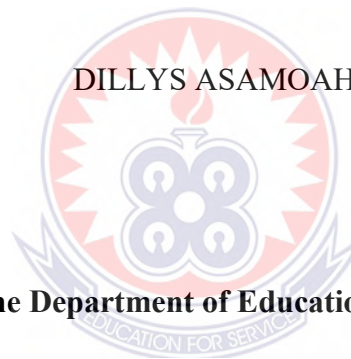UNIVERSITY OF EDUCATION, WINNEBA

ASSESSING TEACHERS" PERCEPTION ON THE ROLE OF EXTRINSIC MOTIVATION ON THEIR PERFORMANCE IN PRIVATE BASIC SCHOOLS: A CASE STUDY OF ADENTAN MUNICIPAL ASSEMBLY IN THE GREATER ACCRA REGION OF GHANA

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A Project report in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Graduate Studies University of Education, Winneba, in partial fulfilment of the requirements for the award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2018

DECLARATION

STUDENT'S DECLARATION

I, DILLYS ASAMOAH, declare that this project report, with the exception of quotations and references contained in published work, which have all been identified and acknowledged, is the result of my own original research and that no part of it has been presented for another degree in any university.

SIGNATURE…………………………..

DATE…………………….......................

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work were supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education.
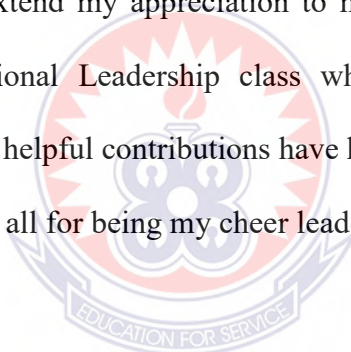
NAME OF SUPERVISOR: PROF. FREDERICK K. SARFO

SIGNATURE…………………………..

DATE……………………....................

ACKNOWLEDGEMENTS

DEDICATION

To my sons, Gavriel Elorm Asamoah and Brian Mawuli Asamoah.

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ABSTRACT

The purpose of this study was to assess teachers" perception on the role of extrinsic motivation on their performance in private basic schools in the Adentan Municipal Assembly in the Greater Accra Region of Ghana. The study was guided by three (3) objectives which were to identify the administrative factors that motivate teacher"s performance in the Adentan Municipal Assembly, to identify students" factors that motivate teacher"s performance in the Adentan Municipal Assembly and to find out the community factors that motivate teacher"s performance in the Adentan Municipal Assembly. The study was descriptive survey which made use of sixty (60) respondents from six (6) schools in the Adentan Municipal Assembly and the researcher collected data using a questionnaire that was self-generated from literature in the area of teacher motivation. The researcher analysed the data by using descriptive statistics such as percentages and frequencies from the SPSS. The results of the study showed that administrative factors, student factors and community factors have a positive effect on the extrinsic motivation of teachers on the area of study. Thus, whiles administrative factors and student factors are quite controllable in nature due to the fact that they are manageable, the community factors may be concluded to be quite complicated and hard to handle. It was thus recommended that, school authorities use the findings of the study to draft training manuals on how to handle the relationship between the three factors as well as design educational programs for school authorities.

CHAPTER ONE

INTRODUCTION

This chapter contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and finally the organisation of the study.

1.1 Background to the Study

Motivation in education has become a very important subject particularly the motivation of teachers. Teacher motivation has become an important issue given their responsibility to impart knowledge and skills to learners. According to Mertler (1992), the satisfaction of teachers pushes them to be more productive in the delivery of their services which in turn influences student‟s achievement. However, motivation is a physiological process thus the measurement of such determinants and its consequences may be complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment.

