evidenced by the government`s efforts in restoring and establishing advanced training institutions to undertake in-service training, especially for those who missed their education and training during the Cultural Revolution years.

However, the increased demand for change in the nature, the purpose and the mode of delivery of professional development in teacher education (Garner, 2006) is particularly challenging due to the growing disparities in wealth within the country and the unevenness of the teaching force profile. Teachers are increasingly urged to seek professional development with insufficient support in many aspects. Some of the ways for employers to start breaking down some of these barriers to internal career growth and advancement include; Provide self-assessment tools and career self-management training to all employees, Offer tools and training on coaching for all

managers. Clearly define a variety of career paths and the related skills required and make these information readily accessible, Create meaningful alternatives to traditional career ladders, keep employees informed about the organization's strategy and direction, especially forecasts for talent needs etc. Assessment could be by measuring of progress and using employee survey to assess how teachers feel about their career possibilities, how fairly they believe promotions are made and the degree to which they believe that talent and merit decide who advances within the organization influences performance (Schmidt 2005).

2.9.5.3 Incentives

Faisal, Phillips and Barbera (2015) defined incentives as things that motivate a person to embark on specific actions whether through cooperation or as an individual. The incentive is an effort from the school to provide extra regular wages to encourage teachers to work harder and be more enthusiastic to improve their work performance. The understanding of incentives is a form of motivation expressed in-terms of money. Incentives are rewards given to motivate workers so that their work productivity is high; their character is not right or at any time. Therefore, incentives are part of earnings, especially given to workers to perform well; for example, in the form of bonuses and can also be in kind. Incentives are remuneration paid to individual workers whose achievements are above standard performance. It is a reward system that is planned to motivate the workforce in order to improve performance above the specified standard.

2.9.5.4 Types of incentives employed in workplaces to motivate employees

include: Offering incentive plans

These plans are used to motivate employees through mutual benefits. It takes different forms depending on its suitability as an organization. Firstly Bonus pay is typically employed to encourage employees where the organization offers bonuses after predetermined goals are achieved (Poole, 2017). Ultimately, incentives aim to provide value for money and contribute to organizational success (Armstrong, 2013),

Financial rewards

Money is a primary element in addressing social /security and physiological needs, hence, financial incentives are given to employees as rewards for hard work and instill the motivation to achieve more. These incentives are offered through the provision of cash prizes to employees to motivate them to achieve specific goals or reward them for making such goals. The financial rewards can also come in the form of spot bonuses. They are commonly used to reward aspects such as team work, regular attendance, innovation, service excellence and job performance. Another strategy involves offering pay and benefits to employees to encourage employee loyalty and commitment to the job. Equally, Garbers and Konradt (2014), argued that employees motivation could be achieved through the use of monetary rewards under certain levels although prolonged use can potentially erode teamwork and cohesiveness. Moreso, financial incentives are limited in effectiveness when employees are self – actualized. Therefore incorporation of non – financial incentives is essential.

Non – financial incentives

For an organization to encourage employees, non – cash based incentives are employed in the creation of value to the worker. Firstly, organisations can provide

work environment that is diverse, inclusive, safe and productive for workers, such that job satisfaction levels are high. Human resources are the most valuable resource in an organisation. Poole (2017), advanced that profit sharing incentive plan is also used to motivate employees. Few studies have credibly identified the causal effect of merit pay programs that reward individual teachers or groups of teachers for the test score performance of students. The broad consensus among occupational psychologists in developed country contexts is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for "higher-order" needs, which are the basis of true job satisfaction (Bennell & Akyeampong, 2007). Teacher salaries are generally low, especially in Africa. Corresponding to Maslow's hierarchy of needs, lack of a living wage can undermine the foundation of basic need fulfillment teachers required before they can focus on improving their work. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism (Methodological Guide for the Analysis of Teacher Issues, 2010).

One such secondary employment activity, was private tutoring, which can be especially harmful to student achievement, or at least the distribution of student achievement, when teachers cut back on teaching part of the curriculum in school in order to generate demand for their tutoring services out of school (Bennell & Akyeampong, 2007). Besides resorting to secondary employment, teachers who earn poor wages are often unable to eat properly before coming to school (Bennell & Akyeampong). This reduces their concentration and further their motivation to teach

hence affecting the students' performance to a greater level. Furthermore, it is difficult to motivate qualified 26 teachers to work in the neediest schools and in rural areas without sufficient material incentives. This is due to the low socio economic status that was associated with most rural dwellers in developing countries. Although the rural dwellers in developed countries also have low socioeconomic status in some cases, it cannot be compared to the ones in developing countries. Low pay also alters the profile of those who are most motivated to become teachers, as the opportunity cost of joining the poorly-paid teaching force is lowest for the unskilled, inexperienced, women, and those from rural areas (Umansky & Vegas 2007). However, beyond a reasonable salary, there is little evidence that further pay increases teachers motivation. Michaelowa (2002) does not find a salary structure to be an obvious determinant of teacher job satisfaction. Delannoy and Sedlacek (2000) noted that across board salary increases in Brazil were ineffective in increasing teacher performance. If teachers are able to support themselves and their families, how teachers are paid may be more important than how much they are paid. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes.

In India, irregularly paid salaries are a major source of low motivation (Ramachandran & Pal, 2005). In terms of bonus pay, Muralidharan & Sundararaman (2009) found that individual and group performance pay schemes significantly increased test scores in India through encouraging greater effort among teachers. The winning schools were determined by their test-score performance relative to other treated schools, and all teachers in such schools received awards. The program produced test-score gains in treated schools, but the only lasted for the program's duration, and they appear to be the result of test preparation activities. Although the

literature has focused on school-based incentives, most classroom settings involve one teacher, which makes it possible to reward more effective teachers. We know of just one published paper that studied incentive programs for individual teachers.

Eberts, Hollenbeck and Stone (2002), comparing means across two schools, found that individual incentive programs for teachers were associated with a significant fall in dropout rates but were unrelated to student achievement. The only evidence of a correlation between individual incentive programs and student learning is reported in a working paper by Lavy (2003), who found that large teacher incentives in Israel were associated with increases in the tests directly rewarded by the program. A similar program in Israel made 62 secondary schools eligible for performance awards. Of these, the top third of performers received monetary awards distributed to all teachers in a school.

Lavy (2002) compared these schools' performance to schools that just missed participating based upon program selection rules and finds effects on a range of student outcome measures. More recently, Lavy (2004) analyzed a second Israeli program that awarded performance bonuses to individual teachers. The awards, up to 25% of annual wages, were allocated on the basis of the teacher's performance compared with their school colleagues. Schools participation was determined by cutoff-based assignment that facilitated a regression-discontinuity analysis. Ultimately, program participation appears to have increased student outcomes.

2.10 Differences in Perception among Male and Female Teachers on Headteachers Motivational Strategies

Yemisi (2013) examined the influence of gender, age, training and experience of secondary school teachers on their motivation. The descriptive research design of the survey type was used for the study. The population consisted of all the teachers in Ado and Efon Local Government Areas in Ekiti State. The result showed that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers. However, there was a significant difference between young and old teachers in their motivation. Saeed & Muneer (2012) conducted a study to evaluate the work motivation of male and female secondary school teachers in Karachi. The study was limited to all secondary school teachers in Karachi. The strategy of research was survey. Stratified random sampling design was adopted. The female teachers were found to be more motivated than male teachers to do their work.

Shah et al. (2012) conducted a study on job satisfaction and motivation of teachers of public education institutions in Nigeria. The study aimed to know the impact of reward and recognition, satisfaction with supervision and work itself on job satisfaction. Moreso, the relationship between job satisfaction, work motivation was also explored with the help of responses collected from employees working in public educational institutions in Rawalpindi area. The result showed significantly positive relationship between reward and recognition, satisfaction with supervision and the work itself with job satisfaction as well as a very positive significant relationship was also observed between job satisfaction and intrinsic motivation.

Khurshid, Noureen and Tirmazi (2011) conducted a study to investigate teachers' use of classroom motivational strategies during their teaching to secondary school science classes. The main objective of the study was to determine the motivational classroom strategies used by secondary school science teachers during their science lessons. It was a comparison of male and female teachers' use of motivational classroom strategies. The results showed that the level of motivational classroom strategies was significantly higher in male teachers than female teachers.

Khan (2001) did a study to identify work motivation and teacher performance in secondary schools of Delhi. The major aim was to compare male and female teachers on work motivation among different age group of teachers. It observed that there was no significant difference found in the overall work motivation of the male and female teachers.

2.11 Relationship between Headteacher Motivational Strategies and Teacher Job Performance

Motivation assumes a vital part in the organization since it expands the profitability of workers and the objectives can be accomplished in a productive manner. The conduct of workers can be altered through inspiration and motivation (Latt, 2008).

According to Mustafa and Othman (2010), teacher motivation is vital in light of the fact that it enhances their skills. Akanbi (2011) conducted a study that examined the impact of intrinsic and extrinsic motivation on workers performance. The outcome gotten from the examination demonstrated that there existed relationship between extraneous inspiration and the performance of workers, while no relationship existed between inherent inspiration and workers performance.

Adeyemi (2010) researched leadership styles of principals and job performance of teachers at high school level in Nigeria. It was recommended that school principals ought to assimilate a blend of superior and majority rule styles of authority in their school organization keeping in mind the end goal to improve better teacher job performance. Tumilaar (2015) study findings revealed that discipline, administration, and motivation at the same time influence worker performance, control and initiative influences worker performance.

The organization is required to pay consideration on what the necessities and wishes of the representatives as far as supporting the accomplishment of good performance. According to Oyedeji and Fasasi (2015) managers spur and impel subordinates to act in attractive courses by doing things which could fulfill their requirements. This study analyzed the components impacting motivation of lecturers for most extreme employment performance in advanced instructional organizations in Nigeria. The study revealed that occupation satisfaction, acknowledgment, work condition, administration and association of staff in decision making were the most exceptional elements which could propel teachers.

Mustafa and Othman (2010) examined the impression of high school teachers about the impacts of motivation on their performance at work. They established that there is a positive connection between motivation and job performance of teachers.

2.13 Effects of Headteacher Motivational Strategies on Teacher Job Performance

Proper motivation leads to good performance of both teachers and pupils. Motivation helps to direct and regulate the teacher's behaviour. The behavior of such a teacher is always guided. The behavior is purposeful and persistent. For instance, when motivated teacher is given an assignment in the school, he puts every effort to ensure

that he gets the assignment done correctly. Even when he does not perform well, he does not get discouraged but rather puts more effort towards the achievement of his goals (Omebe 2011).

Motivational strategies can positively or negatively affect teacher or employee job performance in any organization. Job performance naturally drops when employees feel disengaged or unappreciated. Absenteeism and tardiness rates go up and employees may stop giving their best because they believe it does not matter how hard they work. Kinicki (2014) opined that workers lose motivation when they feel a lack of control or input in decision making, one feels they do not receive enough recognition or reinforcement, employees may make more mistakes simply because they find it difficult to focus in an unfriendly atmosphere.

A hostile or dysfunctional work atmosphere is not just difficult for employees, it also damages the organization's image, impairs employee performance and eats away the company's profits. This atmosphere includes everything from how much autonomy employees have to how often they are acknowledged by their superiors and both employees and organization suffer if a negative work atmosphere is not addressed and remedied.

Morale refers to overall employee's satisfaction, including how they feel about their job and about their relationships with colleagues and superiors. A work atmosphere filled with negativity can create a breakdown in trust and communication and inhibit the ability of employees to work together in a work place with low morale, employees are also less likely to take initiative or share their ideas depriving the company of a potential source of innovation. In other words, low morale can quickly build or break a company's success and the school is not an exception.

Furthermore, even in a tight job market, unhappy employees will leave the organization as soon as they can, even if it sometimes means taking a lower status job. It is often the highest performing employees who leave first because they have more opportunities and recognizes they are not getting the treatment they deserve.

Research conducted by management consulting firm Gallup (2011) revealed that 71 percent of American workers were not engaged in their jobs, with highly educated employees among the most likely to be dissatisfied. As a result, the organization is left with the least qualified employees and may have difficulty attracting more workers because they could be uneasy about working in such an unstable environment. High turnover also can cut into the organization's budget or profitability due to the cost of continually training new employees.

The effects of a negative work environment eventually trickle down to the client (pupil). Unhappy employees also may provide worse services because they are not motivated to do their best and may feel disengaged from their job and job duties or because they are unconsciously taking out their frustrations on pupils rather than on their co-workers.

2.14 Global Trends on Teacher Motivation

Teachers are one of the vital and dynamic assets of the educational system in any country. According to recent studies by (Brown, 2018; Abugre, 2014) had resonated the point that education could not be possible without teachers. This usually spawned from early childhood through to secondary and tertiary education where teachers are the main actors for students' learning. However, most countries in sub-Saharan Africa are faced with the issue of shortage and quality of teachers (Murage and Kimani, 2014; Firestone, 2014). Several studies had revealed that there were many factors that

affect teacher motivation. For example, (Ahmed & Kolachi, 2013; Alshammari, et.al., 2016) conducted a study in a higher education setting, it was revealed that compensation in the form of payment was a strong factor. It is believed that financial incentives and non-financial incentives such as participation in decision-making, effective supervision; training and human development, recognition, and respect among others influenced teacher motivation (Murage & Kimani).