One of the things that teacher motivation is dependent on is the effectiveness of management, particularly at the school level. There is the likelihood of the loss of a teacher sense of professional responsibility and commitment if systems and structures set up to manage and support teachers are dysfunctional. Teachers‟ management is most crucial at the school level, where the importance of teachers‟ work and their competence in performing it are crucially influenced by the quality of both internal and external

supervision. Literature from Ushioda (2011) specify two major dimensions of teacher motivation. They pointed out that, in the motivation of teachers, there should be two items such as „motivation to teach‟ and „motivation to remain in the job‟. Based on this idea, Han and Yin (2016) specify four components of teacher motivation: intrinsic motivation; external factors (sociopolitical and cultural factors) influencing motivation; long-term commitment in teaching; and factors that demotivate teachers. An activity of an individual which comes from the person desire, wish, personal interest and performance is considered as an intrinsic motivation (Deci & Ryan, 2008). Extrinsic motivation allows a person to work in return for rewards or to avoid punishment (Cho & Chen, 2013). The Intrinsic motivation is posited to have more effect on individual performance compared to extrinsic motivation. This study however concentrates on extrinsic motivation thus extrinsic motivation is also important to enhance the interest of teachers in an activity in order to develop the teacher. Tangible rewards and other forms of incentives motivate an individual extrinsically (Jane, Reeve & Deci, 2012).

In recent times, it seems that almost all national education strategies and reforms now focus on improving teacher competence and the working environment, and the promotion of greater school autonomy, all of which can improve teacher motivation and the educational system of Ghana is no different. Other educational reforms in the world or specifically in Africa also seek to change fundamentally teaching practices and increase the workload of teachers while, at the same time, ignoring or giving insufficient attention to very low pay and other conditions of service. In Ghana, the challenge of reforming public education systems is so large that increasing attention has been given to supporting parallel education provision to avoid tackling staffing issues in government schools. Teachers in many countries in Sub-Saharan Africa are being asked to change radically teaching practices at a time when the majority of them are increasingly de-

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motivated. Top-down policy formulation and implementation with limited participation by teachers exacerbates the already very limited degree of self-determination that can be exercised by teachers and the end result is that many teachers feel that they are being coerced. Not surprisingly, therefore, teachers resist (both actively and passively) these reform efforts.

Basic education in Ghana is at such a critical stage: a potential crisis in the teaching profession threatens the ability of the Ministry of Education and Vocational Training to reach its targets to expand and improve education. The teaching force, specifically public Primary schools, is demoralized and fractured. Teachers, especially in public primary schools, are frequently paid little and late, their educational and training needs are neglected, and they are mired in bureaucracies that support neither their effective performance nor their career progression in their jobs (Bennell & Akyeampong, 2007). Teachers, previously benefitting from considerable public respect and reasonable financial reward, feel that their status is in decline. As a result, the teaching profession in Ghana is characterized by high attrition rates, constant turnover, lack of confidence and varying levels of professional commitment.

1.2 Statement of the Problem

Apart from motivation being a major determinant of performance and productivity in many professions, teacher motivation is a major determinant of job performance in basic schools. The Ghanaian educational system has shown in recent years that there is a huge need for motivation on the side of teachers. Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today,,s technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a

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school in facing the various challenges and problems posed to it. Factors such as work environment and the other categories of rewards for teachers promote the lack of motivation that may be seen in many educational institutions.

According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, lateness, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues cannot be left unmentioned. This shows the importance of motivation especially in the teaching service and looking at the importance of the basic educational system and its stakeholders to any economy and country, it is not out of place to say that studies on the motivation of teachers especially in the basic level of education cannot be looked down upon (Andersen, Heinesen & Pedersen, 2014).

There have been quite a number of studies on motivation in general (Houston, 2006; Wright, Christensen & Isett, 2013; Uzonna, 2013) and in recent years there have also been studies on the subject of teacher motivation (Davis & Wilson, 2000; Thoonen, Sleegers, Oort, Peetsma & Geijsel, 2011). There have however been a limited number of studies that divide motivation into intrinsic and extrinsic parts and concentrate on the extrinsic aspect of motivation (Ryan & Deci, 2000). In a Sub Saharan African context, the importance of extrinsic motivation cannot be understated. Many conditions of work especially in the basic school level makes it very hard for teachers to stay motivated and also in the job. Particularly in the Ghanaian context many areas in the country have very deprived schools thus teachers in that area may be very difficult to capture with intrinsic motivation thus the importance of the study of extrinsic motivation with respects to

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teachers. Performance of a given school depends more on the teacher,,s effort and if that teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers. Thus, this study is aimed at assessing the role of extrinsic motivation on teacher"s performance in private basic schools.

1.3 Purpose of the Study

The purpose of the study was to assess the role of extrinsic motivation on teacher"s performance in private basic schools citing the Adentan Municipal Assembly the Greater Accra Region of Ghana as a case study.

1.4 Objectives of the Study

The study was guided by the following objectives

1. To identify the administrative factors that motivate teacher"s performance in the Adentan Municipal Assembly.

2. To identify students" factors that motivate teacher"s performance in the Adentan Municipal Assembly.

3. To find out the community factors that motivate teacher"s performance in the Adentan Municipal Assembly.

1.5 Research Questions

The researcher sough to answer the following questions at the end of the study

1. What are the administrative factors that motivate teacher"s performance in the Adentan Municipal Assembly?

2. What are the students" factors that motivate teacher"s performance in the Adentan Municipal Assembly?

3. What are the community factors that motivate teacher"s performance in the Adentan Municipal Assembly?

1.6 Significance of the Study

The researcher contends that the findings of this study will help make concrete recommendations to the Educational Service of Ghana to reduce staff turnover and improve teacher motivation. It is hoped that this study will also benefits other public institutions in Ghana and make recommendations for improving organizational performance. To the management of the various private educational institutions, the findings will fundamentally assist in answering questions on why employees may be low in motivation and also to formulate strategies and policies to enhance teacher retention and teacher performance.

For future research, the document will serve as secondary data for future research on the topic of motivation of teachers. Thus, researchers looking to study in the field of teacher motivation and performance in order to build up on it. The findings and results of the research will also provide an in-depth understanding of the various factors influencing the extrinsic motivation of teachers. This can in turn help shape the future policy formulation of the educational service in terms of their staff, thus facilitating the objectives of the Ghanaian Government in enhancing the reliability and efficiency of the educational service.

1.7 Scope of the Study

This study focused on the extrinsic motivation of basic school teachers in the private sector so that it would add more to the needed literature in that area. Specifically,

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the study was concentrated in the Adentan Municipal Assembly in the Greater Accra Region of Ghana due to its proximity to the researcher. Teaching Staff of selected private schools in the Adentan Municipal Assembly were included in this study. The findings of this study are useful in addressing the role of extrinsic motivation on teachers perform.

1.8 Limitations of the Study

Practical steps were taken to make the study void of any limitations and shortfalls however, the study had a few limitations that could not be avoided. First of all, the study was limited in terms of its methodology. The study was a cross sectional survey and this limits the study in terms of its applicability. A disadvantage of cross-sectional surveys is that; data is collected at a particular time whiles a longitudinal study is spread across a period of about three to five years of tracking factors that affect extrinsic teachers" motivation in the research context. This limitation can however provide the opportunity for subsequent researchers to use other methods to study determinants of staff turnover so as to present results from different methods.

In this study the researcher limited the study of the factors affecting teacher extrinsic motivation to administrative, student and community factors. Unfortunately, these factors were not exhaustive, thus more research may be needed to explore other factors in other contexts of the study. Again, some of the respondents were hesitant to give the needed information sought from them for the success of the study.

1.9 Organisation of the Study

The study was in five chapters. Chapter one introduced the study and contained the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and the limitations of the study.