Furthermore, other factors that could affect teacher motivation included; low wages, lack of career advancement opportunities, high teacher-pupil ratio, poor work environment, irregular payment of teacher salaries, low status in the society among others (Murage & Kimani, 2014). Studies conducted by (Zhila, 2013; Firestone, 2014; Akafo & Boateng, 2015) established that teachers are likely to be satisfied with their pay when they realized the pay, they receive is equitable and commensurate with the efforts they put into the job. They noted that “when there is inequality in workers’ pay even within the same establishment or industry, it demotivates workers”. Similarly, Bakotić (2016) also found that monetary motives are likely to be dominant among teachers in low-income countries where pay and other material benefits (car and housing for example) are often too low for individual and household survival needs to be met.

According to a study conducted in the U. S.A by (Auguste , Kihen & Miller, 2010; Ingersoll, Merrill & May, 2014), both basic and pre-tertiary school teaching is marked by high and increasing rates of annual exit of teachers from schools and teaching altogether. It was estimated that teacher turnover annually is about 14% in the national level and peaks at 20% for high-need schools. In their analysis, it was found that other workers in traditionally highly respected professions such as law,

engineering, architecture, and academia remain in their profession for a longer period compared to teaching and child care. Another challenge facing teacher motivation and job satisfaction globally is the issue of recruitment and the retention of teachers.

The literature established factors that affect teacher recruitment and retention. Among them are salary and the value placed on the teaching profession in some societies. Daykeay (2016) established that the teaching profession used to be a noble one but that is not the case in the present situation especially in sub-Saharan Africa. Therefore, the study of (Keuren, Silovia & Allister, 2014) indicated that the status of teaching as a profession had declined and making it difficult for teachers to remain in the classroom for a long period. Other researchers such as Hasan and Hynds (2014) expressed similar views. Extensive research conducted in the United Kingdom (UK) and the U. S. A. using both qualitative and quantitative methods in order to find out the degree to which teachers were leaving the classroom and to identify the conditions and factors responsible for teacher motivation and those that demotivate them since there was a partial relationship between teachers' attitudes, job satisfaction, and performance. (Ingersoll et.al.,2014), observed that issues of low salary and poor conditions of service were found to be the main factors responsible for the teacher attitudes.

2.14.1 Trend of teacher motivation in developing countries

Sawitri, Suswati and Ve huda (2016) supported the argument that low salary affects employees' performance. Motivation has been a challenge for most teachers in the developing world. Abugre (2014) noted that factors responsible for demotivating even the most committed and well-performing teachers are not limited to poorly functioning educational delivery systems, poor working conditions, a lack of

resources, limited human capacity, weak accountability, low salaries, and poor management- involving recruitment through to the retention process but also, the low regard with which teachers are often held, the low position of the teaching career in many contexts, the professional hopelessness many teachers feel, and education systems in which teacher's voice is excluded (Ingersoll et al., 2014).

Due to the aforementioned facts, it had been established that the outcomes of such challenges place the teaching force at high-risk for non-compliance of duties, attrition, poor performance, professional misconduct, and poor well-being, which further depresses motivation (Ingersoll et al., 2014). This, according to the literature, has weakened the overall system and depressed the quality of teaching and learning. In cross-national research about the teachers motivation in sub-Saharan Africa, the literature revealed conflicting views regarding teacher motivation. In a study conducted in Sierra Leone by Action Aid, a major non-governmental organization (NGO), a majority (80%) of the teachers stated clearly that they did not prefer the teaching profession and that they did not want to be teachers. Further studies also revealed that only 13% of the teachers and school managers interviewed said their morale was high and that they did enjoy teaching as a profession.

In Ghana, for instance, literature established that intimidation of teachers by some officials from the Ministry of Education (MoE) and the Ghana Education Service (GES) also impacts negatively on the performance of teachers as reported by (Takyi, Anin & Asuo, 2014). It was further noted that complaints of teachers during the supervision and appraisal period by the circuit supervisors; they face more intimidation from these seniors.

The result pointed out that over 70% of the respondents (teachers) asserted that they were always criticized by their supervisors without offering any constructive advice to them on how to go about the situation. The only consolation the teachers have according to the findings was the fact that the teaching profession is steady and secured but also added that poor remuneration is their single foremost disadvantage.

A study conducted by Murage & Kimani (2014) found that teachers' and headteachers' major benefit is the secure nature of their profession while poor remuneration was their major drawback. (Ahmed & Kolachi, 2013; Akyeampong, 2011), there was a consensus that teachers' responsibility in many countries is generally weak, especially in sub-Saharan Africa due to inadequate systematic control which makes the discipline of teachers very challenging. Again, because of the lack of effective supervision on the part of circuit supervisors, most of the teachers also become ill-disciplined. Once teachers' salary is deposited into banks, heads of schools and even top officials from GES, for instance, cannot withhold the salary for non-performing teachers and face lengthy and ineffective means of sanction (Methodological Guide for the Analysis of Teacher Issues, 2010). In addition, the pay and promotion of teachers are rarely linked to performance. The supervision teachers received from their superiors during an inspection is purely on routine purposes since there is no constructive advice on how to go about their duties effectively to improve performance. The report also opined that unprofessional treatment of teachers such as arbitrary teacher deployment systems, lack of professional development opportunities and insufficient supportive supervision were worrisome phenomena, which needed to be tackled. (Firestone 2014; Akyeampong 2011) supported the view that perceived low salary has also been identified as some of the unattractive conditions of service.

Akiba et al., (2011) conducted a study on 30 different countries in connection with teacher's salary and national achievement found that attrition rates and teacher dissatisfaction is high due to low salary for teachers that make teaching as a profession less attractive.

In another study conducted in Ghana, Guinea, Madagascar, Tanzania, and Uganda by Mulkeen, Chapman, Dejaeghere and Leu (2007) reported that these countries have a variety of unattractive conditions of service.

2.15 Empirical Literature

According to a study carried out by Hartinah, Subrarso, Umam, Syazali, Lestari, Roslina & Jermisittiparsert. (2020) which aimed to describe the influence of principals' leadership, work environment, and affiliation motivation on improving the performance of certified teachers at Private Vocational Schools in Tegal City, Indonesia. Data collection was done using questionnaire and respondents of the study were school teachers. The study used quantitative research approach with cross-sectional research design. Data were analyzed by using Structural Equation Modeling (SEM) based on Partial Least Square (PLS). The results of the study showed that the leadership of the principal, the work environment, and the motivation to affiliate were well perceived by the teachers. Both principal leadership and work environment had significant and direct influence on teacher performance. Hence, teachers' performance could be improved through the leadership of principals and a conducive work environment.

Similarly, in another study conducted by Demet & Erkut (2018) examined factors such as wages, working environment, and management viz a viz teachers who work at secondary level education schools to reveal how their performance was affected by

those factors. In total, 103 surveys were evaluated, applied a 7-point Likert attitude scale and the reliability and validity of those surveys examined by using the SPSS 17 software tool by applying factor, correlation, and regression analysis. The study revealed that there was a significant and direct relationship between teacher performance and management factors, followed by working environment and wages. However, the wage factor did not show any effects that directly increase teacher performance. The study concluded that the right attitude of school managers, with proper and efficient communication and career investments and developments for teachers, has to be increased. Moreso results of the analysis indicated that the performance of teachers is increased by providing them with working conditions in which they can feel comfortable without any undue pressure.

Laurent (2016) conducted a study on the role of motivation and teachers job performance in public and private secondary schools in Tabora Municipality. The study adopted Descriptive survey research design using structured questionnaires and intensive interview schedules with 120 secondary school teachers, 10 school Inspectors and two District education officers. The key study findings showed that the performance of teachers were high although their payment were low. The findings also revealed that most teachers facilitated teaching and learning process with high confidence and efficiency, due to evidence that most of them came early to school, provide tests and examinations to learners and marked them, also they attended staff meetings and other extra curricular activities. The study found that correlation between intrinsic motivation and the performance of teachers in public and private secondary schools existed. The study suggested that in order to get better job performance, the ministry of education should strengthen quality supervision as well as acknowledge good performers among others.

Donkor (2016) did a study on the effect of motivation on job performance of teachers. A sample of 110 teachers was selected from basic schools in La- Nkwantanang, Madina Education Directorate in Greater Accra Region. Purposive sampling and Quota sampling techniques were used for sample selection and questionnaire was used for data collection. Descriptive and inferential statistics were used for data analysis through the aid of SPSS. The study revealed that teachers were generally demotivated, teacher motivation had significant effect on job performance and difference exists between motivation and job performance due to school type. The study recommended increased salaries, provision of accommodation for teachers, strengthening of supervision and instituting awards for good performance.

Rehman, Akhtar, Zafar, Jamal and Riaz (2015) conducted a study to determine the relationship between work environment and teachers' job satisfaction in private business universities of Karachi, Pakistan. The factors included in work environment were freedom of teachers, involvement of teachers, management policies, co-workers' relationships and employer – employee relationships used as independent variables and teachers' job satisfaction used as a dependent variable. The structured 5 point likert scale questionnaire was used to collect the data from 105 private business universities' teachers from Pakistan. The data was analyzed using SPSS 17 and statistical tools such as descriptive statistics, Pearson correlation and simple linear regression. The results of the study indicated that there was a positive relationship between all factors of work environment and teacher job satisfaction . Research also found that the employer – employee relationships was the most important factor of work environment in private business universities of Pakistan. It was recommended that the universities' management should focus on favourable work environment particularly the factor of relationship between employer and employee to increase the

job satisfaction amongst teachers, which may enhance job performance. In the same vein, (Mohammad, Indra & Abu, 2013) conducted a study on factors of employee motivation and their association with job performance in Malaysian servicing organizations. The study identified motivational factors such as payment, job security, promotion, freedom, friendly environment and training. A correlation research design was used in the study and survey method was used to collect data. The research instrument was a structured questionnaire. A convenience sampling technique was used to select the respondents for the study. A total of 130 employees of service organizations constituted the sample. The results showed that among the motivational factors, two variables were found to be significant predictors of job performance. Training contributed 40.4% to job performance while promotion contributed an additional 3%. The results of the study found that there was a significant relationship between training and promotion. It was recommended that human resource management should provide a lot of trainings and promotional opportunities to the employees, as they would be the two factors that drive their motivation towards good job performance. In the case of training, the organizations should conduct training need analysis for all staff and drawing individual training plan for the staff. They could also have mentoring and coaching programs to develop skills and talent.

Amadi and Abraham (2021) conducted a study on mentoring and in- service training predictors of quality job performance in public secondary schools in Rivers State, Nigeria. The study population was 7,142 teachers out of which 393 teachers were sampled for the study using stratified and simple random sampling techniques Two research questions and two corresponding null hypotheses were postulated in the study. Correlation survey design, simple regression and t - test were used to analyse the data. The result of the study revealed that mentoring had a low , positive and

significant relationship with teacher quality job performance while in – service training had high positive and significant relationship with teacher quality job performance in senior secondary schools in Rivers State. It was recommended that regular interactive session should be organized between old and the beginning teachers to improve on their job strategies and performance.

Price (2015) conducted a study on Principals’ social interactions with teachers. The study aimed at linking the social interactions between principals and their teachers to teachers’ perceptions of their students’ engagement with school. The mediating influence of latent beliefs of trust and support were tested in this process. By analyzing pooled network and survey data collected in 15 Indianapolis charter schools using stepwise, fixed-effects regression techniques, the study tested the association between interactions of principals and teachers, on the one hand, and teachers’ perceptions of student engagement, on the other. The extent to which latent beliefs about teachers in particular, trust in teachers and support of teachers by the administrators mediates this relationship was also tested.

The findings confirmed that there were direct relationships between principal-teacher interactions and latent beliefs of trust and support, there is a relationship between principal-teacher interactions and teacher perceptions of student engagement, but the mediating effect of latent beliefs of trust and support accounts for much of the direct association. The reachability of the principal remains a significant and direct influence on teachers’ perceptions of academic engagement after accounting for trust and support. Focusing on how principals’ social interactions with teachers influence teachers’ perceptions of students’ engagement provides a theoretical link as to how principals indirectly influence student achievement. Practical implications – The

relationships that principals build with teachers have real implications on the beliefs of trust and support among teachers in a school and have a ripple effect on teachers' perceptions of student engagement. These findings therefore suggest that frequently moving principals among schools is not an ideal policy.