Chapter two also reviewed literature related to factors affecting the extrinsic motivation of teachers. The chapter further reviewed empirical literatures establishing effects of the administrative, student and community factors affecting teacher motivation. Chapter three of the study further stipulated the methodology employed in the study. The areas captured by the chapter included the research design, the research population, sample and sampling method, data collection instruments, method of data analysis, validity and reliability and ethical consideration. Chapter four presented the data analyses and discussed the result. Finally, chapter five of the study entailed summary of the study findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents the review of related literature of the study, it concentrates on the concept of motivation, types of motivation, the concept of performance, administrative, student and community factors that affects motivation, theories of motivation and conceptual framework of the study.

2.1 The Concept of Motivation

The study of motivation is concerned with why people behave and think the way they do. Motivation is a highly complex concept that influences and is influenced by a large number of factors in the organizational environment (Porter and steers, 1991). The term motivation was taken from the Latin word "movere" which means "to move" (Kreitner & Kinickki, 2008). It means encouragement or stimulus. Motivation is defined as a driving force which set individuals into motion (Mescon, 1999). Mescon further explained that, motivation refers to any efforts to set an individual or a group of people into action for a definite purpose. Mathias and Jackson (2002) look at motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals.

Pinder (1998) describes motivation as a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity, and duration (Lundberg, Gudmundson & Andersson (2009). Motivation has two important characteristics as a form of energy which directs and determines human behaviors. Firstly, motivation is a form of energy that directs people to behave in a certain way. Secondly, motivation is effective in inclining towards aims. The common point in these definitions is that the motivation

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affects individual behavior and it encourages individuals to take action to a certain end. Rutherford (1990) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade motivation of their employees (Kalimullah et al 2010) Getting employee to do their best work even in strenuous circumstances is one of the employees most stable and greasy challenge and this can be made possible through motivating them. Motivation is concerned with why people do what they do (Nnabuife, 2009). It answers such questions as why do managers or workers go to work and do a good job. This tries to explain what motivates people to act the way they do, with primary focus on the work place. It is the primary task of the manager to create and maintain an environment in which employees can work efficiently and realize the objectives of the organization.

Mee-Edoyie and Andawei (2002) viewed motivation as a human engendering approach being triggered by the individual needs. In accordance with the definitions mentioned, Akgemici et al (2001) concluded that motivation is comprised of the following: Needs and expectations, Behaviors, Aims and Feedback. For an organization, motivation is a process of triggering individuals by creating an environment to meet their needs, influencing and encouraging them. Everyone has certain needs which are neglected. Stimulating these needs results in motivation. Motivation is a driving force for action. After being motivated, the individual takes action. As a result of this action the need is met. Motivation process starts after defining the needs of an individual. These needs can be psychological or social needs which are neglected at any one time.

2.2 Types of Motivation

Motivation is in two parts, intrinsic motivation and extrinsic motivation (Ryan et.al, 2009).

2.2.1 Extrinsic Motivation

Extrinsic motivation is usually defined as our tendency to engage in activities in order to gain some type of known, external reward. It is important to note that these rewards can be either tangible or psychological in nature (Ryan et.al, 2009). Money and trophies are two common types of tangible rewards. People engage in activities that they might normally not find terribly enjoyable or rewarding in order to earn a wage. Athletes often engage in strenuous and difficult training sessions in order to be able to compete in sporting events in order to win trophies and awards.

Psychological forms of extrinsic motivation can include praise and public acclaim. A child might clean her room in order to receive positive praise from her parents. An actor might perform in a role in order to obtain attention and acclaim from his audience. In both of these examples, while the reward is not physical or tangible, it is a type of motivating reward that is external to the actual process of participating in the event. Barber (2006) finds that the intrinsic nature of work such as achievement, recognition, interesting work, advancement and decision making power are strong predictors of job satisfaction.

According to Brian, 2014), extrinsic motivation relates to things that need to be done to or for people/employees to do what is expected of them. This also relates to tangible results such as salary, fringe benefits, security, promotion, contract of service, the work environment and conditions of service. This type of motivation is often determined by higher level management and may largely be outside the scope of immediate supervisors or managers. Extrinsic motivation is said to be less effective

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because it comes from outside the person and therefore external reinforces are usually used in the form control, even though this type of motivation does not really motivate, a person can become demotivated if they are not there (Mullins, 2005).

2.2.2 Intrinsic Motivation

This type of motivation is related to psychological rewards such as the opportunity to use one"s ability. Mullins (2005) stated that, psychological rewards are those that can usually be determined by the actions and behavior of the individual managers. This type of motivation has the components of self-challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Intrinsic motivators are more concerned with the quality of work life, and are more likely to have long-term effect. Intrinsic motivational rewards are associated with high academic and occupational achievements. Motivation is therefore strongest when we do it for the fun of it or for the feeling of accomplishment. It can be likened to hobby, or a career path, or a purpose in life (Mullins, 2005).

Gupta (2011) specified that this type of motivation first, comprises the basic wages and conditions that are offered to staff related to their role description and work classification. Second, there are additional payments or bonuses that are linked to the achievement of performance outcomes, with access to the payment either specified in advance or retrospectively assessed as part of a staff review or supervision process. Third, there may be additional financial incentives that are not directly related to the performance of the person"s duties, such as access to financial services or credit unions. Literature on the application of incentive schemes acknowledges that financial incentives alone are not sufficient to retain and motivate employees; research has confirmed that non-financial incentives play an equally crucial role (Ryan et. al, 2009). Non-financial

rewards are particularly vital for organizations where limited funding constrains their capacity to provide financial rewards. Nevertheless, non-financial approaches require a significant investment of time and energy, as well as commitment across the whole organization.

2.3 Extrinsic Motivation and Performance

Brown (2007) has found in his study in Botswana that, extrinsic motivation refers to the tendency to perform activities for known external rewards whether they be tangible (e.g., money) or psychological (e.g., praise) in nature. According to Karageorghis and Terry (1999) motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves anticipation for some kind of rewards that is external to the process of participation.

Wayne (1998) asserts that a reward in a form of pay has a strong impact on the employee"s performance. Similarly, Armstrong (1996) emphasizes the value of extrinsic motivation when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious extrinsic reward. Kisees (1998) in her study about job satisfaction of workers recommended that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. Dolton and Marcenaro-Gutierrez (2011) found that comparative salaries and benefits for teachers are very important in attracting and retaining high-quality teachers.

Extrinsic motivation is significantly important under several circumstances like routine and non-challenging task. Motivation here is formulated by observing how different rewards cause a shift in behavior leading to satisfaction of predefined goals

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(London, 2009). An extrinsic motivator that helps develop confidence in the company is the provision of quality and up-to-date work tools for the staff, whether it is the latest in customer management software or the newest forklift technology for the warehouse, providing quality work tools acts as a strong external motivator (London, 2009). Other extrinsic job factors which affect job satisfaction are the worker's relationship with co-workers and their salaries.

Osei-Mensah (2005) has viewed that the principle of remunerations for services rendered is somewhat elusive and that the salary and wage policy in any organization should aim at fair treatment of all employees. Employers should therefore ensure equitable salary system based on comparativeness, performance incentives and position evaluation. If employees perceive inequality in their treatment in relation to others, the quality of performance will naturally diminish because absenteeism and resignations will be a common phenomenon (Osei-Mensah, 2005).

Adelabu (2005) found that in Nigeria teacher motivation is very poor and teachers are also dissatisfied with their work environment and salary conditions. The reason for poor motivation of teachers is that they are having low salaries as compared to their counterpart professionals, poor work environment, no decision-making authority, and also not given opportunity to develop their career. It is necessary to motivate staff members, especially teachers since they are responsible for undertaking the reforms in the classroom.