Akuoko, Dwumah and Mahama (2012) examined the relationship between teacher motivation and delivery of quality education in public basic schools in Tamale metropolis. Stratified random sampling method was used to select 20 public basic schools from the urban and peri-urban areas and 216 respondents were selected from the schools through simple random sampling method. Self-administered questionnaires and simple observation were the methods employed for data collection. Relevant data obtained were analyzed using quantitative methods. Results from a chi-square test showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and peri-urban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching but the level of motivation was too low. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be streamlined for teachers to upgrade their professional knowledge and skills.

Seniwoliba (2013) contributed to the sketchy knowledge about the underlying factors that are important to teachers, those that motivate and satisfy them and those that cause them to leave the teaching profession. To investigate the concerns therefore, a sample size of 178 respondents from seven (7) Public Senior High Schools in the Tamale Metropolis were interviewed using self-administered questionnaires reaching 143 males and 35 female teachers. The main study findings were that salary, working

conditions, incentives, medical allowance, security, recognition, achievement, growth, pupils' discipline, school policy and status were the ten most important factors of motivation to teachers that could enhance, retain or cause them to leave. There was also the general perception of inequity among teachers when they compare themselves with their colleagues with the same qualifications, experience and responsibilities in non - teaching organizations and therefore feel unfairly treated as professional teachers. They were equally dissatisfied with their pay compared to their inputs (skills, ability, and work load) as espoused by Adams' equity theory of motivation. It was recommended that participatory management, decision making processes should be adopted to help resolve the issues emanating from the research particularly relating to the intrinsic de-motivating factors which could be addressed by the top management of most Senior High schools.

2.16 Conceptual Framework of the Study

According to Mugenda and Mugenda (2003), a conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically, the study's conceptual framework is regarded as significant for it assists the researcher to quickly perceive the relationship established between the variables.

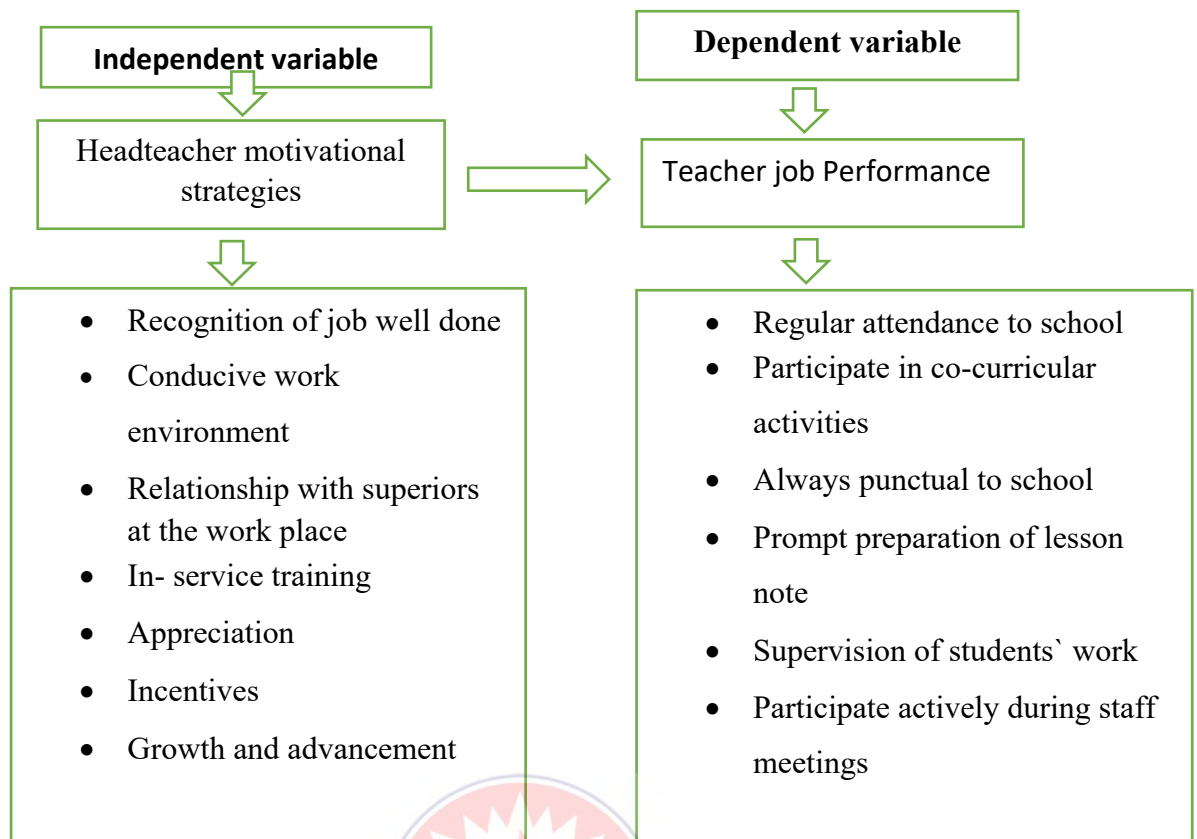


Figure 2.4 Conceptual Framework

Figure 2.4 Based on Herzbergs (1968) Two Factor Theory

Figure 2.4 shows headteachers' motivational strategies include; recognition, conducive work environment, relationship with superiors at the work place and in-service training etc. are the independent variables while teachers' job performance is the dependent variable which is measured in terms of teachers' attendance to work, cordial relationship at the workplace, marking of students work, preparation of lesson notes among others. The final outcome of headteacher motivational strategies is teacher job performance. The ability of teachers to effectively perform tasks will significantly depend on the level of motivation, as each of the motivational strategies would positively impact teachers commitment and dedication to tasks and assignments.

2.17 Summary of Literature Review

Motivation is something that each one of us experience differently, not all staff motivation ideas work for everyone. It is important for managers and school heads to listen to their team and tailor techniques or strategies to fit each person. The review points out that for teachers to perform optimally and give their best in their job, there is the need for constant, conscious effort on the part of superiors to be innovative, dynamic and proactive in finding out ways to adequately and appropriately motivate teachers. More so, there are various strategies available at the disposal of the headteachers to adopt given prevailing circumstances since there is no one size fits all approach as far as motivation is concerned. However, teacher job performance is largely influenced by headteachers' motivational strategies in the schools (Orodho, 2013) among other factors. It is through motivation that the human resources can be utilized to the fullest; improve employees job performance, achievement of organizational goals, build friendly relationship among employees and stability of workforce.

The basic argument is that motivation has the potential to change the way teachers think about work to a more positive way and this can help them refocus their energies and enhance their job performance. The review showed that a descriptive survey approach using mixed method to gather and analyze data was employed for most of the related studies. However, for this study, a descriptive survey using quantitative approach would be employed to gather and analyze data. The quantitative approach will be discussed in detail in the next chapter, which focuses on methodological choices for this particular study.

Knowledge Gap

It is evident that scholars have investigated motivational factors, the impact of motivation on students performance, role of motivation on other sectors . However, little or no attention has been given to headteachers` motivational strategies and teachers` job performance in public basic schools in Ablekuma Central Municipality. Therefore a research gap was evident in investigating the relationship between headteachers motivational strategies and teachers` job performance in the 26 public basic schools, and if there is any significant difference between male and female teachers perception on the motivational strategies adopted by headteachers in managing the public basic schools in Ablekuma Central Municipality. This research is an attempt to fill these gaps.



CHAPTER THREE

METHODOLOGY

3.0 Overview

Upon the review of relevant literature, this chapter details out the methodology for conducting the study. It brings to bare the decisions regarding the choice of methods with justifications. Here more light is thrown on the research paradigm, research approach, research design, population of the study, sample size and sampling procedure, data collection instrument, data collection procedure, validity and reliability, data analysis and ethical considerations.

3.1 Research Paradigm

Research paradigm is a world view about conducting research. It however provides the researcher an idea to choose methods and research design. It addresses what should be the method to follow for the research and not the other way round. Considering the purpose of this study, the researcher holds the positivist philosophical position. The positivist paradigm operates under the assumption that the researcher needs to be detached as much as possible in order to get an objective understanding of a problem and everything can be measured. Hence, instruments for data collection is the structured questionnaire. These assumptions agree with the researcher's purpose and hence, the positivist paradigm underpins the study. Positivism maintains that for knowledge to be termed authentic, it must be scientific and must emerge strictly from positive affirmation of theories through the gathering of observable, empirical and measurable data which is subjected to specific principles of reasoning. The results are always observable and quantifiable. As a general rule, studies that employ a positivist approach adopt a deductive approach. A core assumption is that, if a study is carried

out with minimal interrelationship between the researcher and the researched, the result will be purely grounded in objectivity (Collins, 2010).

The positivist paradigm is informed by the philosophical thought that there is an existing reality. The truth is out there which has to be uncovered by the use of objective methods. In other words the researcher needed to be as detached from the research as possible and use methods that maximize objectivity. This negates the interpretive paradigm that says that reality is subjective and the researcher has to be actively involved in the knowledge construction (Kusi, 2012). This study intended to uncover an existing reality and explain it in a manner that will prove or disprove the hypothesis using statistical methods to generalize results. However, a major limitation of positivism is that it hinders lateral thinking, which is the process of finding answers by creatively and indirectly finding out ways to solve a problem because it believed that everything can be measured and calculated. This study leveraged on positivism, the researcher focused on data collection and interpretation based on objectivity.

3.2 Research Approach

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Creswell, 2014). This plan involves several decisions, the overall decision involving the kind of approach most suitable to be used to study a topic. Informing this decision should be the philosophical assumptions the researcher brings to the study; research designs and specific research methods of data collection, analysis and interpretation. The selection of a research approach is also based on the research problem or issue being addressed, the researcher's personal experiences and the audience for the study (Creswell). The approach for every research is usually

dependent on the objectives and philosophical position of the researcher. This study was underpinned by the positivist philosophical thought. According to Bryman (2004), a researcher can either hold a subjective (interpretivist) or objective (positivist) view of a phenomenon. The positivist views a phenomenon as externally determined without individual influence while the interpretivist regards a phenomenon as constructed and interpreted by individuals.

In carrying out this study, the researcher adopted the quantitative research approach. This approach provided the most suitable means of carrying out this study, considering the researcher's philosophical position. This approach quantifies behaviours, opinions, attitudes and other variables and makes generalizations from a larger population using scientific inquiry which relies on data that are observed or measured to examine questions about the sample population. It tends to establish the relationship between an independent and a dependent variable (Barbie, 2010). Quantitative research designs aid researchers in generating numerical data or information that can be transformed into utilizable statistics (Wyse, 2011). Quantitative approaches also focus on the provision of description about the phenomenon under study among a larger population which aids in the summary of characteristics of a phenomenon across a group or relationships (Rhodes, 2014). However, some limitations are that it does not require detailed information, overlook the experiences of the individuals within the context as well as lack of specific feedback incidents that allow for positive modification.

3.3 Research Design

Research designs are the plans and procedures that cover the decision from broad assumption to detailed method of data collection (Creswell & Creswell, 2017). Polit

and Beck (2008) reiterated that, research designs are the methods that tell a researcher how to collect data, from whom the data should be collected, and how data will be analyzed to answer specific research questions. A research design is thus the overall strategy that a researcher chooses to integrate different component of the study in a coherent and logical way, thereby ensuring that a researcher effectively address the research problem by collection, measurement and analysis of data (Labaree, 2009). Also, descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in anyway (Bernard 2012). Descriptive survey basically enquires into the status quo (Ary, Jacobs, Razavieh, & Sorensen 2010). It deals with interpreting relationship among variables and describing the relationships.

The descriptive correlation design was used for the research. This was deemed appropriate as the study sought to investigate the relationship between headteachers' motivational strategies and teachers' job performance. Again, as discussed by Saunders, Lewis and Thornhill (2007), the survey strategy is perceived as authoritative by people in general and is both comparatively easy to explain and to understand. Data obtained through the survey with a questionnaire (when it is used as data collection instrument) are standardized, allowing for easy comparison. It is also simple and flexible and it makes it possible to evaluate a programme or project that has been implemented. The researcher employed the correlational study design because the study sought to identify any relationship between a set of variables (dependent and independent) as well as determine the best predictor(s) of the dependent variable from independent variables of the study.

3.4 The Study Area

The study was conducted at Ablekuma Central Municipality in the Accra Metropolitan Area of Ghana. The municipality has 26 public basic schools divided into four (4) educational circuits for ease of administration. The circuits are: Abossey Okai, Laterbiokorshie, Mataheko and Salvation Army 1 & 2 (Source: District Education Office). The rationale behind the choice of this area is the fact that; Firstly, there are very few, if any researches done on the related topic in the area. Secondly, its size implies that it would be manageable within the duration of the study, thirdly, it is geographically convenient since the transportation system within the municipality is well developed making it less difficult to collect data from the research participants and lastly, due to proximity of the area to the researcher, resulting in cost effectiveness of the research, the Ablekuma Central Municipality was deemed most suitable.

3.5 Population of the Study

A group of individuals who possess one characteristic that distinguishes them from other groups can be termed as a population (Creswell, 2012). Population is the entire group of people to which the researcher wishes to generalize the study findings. In more practicable terms, researchers do not always study an entire population but a 'target population' that is individuals in a population that the researcher can actually obtain. It is from this target population that the researcher selected her sample. The target populations for this study were the teachers in the public basic schools in the Ablekuma Central Municipality. There are currently twenty- six (26) public basic schools in the municipality. Thus, the target population for this study is 450 teachers. However, Private and senior high schools were excluded from the study.

3.6 Sample Size and Sampling Procedure

The sample constitutes the individuals who are actually studied and is selected from the target population (Creswell, 2012). Creswell defined the sample as the group of participants in a study selected from the target population from which the researcher generalizes to the target population. Since the whole population cannot be part of the study, the study adopted a number of techniques to determine the sample size. A total of 212 respondents involved in the study were all public basic school teachers as shown in the Table 3.1. The public basic schools in Ablekuma Central Municipality are grouped under four (4) circuits namely: Abossey Okai, Mataheko, Laterbiokorshie and Salvation.

Stratified sampling technique was employed to select the schools. This was to ensure that all schools within the circuits were adequately represented while simple random sampling technique was used to select the teachers in order to ensure that all teachers had equal chance of being selected.

To determine the sample size, the mathematical approach or method was used. Also, since the most critical item in sample size determination is the sample frame, the mathematical approach by Yamane (1970) which is non- proportional was established

in the following simplified formula Where
$$n = \frac{N}{1 + N(e)^2}$$

n= sample size

N= sample frame

e = confidence interval.

With a 95 percent statistical significance level of five percent and the known sample frame size of 450 teachers, formula gave a sample size of 212.

$$\text{i.e. } n = \frac{N}{1 + N(\infty)^2}$$

$$n = \frac{450}{1 + 450(0.05)^2}$$

$$n = \frac{450}{1 + 450(.0025)}$$

$$n = \frac{450}{1 + 1.125}$$

$$n = \frac{450}{2.125}$$

$$n = 212$$

Using the mathematical approach by Taro Yamane (1970) to determine the sample size, the population is 450 and the sample size 212.

The simple random sampling method was used to select the 212 teachers for the study using the lottery method. In this method, Agyedu, Donkor, and Obeng (2013) explained that “Yes” and “No” are written on pieces of paper which is meant for picking to select respondents for the study. Both “Yes” and “No” pieces of paper were mixed together in a big bowl which was covered and put in front of the teachers at the staff common room in the various schools. Having spelt out the instructions, it was the turn of teachers to pick. The picking was done one after the other and the pieces of papers were mixed in the bowl occasionally to ensure fair choice. The “Yes” pickers were made participants of the study.

Table 3.1: Respondents sample

Circuit	No. of Public basic schools	No of teachers	sample
Laterbiokorshie	11	150	71
Mataheko	6	103	48
Abossey Okai	4	100	47
Salvation	5	97	46
Total	26	450	212

Source: Researcher's sampling scheme

3.7 Method for Data Collection

Data collection for this study was carried out in two distinct stages, the pilot study and the main study. Quantitative research usually deals in numbers, logic and an objective stance and for that matter, tools such as questionnaires or computer software is used to collect numerical data. With respect to this study, structured questionnaire was used to collect data. This was most appropriate because it would enable the researcher to collect statistically quantifiable data, gather data on respondent's opinions, perceptions and attitudes; more-so, due to the objective stance of this current study, findings can be replicated given its high reliability.

3.8 Instrument for Data Collection

The study adopted the use of questionnaire as the main instrument for gathering data from participants. The questionnaire was designed to elicit information from respondents. Due to the quantitative nature of the study, the questionnaire was structured made up of close ended questions. This was appropriate to ensure objectivity, reliability, eliminate researcher bias and ensure anonymity of respondents. Moreso, closed - ended items offered to give the advantage of collecting quantitative information and collect a large amount of information in a reasonably quick space of time. The tool was intended to measure four independent variables namely A - recognition of job well done, B- conducive work environment, C- relationship with

superiors, D- in – service training) and one dependent variable (teacher job performance). The questionnaire was divided into two parts : Part 1 included the demographic information of the respondents such as gender, age, academic qualification, years of service and Part 11 consisted of four facets namely; Teacher Job Recognition Questionnaire – TJRQ, Conducive Work Environment Questionnaire – CWEQ, Relationship with Superiors Questionnaire- RSQ, In- service= Training Questionnaire - ISTQ and Teacher Job Performance Questionnaire – TJPQ. Both independent and dependent variables scale consisted of 10 items. The questions were rated on five point likert scale which ranges from “Strongly Agree to Strongly Disagree”

3.8.1 Validity of the instrument

Validity is the extent to which a test measures what is intended to measure (Stephanie, 2017). According to Taherdoost (2016), the instrument’s face validity is the subjective assessment of relevance and the presentation of its items. Face validity was ensured by letting colleagues review the instruments and give feedback for modification. For content validity, experts in the field of educational leadership reviewed the instrument in order to ensure a full representation of all concepts under study, who improved upon it through their expert judgement. Thereafter, the final version of the questionnaire was given to some experts in education to check the construct validity of the instrument, which was to ensure the interpretability of results thereby paving way for effective and efficient data based decision making by the researcher.

3.8.2 Test-retest of the instrument

The researcher chose a 10% random sample of the population consistent with recommendations by Mugenda, and Mugenda (2003) who justified the sample of 10% where the sample frame is large (and exceeding a minimum sample size of 30 respondents). In this study, the researcher used a pre-test sample size equivalent to 10% of the study sample size (212), culminating into 21 respondents. Copies of the questionnaire were developed and self administered to the pre-test sample, in this case in Ablekuma North Municipality which lies northwest to the setting of the study before its final administration. The district is chosen as the setting of the pilot exercise so as to avoid giving the main respondents of the study fore-knowledge about the information required, leading to pre-determined responses. Pre-testing of the instrument was significant as it helped to detect any problem with the questionnaire design leading to ambiguity of words, misinterpretation of questions, inability to answer a question, sensitive questions as well as the process of administering the questionnaire. This provided an opportunity to give feedback to the researcher to ensure that the researcher follows the proper protocol of data collection procedures to ensure objectivity in data collection.

3.8.3 Instrument reliability

Reliability is the extent to which a test or measurement result is consistent (Ekbatan, Lecnner & Schweiker, 2019). The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instruments twice in a span of two weeks to the same group of respondents. Scores from both testing periods were then correlated. The primary aim was to measure the stability or consistency of the instrument over time.

$$\text{Predicted Reliability } R_1 = \frac{nR_0}{1+(n-1)R_0} \text{ where,}$$

R_1 = New reliability of the changed test

R_0 = Original reliability of the test

n = Factor by which the number of questions is increased.

3.8.4 Reliability analysis

The Cronbach's alpha values that are near to $\alpha=1.0$ are considered more significant and value that is less than $\alpha=0.7$ is insignificant. The internal consistency measure of the constructs in the study are good and reliable because the cronbach's alpha values are greater than 0.70.

Table 3.1 Reliability test for the study variables

Variables	No. of questions	Cronbach's Alpha
Conducive work environment (CWE)	10	0.779
Recognition of job well done (RJWD)	10	0.791
Relationship with their superiors (RWS)	10	0.775
In service Training Programmes (ISTP)	10	0.826
Job Performance	10	0.703

Source: Fieldwork 2020

Conducive work environment (CWE) was measured through 10 items and the Cronbach's alpha value is $\alpha=0.779$ hence significant. Recognition of job well done (RJWD) was measured through 10 items and the Cronbach's alpha value is 0.791 which is significant. Relationship with their superiors (RWS) was measured through the 10 items and the Cronbach's alpha value is 0.775. In service Training Programmes (ISTP) was measured with 10 items and the value of Cronbach's alpha is $\alpha=0.826$ that is reliable. Job performance of teachers at Primary schools in Ablekuma Central Municipality (JP) was measured through 10 items and the value of Cronbach's alpha is $\alpha=0.703$. This value is near to $\alpha=1.0$.

3.9 Data Collection Procedure

Prior to the collection of data on the field, an introductory letter was given to the researcher by the Department of Educational Administration and Management, upon request to facilitate her entry to the research area (see Appendix 1). This letter, in addition to the researcher's own letter detailing out the activities to be undertaken in the schools were sent to the Ghana Education Service in the Ablekuma Central Municipality. This was purposely to seek the Directorate's permission to access the schools in its jurisdiction which was subsequently granted.

Thereafter, the researcher went to the individual selected schools with a copy of the introductory letter to seek permission to carry out the research. Upon being granted permission, the researcher proceeded to the participants who consented to partake in the study. During the period of data collection, headteachers helped to facilitate the retrieval of the questionnaires from the participants. The researcher was then informed about the need to observe all the Covid-19 protocols that is, wearing of nose mask, observing social distancing and the need of washing their hands frequently and the usage of hand sanitizers.

The respondents were allowed enough time to fill the questionnaires in order to enable critical thinking and to ensure accurate responses to the questions. Given that the researcher was committed to collecting the desired data, the respondents were advised to complete the questionnaire on the spot. In the event that the respondents were not prepared to complete the questionnaire due to any other reason, arrangements were made for the questionnaire to be collected at a later date for purposes of enhancing questionnaire return rate. The data collection period lasted four weeks due to covid-19 restrictions which did not allow all teachers to be in school at the same time.

3.10 Data Analysis

Upon the collection of data from the participants, data collected was reduced to numerical values. Quantitative analysis involved getting total scores for each participant in the study and presentation of statistical data in the form of tables using descriptive and inferential statistics. Data for the various research questions were analysed using means and standard deviation obtained to show the distribution of opinions and perceptions of respondents. Whereas correlation, regression and independent samples t- test were used for the inferential statistics which helped to give a clear picture on the extent of relationship between headteachers motivational strategies and teacher job performance in the public basic schools of Ablekuma Central Municipality. The analysis of the data commenced with editing and inspection of the pieces of data in order to identify simple mistakes, items that were wrongly responded to and any blank space left unfilled by the respondents. Statistical Product and Service Solutions (SPSS) was used to process all the responses from the questionnaire. Based on the data gathered from the field, results were analyzed and findings of the study were discussed and reported. This was done by making meaning of the findings through the comparison of the findings with the literature reviewed. This ended in the confirmation of existing literature as well as a divergence from such. The findings and results were presented and discussed in a report (see chapter 4).

Table 3.2: Summary of the research technique

S/N	RQ/Hypothesis	Analytical technique
DD	Demographic data	Frequency and Percentage
RQ1	What are the motivational strategies adopted by headteachers of the Ablekuma Central Municipality in managing the public basic schools	Descriptive Statistics (mean and standard deviation)
RQ2	What is the level of teachers job performance in the public basic schools of Ablekuma Central Municipality	Descriptive Statistics (mean and standard deviation)
Hy 1	There is no statistically significant relationship between headteachers' motivational strategies and teachers' job performance	Inferential Statistics (Correlation)
Hy2	There is no significant difference between male and female teachers perception on headteachers' motivational strategies	Independent Samples t - test

3.11 Ethical Considerations

There is a need to engage in ethical practices in all the stages of the research process from the beginning of the study through to its final completion and even dissemination of findings. (Creswell, 2012) emphasized the data collection, reporting and distribution of reports as key areas in research that required a critical consideration of ethics. This study therefore addressed ethical issues at the data collection and reporting stages. The issues are discussed in the sections below.

3.11.1 Access

It is of great importance to show respect to the location where the research takes place (Creswell, 2012). In showing such respect, the researcher gained access by obtaining permission to the study area and individuals for data collection. The researcher negotiated with those persons who could facilitate access to the study area. Thus, the gatekeepers to the study area and individuals were consulted. Request for permission to enter the sample schools was sought from the appropriate authorities. Again,

because of the new normal lifestyle due to the covid-19 pandemic, all covid -19 protocols such as wearing of nose masks, social distancing, hand washing and sanitizing were duly observed before gaining access to the research participants.

3.11.2 Informed consent

On arrival, the researcher made a formal introduction to the authorities in order to have access to the participants. The researcher explained to participants their rights not to participate after understanding the purpose of the research. The consent of the participants was sought before engaging them. In doing this, the researcher informed the participants about the nature of their participation, how it will be conducted, the kind of data to collect from them and how this will be used. Upon knowing such information, the participants willingly agreed to participate in the study.

3.11.3 Privacy

After addressing the ethical issues of access and informed consent, participants were assured that the research will not intrude their privacy. The privacy of participants is the right they preserve. For this reason, the researcher ensured privacy by giving participants the opportunity to withhold information they deemed sensitive and personal. They were given the right to decide which personal information to be given under which circumstances that could be provided. Again, the researcher made sure that their dignity, status and self- esteem were not threatened through their participation by asking less sensitive questions.

3.11.4 Confidentiality

In ensuring confidentiality, information given by participants remained protected by not sharing it with any other user. Again, confidentiality was ensured by using the information provided by participants for the purpose for which it was collected. Also,

the researcher did not involve any assistant, thereby guiding against the possibility of having participant's information exposed to a third party.

3.11.5 Anonymity

Anonymity was also another ethical issue that was considered in conducting the study. Here, the researcher ensured that identities of participants were not identified from the information they provided. In doing so, the personality of respondents was detached from the findings by providing no form of trace to the specific sources of information. Again, the names of participants were not contained in the report.

3.11.6 Reporting

In terms of data reporting, respect was again showed to the audience that would read and use information from the research. In this wise, data gathered from participants was reported honestly without altering the findings to satisfy certain interest groups or preconceived notions. Regarding the language for reporting, the report was free of jargons and as much as possible understandable to those being studied.

3.11.7 Summary

This aspect of the research work dealt with the description of the methods used in carrying out the research study. Moreso, the chapter has shown that this study is quantitative in nature and used questionnaire as instrument for data collection. Furthermore, stratified and simple random sampling techniques were also clarified as major techniques used in obtaining the required respondents. Face validity, content validity and construct validity were carried out to ensure the validity and reliability of the instrument that was used. A pilot study was conducted to ensure the reliability of the instruments, the analysis of the pilot study showed that the instruments had a reliability of 0.7 which showed the instruments were reliable for data collection.

Meanwhile, statistical and descriptive analysis combined with inferential analysis are procedures employed in data processing and analysis. The findings and results are presented and discussed in chapter 4.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Overview

This chapter presents the data collected on the field as was described in the previous chapter, methodology. The data are presented in Tables in this chapter. This includes the demographic characteristics of participants, headteachers' motivational strategies namely: (conducive work environment, recognition of job well done, relationship with superiors and in-service training) including the relationship between the motivational strategies and job performance. These data are presented as they were gathered from the participants through the questionnaires. Again, the researcher further analyses the data by making inferences and drawing associations in the light of existing literature.

4.1 Rate of Responses

Two hundred and twelve (212) questionnaires were administered and all of them were retrieved and analysed representing 100% response rate. The greater the response rate, the more reliable the results of the sample is and thus, the research findings can be said to be reliable.

4.2 Demographic Characteristics of Respondents

Table 1 presents the demographic statistics of the respondents. These include sex of respondents, age of respondents, highest educational level, and number of years in the teaching service.

Table 4.1: Demographic characteristics of respondents

Variable	Responses	Frequency	Percentage
Sex	Male	97	46
	Female	115	54
	Total	212	100
Age	Below 25 years	8	4
	26 – 30 years	20	9
	31- 35 years	13	6
	36 – 40 years	29	14
	Above 40 years	142	67
	Total	212	100
Highest Academic qualification	Certificate	35	17
	Diploma	109	51
	Degree	56	26
	Post graduate	12	6
	Total	212	100
Number of years in teaching (service)	1-5years	21	9
	6-10 years	24	11
	11-15 years	31	15
	16- 20 years	54	26
	Above 20 years	82	39
	Total	212	100.0

Source: fieldwork 2020

With respect to the sex of the respondents, 115 (54%) of the respondents were female while the rest 97 (46%) of the respondents were male. Although the female counterparts dominated the respondents surveyed, both sex groups were fairly represented in the study. Out of 212 respondents, 142 (67%) were above the age of 40, followed by 29 (14%) of the respondents who were between the age 36 -40 years old, 20 (9%) of the respondents were also between the age 26 -30 years, 13 (6%) of the respondents were between the age 31-35 years while very few 8 (4%) of the respondents were below the age of 25 years. The results show that most of the respondents were above the age of 25 years. This result implies that few young people are engaged in the teaching service which is a matter of concern to all stakeholders.

The results also showed 109 (51%) of the respondents had diploma in education as their highest educational qualification, followed by 56 (26%) of the respondents who had degree in various field of education as their highest educational qualification and

35 (17%) of the respondents who had certificate in education as their highest educational qualification while the rest 12 (6%) of the respondents who had post graduate degree in education as their highest educational qualification. This means there is need for teachers to embrace further education in order to cope with new trends and technology in the education system; this will enable the teachers gain the needed skills and knowledge which will in turn enhance their job performance in the classrooms.

Eighty two (39%) of the respondents had been in the teaching service for more than 20 years, 54 (26%) of the respondents had been in the teaching service between 16 to 20 years, 31 (15%) of the respondents had been in the teaching service between 11 to 15 years, 24 (11%) of the respondents had been in the teaching service between 6-10 years while the rest 21 (9%) of the respondents had been in the teaching service between 1-5 years. Since majority of the respondents had been in the teaching job for more than 20 years, it shows that teachers' attrition rate in the public basic schools is relatively low and so concerted efforts should be made to attract younger, vibrant and energetic people into the teaching profession.

4.3 Analysis of Research Questions

4.3.1 Research Question One. What are the motivational strategies adopted by head teachers in managing the public basic schools in Ablekuma Central Municipality?

The motivational strategies adopted by the headteachers in the public basic schools in Ablekuma Central Municipality include: Conducive Work Environment, Recognition of job well done, Relationship with Superiors and In – Service Training organized by headteachers

Table 4.2: Conducive work environment (CWE)

Variables	No.	Mean	SD
Our offices are well designed to promote effective teaching and learning	212	3.67	1.08
Our school has most of the necessary facilities (classrooms, fields, stores e. t. c) to encourage effective teaching and learning.	212	3.67	1.21
Availability of adequate infrastructure such as furniture has influence on teaching and learning in my school.	212	3.91	1.07
Availability of adequate teaching aids in this school enhances teaching and learning in my school	212	3.45	.96
Our classroom space and sitting arrangement is adequate and these enhance teaching and learning in my school	212	3.95	1.07
The stock of books in our school library is quite adequate to enhance teaching and learning.	212	3.28	1.42
The level of cleanliness of our school environment is quite satisfactory and this enhances teaching and learning in my school	212	3.70	.72
Poor ventilation of our staff rooms negatively affects teaching and learning in my school	212	2.83	1.09
Availability of adequate proper toilet facilities in our school affect teaching and learning in my school	212	3.45	1.28
Average score	212	3.52	1.13

Source: field survey 2020

4.3.2 Conducive work environment (CWE)

The results in Table 2 depict the element of indicators for Conducive work environment (CWE) experienced by teachers in the public basic schools at Ablekuma Central Municipality. Overall average mean value of 3.52 with Standard deviation of (1.125) shows that the majority of the teachers agreed that there is Conducive work environment (CWE) for learning and teaching. Majority of the respondents agreed that their offices were well designed to promote effective teaching and learning: this represented a mean value of 3.67 and a standard deviation of 1.09. Similarly, a mean value of 3.67 with a standard deviation 1.21 indicates that majority of the teachers agreed that their schools have most of the necessary facilities (classrooms, fields, stores e. t. c) to encourage effective teaching and learning. In addition, a mean value of 3.92 with a standard deviation 1.07 indicates that the majority of the teachers

agreed that there was availability of adequate infrastructure such as furniture has influence on teaching and learning in their school.

Furthermore, a mean value of 3.45 with a standard deviation 0.95 indicates that the majority of the teachers agreed that there was availability of adequate teaching aids in their schools which enhances teaching and learning. Similarly, a mean value of 3.91 with a standard deviation 1.07 indicates that the majority of the teachers agreed that their classroom space and sitting arrangement are adequate and these enhance teaching and learning in their school. Again, a mean value of 3.28 with a standard deviation 1.41 indicates that the stock of books in their school libraries were quite adequate to enhance teaching and learning. Furthermore, majority of the teachers agreed that the level of cleanliness of their school environment was quite satisfactory and this enhances teaching and learning in their school; this represented a mean value of 3.7 and a standard deviation of 0.72. Further, a mean value of 3.45 with a standard deviation 1.28 indicates that the overcrowded classrooms negatively affect teaching and learning in the school. Furthermore, a mean value of 3.36 with a standard deviation 1.36 indicates that there was availability of adequate proper toilet facilities in their school which enhances teaching and learning in their school. On the other hand, majority of the teachers sampled said that the poor ventilation of our staff rooms negatively influences teaching and learning in their schools. This represented a mean value of 2.83 and a standard deviation of 1.30.

From the above analysis, conducive work environment is important to ensure teachers' job performance. It is true that, it may not be the responsibility of the headteacher to provide resources and facilities in the schools. However, it is the duty of the school heads to ensure proper maintenance by way of repairs, modernization,

remodelling and rehabilitation of items like buildings, furniture and equipment. The school head should engage the services of the school technicians to carry out all repairs, since the school technician is also responsible for the effective working and upkeep of all electrical appliances, plumbing, water system, clearing and maintaining of all equipment in the school. Whereby the case is complex and cannot be undertaken by the school heads, there is need for the headteacher to solicit for help from the Ministry of Education. This is because these actions are complex, they may involve a complete overhauling of a building ; the headteacher should solicit the help of the Ministry of Education to help with this aspect of maintenance.

4.3.3 Recognition of job well done (RJWD)

Table 4.3: Recognition of job well done (RJWD)

Variables	No.	Mean	SD
I receive words of encouragement from my headteacher even before performing the Job	212	3.36	1.36
Certificate of recognition from my superior for job well done, boosts my job performance	212	3.73	0.83
Public appreciation for exceptional performance, it enhances my job performance	212	3.67	0.92
Having a get together with other teachers boosts my Performance at the work place	212	4.16	0.77
I perform better at my job when I get regular feedback from my superiors	212	3.70	0.93
Do you receive enough recognition from your superior	212	4.31	0.61
I get positive responses such as “thank you” for a job well done from my superior	212	4.09	0.72
Timely recognition from my superior increases my job performance	212	4.16	0.60
There is respect for teachers` individual preferences when giving recognition for a job well done	212	4.13	0.65
I feel satisfied with the amount of recognition I receive at school	212	3.90	0.91
Average score	212	3.92	0.08

Source: field survey 2020

The data in Table 4.3 shows the element of indicators for Recognition of job well done (RJWD) by teachers in the public basic schools at Ablekuma Central Municipality. Overall average mean value of 3.92 with Standard deviation of 0.083 shows that the majority of the teachers agreed that there was Recognition of job well done (RJWD) in the schools.

Few of the respondents agreed that they were given words of encouragement even before performing a Job; this represented a mean value of 3.36 and a standard deviation of 1.36. Similarly, a mean value of 3.73 with a standard deviation 0.83 indicates that some of the teachers agreed that they were awarded certificates for recognition of their performance. In addition, a mean value of 3.67 with a standard deviation 0.92 indicates that some of the teachers agreed that they were publicly appreciated for exceptional performance. Furthermore, a mean value of 4.16 with a standard deviation 0.77 indicates that many of the teachers agreed that their various schools periodically organize a get together for them. Similarly, a mean value of 3.70 with a standard deviation 0.93 indicates that few of the teachers agreed that they were given regular feedback for work done.

Many of the respondents agreed that they received enough recognition from their superiors this represented a mean value of 4.31 and a standard deviation of 0.61. Again, a mean value of 4.09 with a standard deviation 0.71 indicates that teachers agreed that giving positive responses such as “thank you” for a job well done encourages hard work in the various schools. Furthermore, a mean value of 4.16 with a standard deviation 0.60 indicates that teachers were given timely recognition for their accomplishment of a given Job,

Many of the teachers agreed that there was respect for their individual preferences when giving recognition for a job well done; this represented a mean value of 4.13 and a standard deviation of 0.65. Further, a mean value of 3.91 with a standard deviation 0.91 indicates that teachers were fairly satisfied with the amount of recognition they received from their headteachers.

4.3.4 Relationship with their superiors (RS)

Table 4.4: Relationship with their superiors (RS)

Variable	No.	Mean	SD
I participate in team meetings regularly where I interact freely with the headteacher	212	4.08	0.84
My headteacher supports the corporate culture in the school where am able to adjust my work schedules	212	3.64	0.77
I do have a regular one -on-one consultations with the headteacher to address issues that I may be experiencing which influences my job performance.	212	3.95	1.01
I feel comfortable talking about my successes on the job with my headteacher	212	3.94	0.68
I work with my headteacher as a team member to analyse, solve problems of the school	212	4.38	0.73
My headteacher communicates effectively with me concerning my job expectations which enhances my job performance	212	4.28	0.87
My headteacher accepts my individual difference which influences my job performance at the work place	212	3.88	0.55
My headteacher treats me with courtesy at the workplace which leads to improved job performance	212	4.18	0.66
I am always eager to assist my headteacher which influences my job performance	212	4.37	0.72
My headteacher regularly examines my work processes to try to find areas in which gaps or backlogs frequently happen	212	4.44	0.74
Average	212	4.11	0.76

Source: field survey 2020

The data in Table 4 show the element of indicators for Relationship with their superiors (RS) by teachers in the public basic schools at Ablekuma Central Municipality. Overall average mean value of 4.11 with Standard deviation of 0.76 shows that majority of the teachers agreed that there was very good relationship with their superiors (RS) in the public basic schools.

Many of the respondents agreed that they participate in team meetings regularly where they freely interact their headteachers to discuss their issues which enhances their performance at the work place; this represented a mean value of 4.08 and a standard deviation of 0.84. Similarly, a mean value of 3.64 with a standard deviation 0.77 indicates that few of the teachers agreed that the headteachers support the corporate culture in the school where they are able to adjust their work schedules. In addition, a mean value of 4.0 with a standard deviation 1.01 indicates that some of the teachers had divided opinion that they had regular one – on- one consultations with their superiors to address their personal issues and job related issues. Furthermore, a mean value of 3.94 with a standard deviation 0.68 indicates that many of the teachers agreed that they feel comfortable talking with their headteachers about their successes on the job . Similarly, a mean value of 4.38 with a standard deviation 0.73 indicates that many of the teachers agreed that their superiors communicate effectively with them concerning their job expectations in the school system

Again, a mean value of 4.28 with a standard deviation 0.87 indicates that many of the teachers agreed that headteachers accept their individual differences which enhances the job performance at the workplace. Furthermore, A mean value of 3.88 with a standard deviation 0.55 indicates that teachers are treated with courtesy which enhances their job performance. . Further, a mean value of 4.37 with a standard deviation 0.72 indicates that many of the teachers agreed that they are eager to assist their headteacher whenever the need arises which promotes job performance. Finally, a mean value of 4.44 with a standard deviation 0.74 indicates that superiors examine their subordinates to find out areas in which gaps or backlogs frequently happen.

4.3.5 In-Service Training Programmes (ISTP)

Table 4.5: In- service training programmes (ISTP)

Variables	No.	Mean	SD
The training programmes are well planned and organized	212	4.32	0.55
The content of the courses is relevant to my classroom needs	212	4.14	0.82
The training content contains up to date information about my field	212	4.14	0.81
The training content is relevant to my professional goals	212	4.02	0.79
We are given opportunities to implement what we learnt during the training programme	212	3.91	0.98
The training content helps me to relate theory to teaching practice	212	3.48	1.06
During training, we are encouraged to discuss and to find solutions to our real-life problems	212	3.93	1.02
I am encouraged to think critically about my experiences in light of the new knowledge	212	4.17	0.73
The training atmosphere is friendly and comfortable to share and discuss my experiences	212	4.36	0.68
In – service- training is useful for my teaching and professional development	212	4.56	0.49
Average score	212	4.10	0.79

Source: field survey 2020

The data in Table 4.5 depict the element of indicators for in service Training Programmes (ISTP) experienced by teachers in the public basic schools at Ablekuma Central Municipality. Overall average mean value of 4.10 with Standard deviation of (0.80) shows that majority of the teachers agreed that they had experienced in service Training Programmes (ISTP) Majority of the teachers agreed that their in-service Training Programmes are well planned and organized; this represented a mean value of 4.31 and a standard deviation of 0.55. Similarly, a mean value of 4.14 with a standard deviation 0.82 indicates that majority of the teachers agreed that the content of the courses is relevant to my classroom needs. In addition, a mean value of 4.14 with a standard deviation 0.81 indicates that majority of the teachers agreed that the headteachers of the schools provide in service training which contains up to date information about their field. Again, a mean value of 4.1 with a standard deviation

0.80 indicates that majority of the teachers agreed that the in-service training content is relevant to their professional goals.

Majority of the teachers agreed that they were given opportunities to implement what they learnt during the training programme. This indicated a mean value of 4.37 with a standard deviation 0.76. Similarly, a mean value of 3.48 with a standard deviation 1.06 indicates that majority of the teachers agreed that the in - service training content helps me to relate theory to teaching practice. Again, mean value of 4.41 with a standard deviation 0.72 indicates that they were encouraged to think critically about their experiences in light of the new knowledge. Further, a mean value of 4.36 with a standard deviation 0.68 indicates that the training atmosphere is friendly and comfortable to share and discuss their experiences. In addition, a mean value of 4.60 with a standard deviation 0.50 indicates that the In – service- training programme is useful for their teaching and professional development.

Table 4.6: Summary of motivational strategies adopted by headteachers in order of preference

No	Motivational strategies adopted by Headteachers	Means	SD	Position
1	Relationship with their superiors (RS)	4.11	0.76	1 st
2	In service Training Programmes (ISTP),	4.10	0.80	2 nd
3	Recognition of job well done (RJWD)	3.92	0.79	3 rd
4	Conducive work environment (CWE)	3.52	1.13	4 th

Source: field survey 2020

In summary, it was realized that the headteachers in the public basic schools at Ablekuma Central Municipality adopted the following Motivational strategies; Conducive work environment (CWE), Recognition of job well done (RJWD), Relationship with their superiors (RS) and in service Training Programmes (ISTP), in their various schools. It was again realized that the most recognized motivational

strategies were relationship with their superiors (RS) followed by in service Training Programmes (ISTP), Recognition of job well done (RJWD) and Conducive work environment (CWE) respectively.

4.3.6 Research Question Two

What is the level of teachers' job performance in the public basic schools of Ablekuma Central Municipality?

Job Performance

Table 4.7: Job performance

Variable	No	Mean	SD
I come to school regularly	212	4.60	0.50
I participate actively in the school co- curricular activities	212	4.60	0.50
I am appreciated when I perform well	212	4.20	0.55
I do not absent myself from school without taking permission from my superior	212	4.08	0.28
I am always punctual at school	212	4.57	0.50
I participate actively during staff meetings	212	4.58	0.50
I prepare my lesson notes promptly	212	4.14	0.54
I collaborate with other teachers to solve problems facing the school	212	4.10	0.28
I derive joy supervising my students' work	212	4.50	0.50
I attend to my pupils needs promptly in a satisfactory manner	212	4.54	0.50
Average	212	4.38	0.46

Source: Field survey 2020

Majority of the teachers in the public basic schools in Ablekuma Central Municipality agreed that they attend school regularly; this represented a mean value of 4.60 and a standard deviation of 0.50. Similarly, a mean value of 4.60 with a standard deviation 0.50 indicates that majority of the teachers agreed that they participate actively in the school co- curricular activities,

In addition, a mean value of 4.2 with a standard deviation 0.55 indicates that majority of the teachers agreed that they were appreciated when they perform well, this might be the reason some of the outstanding performance in their pupils. Furthermore, a

mean value of 4.08 with a standard deviation 0.28 indicates that majority of the teachers agreed that they do not absent themselves from school without taking permission from their superiors especially their headteachers. Similarly, a mean value of 4.57 with a standard deviation 0.50 indicates that majority of the teachers agreed that they were always punctual at school. Again, a mean value of 4.60 with a standard deviation 0.50 indicates that they participate actively during staff meetings. In addition, a mean value of 4.14 with a standard deviation 0.54 indicates that teachers prepared their lesson notes promptly. Furthermore, majority of the teachers agreed that they collaborate with other teachers to solve problems facing the school; this represented a mean value of 4.10 and a standard deviation of 0.28. A mean value of 4.50 with a standard deviation 0.50 indicates that they derive joy supervising their students work. Further, a mean value of 4.54 with a standard deviation 0.50 indicates that they attended to their pupils' needs promptly in a satisfactory manner.

In Summary, the results show overall average mean value of 4.38 with Standard deviation of 0.46 which shows that the level of teachers' job performance was quite high and encouraging in the public basic schools of Ablekuma Central Municipality.

4.3.7 Hypothesis One

There is no statistically significant relationship between headteachers' motivational strategies and teachers' job performance in the public basic of Ablekuma Central Municipality

Correlation Analysis

Correlation analysis is employed to observe the relationships among the study variables. The results of the correlation analysis are given in the table below.

Table 4.8: Relationship between headteachers' motivational strategies and teachers' job performance

		RS	ISTP	RJWD	CWE	JP
RS	Pearson	1	.164*	.048	.532**	.056
	Correlation					
	Sig. (2-tailed)		.017	.483	.000	.418
	N	212	212	212	212	212
ISTP	Pearson	.164*	1	.579**	.332**	.212**
	Correlation					
	Sig. (2-tailed)	.017		.000	.000	.002
	N	212	212	212	212	212
RJWD	Pearson	.048	.579**	1	.315**	.103
	Correlation					
	Sig. (2-tailed)	.483	.000		.000	.136
	N	212	212	212	212	212
CWE	Pearson	.532**	.332**	.315**	1	.008
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.912
	N	212	212	212	212	212
JP	Pearson	.056	.212**	.103	.008	1
	Correlation					
	Sig. (2-tailed)	.418	.002	.136	.912	
	N	212	212	212	212	212

Source: field survey 2020

Correlation is significant at the 0.05 level (2-tailed).

From Table 4.8, the correlational results showed positive correlations between motivational strategies used by superiors and the dependent variable (job performance). Moreso, relationship with superiors had .418; in- service training .002; recognition of job well done .136 and conducive work environment .008. From the results, three of the motivational strategies used in the study (Conducive work environment (CWE), Relationship with their superiors (RS) and Recognition of job well done (RJWD) were statistically insignificant at the significance level of 0.05, to the dependent variable **JP** –Job Performance. On the other hand, In - Service Training Programmes (ISTP) was statistically significant at the significance level of 0.05, to the dependent variable **JP** –Job Performance.

Hypothesis Two

There is no significant difference between the male and female teachers perception of headteachers' motivational strategies in the public basic schools of Ablekuma Central Municipality.

In order to answer the test hypothesis , Independent Samples t- test was employed. This test helps to compare the means of the two populations and to ascertain if the difference between them is statistically significant . The results of the test is presented in the table below.

4.4 Teachers' perception of headteachers' motivational strategies on gender basis.

Table 4.9: Independent samples t- test

Motivational Strategies	Gender	Mean	Std deviation	t	df	Sig (2 tailed)
Conducive Work Environment	Male	3.33	0.62	-1.79	210	0.37
	female	3.59	1.112			
Recognition Of Job Well Done	Male	3.61	0.41	-3.09	210	0.20
	female	3.77	0.70			
Relationship with superiors	Male	4.14	0.55	-4.90	210	0.08
	female	4.23	0.69			
In-service -training programmes	Male	3.08	0.61	-5.92	210	0.07
	Female	4.33	0.79			

Source: field survey 2020

Table 4.4 indicates that for conducive work environment significant difference was not found between male and female teachers' perception about headteachers' motivational strategies.

Mean score of female teachers (M =3.59., SD =. 1.112) while male (M =3.33, SD = 0.62) and t = (-1.79) df = 210 and significant value (p = 0.37) was greater than ($\alpha = 0.05$). Therefore, the null hypothesis which states that there is no significant difference between male and female teachers' perception of headteachers'

motivational strategies in Ablekuma Central Municipality based on conducive work environment is accepted.

The same Table 4.4, it shows that for recognition of job well done , there is no significant difference between the mean score of female teachers ($M = 3.77$, $SD = 0.70$) and male teachers ($M = 3.61$, $SD = 0.41$) and $t = (- 3.09)$ $df = 210$ and significant value ($p = 0.20$) was greater than ($\alpha = 0.05$). Hence the null hypothesis which states that there is no significant difference in the mean score of male and female teachers perception on headteachers` motivational strategies as far as recognition of job well done is concerned is accepted.

It is also indicated on Table 4.4 that there is no significant difference in the mean score of teachers on relationship with their superiors. Female teachers ($M = 4.23$, $SD = 0.69$) and male ($M = 4.14$, $SD = 0.55$) and $t = (- 4.09)$ $df = 210$ and significant value ($p = 0.08$) was greater than ($\alpha = 0.05$) Therefore, the null hypothesis which states that there is no significant difference between the mean of male and female teachers` perception of headteachers` motivational strategies in the public basic schools of Ablekuma Central Municipality with regard to relationship with superiors is accepted.

It is further indicated in Table 4.4 that there is no significant difference between the mean of female and male teachers concerning in – service training programmes organized by headteachers. Where female teachers ($M = 4.33$, $SD = 0.70$) and male teachers ($M = 3.08$, $SD = 0.62$) and $t = (- 5.92)$ $df = 210$ and significance value ($p = 0.07$) was greater than ($\alpha = 0.05$) . Therefore, the null hypothesis which states that there is no significant difference between the mean of male and female teachers perception of headteachers` motivational strategies in the public basic schools of

Ablekuma Central Municipality with regard to in – service training programmes organized by the headteachers is accepted.

In summary , the null hypothesis is accepted because the p value for each of the variables tested is higher than the significance level of 0.05%; implicitly, there is no statistical significant difference between the mean of female and male teachers perception of headteachers` motivational strategies in the public basic schools of Ablekuma Central Municipality.

From the above results, it could be inferred that there is no significant difference in the perception of male and female teachers on the headteachers motivational strategies in that the p-value is higher than 0.05 level of significance.

4.5 Discussion of Results

What are the motivational strategies adopted by headteachers in managing public basic schools in Ablekuma Central Municipality

The result of the analysis supports the argument that well motivated employees are generally high performers. Teachers who are gratified with the motivational strategies are likely to rate their performance highly. From the analysis, it was found that motivation is an important ingredient for job performance.

The first objective of the study was to find out the motivational strategies adopted by the headteachers in managing their schools in Ablekuma Central Municipality. A descriptive statistics was used to address this objective The study found that headteachers employed motivational strategies such as Conducive work environment (CWE), Recognition of job well done (RJWD), Relationship with their superiors (RS) and in service Training Programmes (ISTP) in managing their schools.

With regards to the motivational strategies employed by headteachers, the most acknowledged and appreciated strategy was: Relationship with their superiors (RS) with overall average mean value of 4.11 with Standard deviation of (0.74), followed by In -service Training Programmes (ISTP), overall average mean value of 4.10 with Standard deviation of (0.80), then Recognition of job well done (RJWD) with overall average mean value of 3.92 with Standard deviation of (0.83) and Conducive work environment (CWE) with overall average mean value of 3.52 with Standard deviation of (1.125). It then means that respondents viewed relationship with their superiors and in-service training as motivational strategies that influence their job performance in the schools. As a further proof, the findings of hypothesis one revealed that there is a positive relationship between headteachers' motivational strategies such as: (relationship with superiors, in-service training) and teachers' job performance. This proved that relationship with superiors, in-service training are motivational strategies required to actualize increased teacher job performance in the schools.

A critical study on interrelationship with superiors, it is crystal clear from the responses that regular team meetings, trust, teamwork, effective communication, respect for teachers had the highest acceptance among the respondents. It then means that superior- subordinate relationship is vital to organizational success because it enhances job performance. An unfriendly, toxic environment has a negative impact on the job performance of employees. Therefore, superiors who build an enabling environment that supports openness, trust, collaboration will certainly get the best from their subordinates in-terms of their performance at the work place. This is in line with the findings of Rosales (2015) who asserted that Positive interactions in the workplace are marked by trust, mutual regard, and active engagement. Collaborations described in this way can improve employee awareness of others, foster positive emotions such

as empathy and compassion, and increase the likelihood of trusting, respectful engagement between individuals. In contrast, negative valence between two individuals at work is characterized by animosity, exclusion, or avoidance, which can cause stress and job frustration. In line with the findings of Mastroianni and Storberg-Walker (2014), happiness is enhanced through work interactions when those interactions are trusting, collaborative and positive, and when employees feel valued and respected. Interactions lacking these characteristics detract from well-being and negatively impacted personal relations, careers, and dynamism. In the words of Stoewen, (2016), who found that a significant contributor to workplace stress is psychosocial hazards related to the culture within an organization, such as poor interpersonal relations and a lack of policies and practices related to respect for workers.

The analysis further revealed that there was a positive correlation between relationship with superiors at the work place and job performance. This finding was supported by a study conducted by the Society for Human Resource Management's Employee Job Satisfaction and Employee Report (SHRM, 2016), where it was found out that relationship with colleagues was deemed the number one contributor to employee engagement, with 77% of respondents listing workplace connections as a priority. In the same vein, Akintayo et al. (2011), conducted a study on Analysis of group dynamics and interpersonal relations among employees; the case of Nigerian Breweries in Oyo State, the study findings revealed that there was a significant relationship between interpersonal relationship and organizational goal accomplishment. It is therefore crucial that school heads and leaders find ways in which positive workplace relationships can be encouraged. In doing so, organizations

and schools inclusive are better able to adopt a more relationship-centric outlook wherein the fostering of positive employee interactions becomes an objective.

Moreso, In - service training programmes overall average mean value of 4.10 with Standard deviation of (0.80) shows that majority of the respondents responded in the affirmative that the in-service training programme was a motivational strategy and many of the teachers agreed they had experienced in-service training programmes. It then means that in-service training is an essential ingredient for improved teacher performance. The findings also revealed that superiors supported their teachers self and professional development goals, by organizing programmes, workshops, seminars that have bearing on the development of teachers and this reflects positively on the teachers' job performance in the school. As a further proof, the findings of hypothesis one revealed that there is significant relationship between in-service training and teacher job performance. This is in line with the findings of Sim (2011) who stated that the fundamental purpose of in- service teacher training programme is to have a working environment that facilitates effective teaching in a classroom. Junejo, et.al (2017) found that in- service training give teachers the required knowledge, skill and confidence which lead to improved performance. Musset (2010) averred that in-service training is geared towards updating, developing and broadening the knowledge that teachers had acquired during the initial teacher education and provide them with new skills and professional understanding. It improves teacher or employee's effectiveness and job performance. According to Igbo et al. (2012), they found in-service training to be an on-the-job training used by organizations to bring about development and improved competency in the workers. In the words of Iqbal, et al (2014) a major role of Human Resource Management is training and the

individuals who participate in such programmes are highly efficient as compared to others who did not participate in Training and Development.

Teachers are human beings with various needs to be satisfied and failure to have such needs satisfied leads to frustration, non-chalant attitude towards work (Ubom & Joshua 2004). For Ablekuma Central Municipality a mix of both extrinsic and intrinsic motivational strategies will impact on teachers' job performance.

In addition, Bandura (2011) holds that intrinsic motivation from self-evaluation is more effective than the reinforcement given by others. However, there seems to be a misunderstanding among the public that higher salaries and productivity profits are the only ways of improving teacher motivation, though they play an important role in satiating the teachers and eliminating the need for them to work extra hours or adopt second jobs.

What is the level of teachers' job performance in the public basic schools?

This second objective of the study was to examine the level of teacher job performance in Ablekuma Central Municipality. A descriptive statistics was used to address this objective. The study indicated that the state of teacher job performance was encouraging and very good with overall average mean value of 4.38 with Standard deviation of 0.46; teachers were attending school regularly, there was cordial relationship with other colleagues, they were appreciated for job done. They also participate actively during staff meetings and prepared their lesson notes promptly respectively etc. and this could be as a result of the headteachers motivational strategies and other factors. Of course school heads have to work with people and have to know what motivates them, how they think and feel, why they come to work, why they give of their best (or their worst). School heads have to

encourage their teachers, coach them and give them the resources to do their job. This is in line with the findings of Chaudhary and Sharma (2012) corroborated Baibata (2010), when they opined that motivation impacts positively on job performance. However, this study contrasts the findings of (Donkor, 2016) who examined the state of motivation and performance of teachers in La- Nkwantanang Municipality and found that teachers were generally demotivated leading to poor performance of students in B. E. C. E.

The relationship between Headteacher Motivational Strategies and Teacher job performance

The result from the correlation analysis revealed that the that motivational strategies employed by superiors such as (conducive working environment, in-service - training programmes, teacher job recognition and interrelationships at the work place) indicated that there was positive relationship. Although, In service Training Programmes (ISTP) was statistically significant at 0.05 level of significance . The findings of this study is in line with the findings of Mohamad et.al. (2013) who conducted a study on factors of employee motivation and their association with job performance in Malaysian servicing organizations. The study findings revealed that there was a significant relationship between training and job performance. Similarly, this present finding was buttressed by Amadi and Abraham (2021) that in – service training significantly predicted quality job performance in public senior secondary schools in Rivers State , Nigeria . There is no gain saying that in –service training can tremendously improve the knowledge of teachers in areas of teaching methods and experiences. Therefore, in – service training is an investment to increase the quality of teachers and instructional delivery mostly in public basic schools in Ablekuma Central Municipality.

Difference in perception of male and female teachers on Headteacher

Motivational Strategies

In order to address the fourth objective of this study, hypothesis was formulated to find out the differences in perception of male and female teachers on the motivational strategies.

From the result of hypotheses conducted using an independent samples t- test, it revealed that there was no significant difference in the mean score of male and female teachers perception on the headteachers' motivational strategies. The study result supports the findings of Yemisi (2013) who found that there was no significant difference in the motivation of male and female teachers in Ado and Efon Local Government Areas of Ekiti State, Nigeria. This study further shows that everyone needs motivation to perform on the job. Therefore, there is the need for headteachers and Ghana Education service to develop motivational strategies that would suit each and every individual teacher in order to get the very best from them since motivation is aimed at inspiring people to work individually or in groups in the ways such as to produce best results. Again, the achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational outcomes.

4.6 Summary

The study revealed that there was positive relationship between headteachers' motivational strategies such as recognition of job well done, conducive work environment, relationship with superiors at the workplace and in – service training programmes organized by headteachers and teachers' job performance. However, out of the four variables tested, the result of the hypotheses revealed that , there was a

statistically significant relationship between in – service training programmes organized by headteachers and teacher job performance while the independent samples t- test revealed that there was no statistically significant difference in the mean of male and female teachers perception on the headteachers` motivational strategies.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This section is the concluding chapter of the research report. It summarizes the findings presented in the previous chapter (Chapter 4). It also comprises the conclusions of the study and recommendations for best practice based on the findings.

5.1 Summary of the Study

The study examined the relationship between headteachers' motivational strategies and teachers' job performance in public basic schools in Ablekuma Central Municipality. To facilitate the research and investigate the problems identified in the study, four research objectives, four research questions and two hypotheses were formulated. The objectives are listed below:

1. Identify the motivational strategies adopted by headteachers in managing the public basic schools of Ablekuma Central Municipality.
2. Examine the level of teachers' job performance in the public basic schools in Ablekuma Central Municipality.
3. Observe the relationship between headteachers' motivational strategies and teachers' job performance in the public basic schools in Ablekuma Central Municipality.
4. Investigate the difference between the mean of male and female teachers perception on the headteachers' motivational strategies in the public basic schools in Ablekuma Central Municipality.

The research questions are as follows:

1. What are the motivational strategies adopted by head teachers in the public basic schools in Ablekuma Central Municipality.?
2. What is the level of teachers' job performance in the public basic schools Ablekuma Central Municipality.?

Two hypotheses were formulated as seen below:

The following hypotheses were formulated to guide the study:

1. Ho: There is no statistically significant relationship between headteachers' motivational strategies and teachers' job performance in the public basic schools of Ablekuma Central Municipality.
H₁: There is statistically significant relationship between headteachers' motivational strategies and teachers' job performance in the public basic schools of Ablekuma Central Municipality.
.
2. Ho: There is no significant difference between the mean of male and female teachers' perception on headteachers' motivational strategies in the public basic schools of Ablekuma Central Municipality.
H₁: There is significant difference between the male and female teachers' perspective on headteachers' motivational strategies in the public basic schools of Ablekuma Central Municipality.

The study was conducted in Ablekuma Central Municipality in the Greater Accra Region of Ghana. Four research objectives, two research questions and two

hypotheses were formulated to guide the study. The study design used was descriptive – correlational design, while stratified random sampling and simple random sampling technique were used to select the respondents. The data were collected through the use of close – ended questionnaires and the study involved only quantitative method of data analysis. Face validity, content validity and construct validity were carried out to ensure the validity and reliability of the instrument that was used; a pre – test was conducted to ensure the reliability of the instruments, the analysis of the pre- test showed that the instruments had a reliability of 0.7 which showed the instruments were reliable for data collection.

In the study, 212 copies of questionnaires administered to the respondents, all were answered and retrieved, duly completed giving rise to a response rate of 100%. Descriptive and inferential statistics were used to analyze the data and then presented as mean, frequencies and percentages while correlation and independent sample t test were used to analyze the relationship between the variables as well as the difference between variables. The data was analyzed with the aid of the software, Statistical Product and Service Solution (SPSS).

5.2 Summary of Key Findings

The findings of the study are presented under each of the objectives as seen below:

5.2.1 Identify the motivational strategies adopted by headteachers in managing the public basic schools in Ablekuma Central Municipality?

In answer to the first research question, the study found that; recognition of job well done, conducive work environment, relationships with superiors at the work place and in-service training were the headteachers' motivational strategies adopted in public

basic schools in Ablekuma Central Municipality. the most acknowledged was, relationship with the superiors (RS) .

5.2.2. Examine the level of teachers` job performance in the public basic schools in Ablekuma Central Municipality

The study found that job performance of teachers in the public basic schools in Ablekuma Central Municipality was quite high and encouraging. Teachers were attending school regularly, there was cordial relationship with other colleagues, they were appreciated for job done. They also participate actively during staff meetings and prepared their lesson notes promptly etc. and this could be as a result of the headteachers motivational strategies and other factors. Of course school heads have to work with people and have to know what motivates them, how they think and feel, why they come to work, why they give of their best (or their worst). School heads have to encourage their teachers, coach, mentor them and give them the resources to do their job in order to ensure continued and improved job performance.

5.2.3 Observe the relationship between headteachers` motivational strategies and teachers` job performance in the public basic schools in Ablekuma Central Municipality?.

The third objective of the study was to determine the relationship between headteachers` motivational strategies such as (conducive working environment, in – service training programmes, teacher job recognition and relationship with superiors at the work place) and teachers` job performance at public basic schools in Ablekuma Central Municipality. The correlation analysis from the study indicated that three of the independent variables such as Conducive work environment (CWE), Recognition of job well done (RJWD) and Relationship with their superiors (RS) were statistically

insignificant. However, In - service Training Programmes (ISTP) was statistically significant.

5.2.4 Investigate the difference between the mean of male and female teachers perception on headteachers` motivational strategies?

An independent sample t- test was conducted in order to analyze the above objective. The result of the hypothesis showed that there was no significant difference between the mean of male and female teachers perception on the headteachers` motivational strategies.

5.3 Conclusions

Based on the findings, we can safely say that motivation is imperative both to the teacher as an individual and to the school as an organization, in that, motivation helps the teacher achieve both his personal and career goals, job satisfaction, improves level of efficiency of the teacher among others. From the school perspective, the use of motivational strategies would result to increase in productivity, cooperative work environment and stability of workforce as a result of teacher loyalty among others. Motivation being a managerial responsibility can be understood only by the manager/headteacher since he is in close contact with the teachers. The headteachers in the public basic schools of Ablekuma need to stimulate their teachers by finding out what really motivates them, strengthen the weak strategies as well as be innovative in the use of motivational strategies in order to retain and attract younger people to the teaching force.

The level of teachers` job performance was high, encouraging and above average. Even though some of the motivational strategies adopted by the headteachers were weak, yet teachers job performance level was not negatively affected. Headteachers

certainly have a role to play in ensuring smooth operations of the schools whereby teachers and students alike are ready and willing to teach and learn. Headteachers must be seen to be awake to his/her responsibilities by actively and strategically creating a conducive atmosphere that support and encourage teachers ingenuity, involve teachers participation in decision making that will enhance teachers job performance .

The study also revealed that positive relationship exist between headteachers` motivational strategies and job performance. Although, In service – training topped the list in that, there exists a statistically significant relationship with job performance; the other three motivational strategies were positive but not significant. Based on the findings; there is the need for headteachers to encourage continuous in - service training and make it more robust and interesting since it brings about efficiency on the part of the teacher and improved learning outcome of the pupils of public basic schools in Ablekuma Central Municipality.

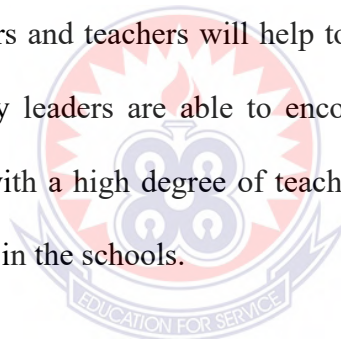
Finally, the study found out that there is no statistically significant difference between the mean of male and female teachers perception on the headteachers` motivational strategies. Though headteachers of public basic schools in Ablekuma Central Municipality are already motivating their teachers, there is still room for improvement such that all teachers will be treated as fairly as possible for the good of all.

5.4 Recommendations

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

Given that motivation is a managerial responsibility, Ghana Education Service (GES) and headteachers should collaborate in the bid to provide appropriate combination of motivational strategies that would consider the preferences of each teacher for optimum job performance. Therefore, for continued improved performance, teachers need to be appropriately and adequately motivated since motivated teachers are more likely to motivate pupils to learn and ensure the implementation of educational reforms.

There should be active collaboration between headteachers and other stakeholders in the education system to contribute their own quota for sustainable high level of job performance in the schools. Therefore an effective partnership between top management, headteachers and teachers will help to sustain the high level of teacher job performance whereby leaders are able to encourage, support and demonstrate high quality leadership with a high degree of teacher participation will inspire high level of job performance in the schools.



Headteachers should make in - service training more interesting, robust and organized on a continuous basis. This must be supported in the form of funding by the Government by establishing the National Teachers' Motivation Fund where funds from the consolidated fund will be used to finance it for improved teacher job performance.

Finally, the study recommends that everyone needs motivation to be able to perform and achieve set goals. There should be a motivation policy that will guide headteachers to motivate the teachers to ensure better teachers' job performance.

5.6 Areas for Further Research

A comparative study with private schools within the Municipality may be carried out to observe the similarities and dissimilarities concerning the relationship between headteachers' motivational strategies and teachers' job performance.

Further research can be done to assess the impact of headteacher motivational strategies on the general performance of basic schools using a bigger sample and covering a wider geographical area.

Empirical research should be conducted to evaluate the true dynamics of recognition and job performance using appropriate methodologies that will appropriately capture the relationship between motivational strategies and job performance.



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APPENDICES

APPENDIX A

Introductory Letter



UEW/EAM/INT/27

6th February, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam,


LETTER OF INTRODUCTION

We write to introduce Ms Lilian Chizomam Nwachie, a student on the M.Phil Educational Administration and Management programme of the Department of Educational Administration and Management.

Ms. Nwachie is currently working on a research project titled "*RELATIONSHIP BETWEEN HEADTEACHERS' MOTIVATIONAL STRATEGIES AND TEACHERS' JOB PERFORMANCE IN ABLEKUMA CENTRAL MUNICIPALITY*"

Please, give her the necessary assistance and co-operation.

Yours sincerely,


Salome O. Essuman (Prof.)
Head of Department

cc:
Dean, School of Graduate Studies

APPENDIX B

Structured Questionnaire for Teachers

Please you are required to fill this questionnaire. Your participation will help elicit information on the relationship between headteachers' motivational strategies and teachers' job performance in Public Primary Schools of Ablekuma Central Municipality. Your response will be treated with utmost confidentiality and anonymity protected.

PART A: SOCIO-DEMOGRAPHIC DATA

1. What is your sex?

a) Male []

b) Female []

2. Please tick your Age Range

a) Below 25 years []

b) 26-30 years []

c) 31 – 35 years []

d) 36-40 years []

e) 40 and above []

3. What is your highest academic qualification?

a) Certificate []

b) Diploma []

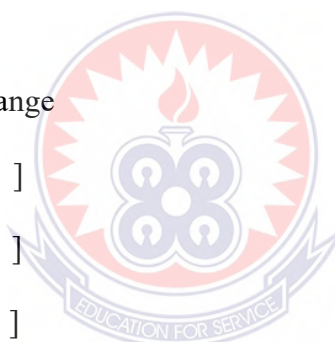
c) Bachelor of Education []

d) Post- Graduate []

e) Any other (specify)

4. Number of years served in the teaching service?

a) 1-5 years []



- b) 6 – 10 years []
- c) 11-15years []
- d) 16-20 years []
- e) 21 and above []

PART B: HEADTEACHERS MOTIVATIONAL STRATEGIES

SECTION A: RELATIONSHIP BETWEEN CONDUCTIVE WORK ENVIRONMENT AND TEACHER JOB PERFORMANCE.

The items in the table elicit data on the relationship between conducive work environment and teacher job performance in Public primary schools in the Ablekuma Central Municipality. Please tick (√) to indicate your level of agreement or disagreement to each of the items.

STRONGLY AGREE = 5

AGREE =4

NOT SURE = 3

DISAGREE = 2

STRONGLY DISAGREE =1

	CONDUCTIVE WORK ENVIRONMENT AND TEACHER JOB PERFORMANCE	SA 5	A 4	NS 3	D 2	SD 1
1	Our offices are well designed to promote effective teaching and learning					
2	Our school has most of the necessary facilities (classrooms, fields, stores e. t. c) to encourage effective teaching and learning					
3	Availability of adequate infrastructure such as furniture has influence on teaching and learning in my school					

4	Availability of adequate teaching aids in this school enhances teaching and learning in my school					
5	Our classroom space and sitting arrangement is adequate and these enhance teaching and learning in my school					
6	The stock of books in our school library is quite adequate to enhance teaching and learning					
7	The level of cleanliness in our school environment is quite satisfactory and this enhances teaching and learning in my school					
8	Poor ventilation of our staff rooms negatively affect teaching and learning in my school					
10	Availability of adequate, proper toilet facilities in our school affect teaching and learning in my school					

SECTION B: RELATIONSHIP BETWEEN RECOGNITION OF JOB WELL DONE AND TEACHERS' JOB PERFORMANCE.

The items in the table elicit data on the relationship between recognition of job well done and teachers' job performance in Public primary schools in the Ablekuma Central Municipality. Please tick (✓) to indicate your level of agreement or disagreement to each of the items.

STRONGLY AGREE = 5

AGREE = 4

NOT SURE = 3

DISAGREE = 2

STRONGLY DISAGREE = 1

	RECOGNITION OF JOB WELL DONE AND TEACHER JOB PERFORMANCE	SA 5	A 4	NS 3	D 2	SD 1
11	I receive words of encouragement from my headteacher even before performing the job					
12	Certificate of recognition from my superiors for job well done boosts my job performance					
13	Public appreciation for exceptional performance, it enhances my job performance					
14	Having a get together with other teachers boost my performance at the work place					
15	I perform better at my job when I get regular feedback from my superiors					
16	I am encouraged when I get recommendation for national awards by my superior					
17	I get positive responses such as `` thank you `` for a job well done from my superior					

18	Timely recognition from my superior increases my job performance					
19	There is respect for teachers individual preferences when giving recognition for a job well done					
20	My superior shows genuine excitement when appreciating my contributions on the job.					



SECTION C: RELATIONSHIP BETWEEN HEADTEACHERS' RELATIONSHIPS WITH SUPERIORS AT THE WORK PLACE AND TEACHERS' JOB PERFORMANCE

The items in the table elicit data on the relationship between headteachers' interrelationships at the work place and teachers' job performance in Public basic schools in the Ablekuma Central Municipality. Please tick (√) to indicate your level of agreement or disagreement to each of the items.

STRONGLY AGREE = 5

AGREE = 4

NOT SURE = 3

DISAGREE = 2

STRONGLY DISAGREE = 1

1	RELATIONSHIPS WITH SUPERIORS AT THE WORK PLACE AND TEACHERS' JOB PERFORMANCE	SA 5	A 4	NS 3	D 2	SD 1
2	I participate in team meetings regularly where I interact freely with the headteacher					
3	My headteacher supports the corporate culture in the school where am able to adjust my work schedules					
4	I do have a regular one -on-one consultations with the headteacher to address issues that I may be experiencing which influences my job performance.					
5	I feel comfortable talking about my successes on the job with my headteacher					
6	I work with my headteacher as a team member to analyse, solve problems of the school					
7	My headteacher communicates effectively with me concerning my job expectations which enhances my job performance					
8	My headteacher accepts my individual difference which influences my job performance at the work place					
9	My headteacher treats me with courtesy at the workplace which leads to improved job performance					
10	I am always eager to assist my headteacher which influences my job performance					
11	My headteacher regularly examines my work processes to try to find areas in which gaps or backlogs frequently happen					

SECTION D: RELATIONSHIP BETWEEN IN – SERVICE - TRAINING PROGRAMMES ORGANISED BY HEADTEACHERS AND TEACHER JOB PERFORMANCE.

The items in the table elicit data on the relationship between in – service – training programmes organized by headteachers and teachers` job performance in Public basic schools in the Ablekuma Central Municipality. Please tick (√) to indicate your level of agreement or disagreement to each of the items.

STRONGLY AGREE = 5 AGREE =4 NOT SURE = 3
 DISAGREE = 2 STRONGLY DISAGREE =1

	IN – SERVICE- TRAINING PROGRAMMES AND TEACHERS JOB PERFORMANCE	SA 5	A 4	NS 3	D 2	SD 1
31	The training programmes are well planned and organized					
32	The content of the courses is relevant to my classroom needs					
33	The training content contains up to date information about my field					
34	The training content is relevant to my professional goals					
35	We are given opportunities to implement what we learnt during the training programme					
36	The training content helps me to relate theory to teaching practice					
37	During training , we are encouraged to discuss and to find solutions to our real life problems					
38	I am encouraged to think critically about my					

	experiences in light of the new knowledge					
39	The training atmosphere is friendly and comfortable to share and discuss my experiences					
40	In – service training is useful for my teaching and professional development					

Thank you for your time.



SECTION D: TEACHERS JOB PERFORMANCE

The items in the table elicit data on teachers' job performance in Public basic schools in the Ablekuma Central Municipality. Please tick (√) to indicate your level of agreement or disagreement to each of the items.

STRONGLY AGREE = 5

AGREE = 4

NOT SURE = 3

DISAGREE = 2

STRONGLY DISAGREE = 1

	TEACHERS JOB PERFORMANCE	SA 5	A 4	NS 3	D 2	SD 1
1	I come to school regularly					
2	I participate actively in the school co-curricular activities					
3	I am appreciated when I perform well					
4	I do not absent myself from school without taking permission from my superior					
5	I am always punctual at school					
6	I participate actively during staff meetings					
7	I prepare my lesson notes promptly					
8	I collaborate with other teachers to solve problems facing the school					
9	I derive joy supervising my students work					
10	I attend to my students needs promptly in a satisfactory manner					