2.4 The Concept of Performance (Productivity)

The term productivity generally can be said as the relation between output and input (Tangen, 2002). This concept has been in operation for well over two centuries and has been applied in many different ways on various levels of aggregation in the economic system. However, Singh et al (2000) argued that productivity has been perhaps

the most important basic variable governing economic production activities. The concept at the same time is also argued that, productivity is the most vital factor affecting a manufacturing company"s competitiveness and is often relegated to second rank, and neglected or ignored by those who influence the production process (Kinnander & Grondahl, 1999). Koss and Lewis cited by Tangen (2002) made mention that managers of organizations who everyday make decisions about improving efficiency do not actually know how to answer a simple specific question: "What really means productivity?" Due to these assertions, Tangen (2002) described the concept as "ambiguous". Despite the concept"s ambiguity, it can generally be defined as the relation between produced goods to consumed resources. In view of this, the concept of productivity can be said as being closely connected to the use of availability of resources.

Most often, people do confuse the words production and productivity and use them interchangeably. This was identified by Tangen (2002) as the common mistake managers of organizations do in measuring the true relationship between output and input. Due to the confusion, people somehow tend to believe that, increased production means increased productivity which is not necessarily true. However, one should understand that, productivity is a relative term and cannot be said to either increase or decrease unless a comparison is made either of variations from competitors or other standards at a certain point in time or of changes over time.

2.5 Administrative Factors That Motivate Performance

According to Brian, (2014), there are four factors that exist in every organization that determine the levels of motivation of the staff, whether positive or negative. These factors are leadership style, the reward system, the organizational climate and the structure of the work.

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2.5.1 Leadership style

This is a key factor in determining how people feel about an organization and how motivated they are. Very often, just changing the leader changes the psychological climate of an organization, and in turn, the whole performance of employees in the organization. The appropriateness of leadership style largely depends on the goals and objectives of an organization, the people within the organization and the external environment in which the organization is sited Brian, (2014). In a fire department, the appropriate style of leadership would be more directed and dictatorial, with the person in charge telling people what to do quickly with little concern for personal sensitiveness. This style can also be found among entrepreneurial organizations, many of which are struggling for their survival. Another leadership style is using different strokes for different folks. This is where one person may be in charge of a department but functions at the same level and with the same knowledge and skill as his co-workers. In this type of leadership style, people are respected for their knowledge, skill, and ability to do the job.

In addition to the above mentioned leadership styles, telling, selling, persuading, and participating are some leadership styles that have been identified by Brain (2014). Each of these styles is appropriate in motivating employees depending on whether one‟s subjects are experienced or not, and whether there is ample time or urgency in completing tasks. Sometimes, it is prudent to use different leadership styles for different people under different circumstances. School management and the leadership style adopted by school managers have a far-reaching impact on the motivation of the teacher. Progressive and democratic leader of a school could carry his colleagues along with him/her to achieve a lot for all the stakeholders of the school. Teachers under such a leader would be free to express themselves without being felt intimidated. Typically,

managers who treat employees in a friendly manner are apt to get more of a positive response. Conversely, an autocratic school manager does not build a good school climate, but do not get his/her subordinates to rally behind them, thereby causing a lot of stress among his/her colleagues (Mullins, 1996).

Effective school leadership by a principal has a great deal of influence on staff attitude. Attitudes are significant factors in predicting human behavior, therefore teachers need to be respected and feel valued as professionals (Whitaker, 2000). If teachers feel a sense of respect, the level of commitment to their students and school increases. The relationship between teacher motivation and principal behavior may also impact actions of the teacher. Leadership plays an important role in creating an empowering environment, one that is positive and motivating, one that promotes self-determination and self-efficacy (Davis & Wilson, 2000). The researchers found the more principals participate in empowering behaviors, the greater the impact teachers feel they are able to make by fulfilling work-related tasks. According to Macfie (2002), it is important for management‟s effort to create a working environment where everyone is highly motivated and feels treasured.

2.5.2 Salary

Whether in the form of wages, piecework, incentive, pay bonuses, stock options, or any other things that may be given to employees for performance. Money is a crucial factor. Money is more than monetary value; it can also mean status or power. Economists and most managers tend to place money high on the side of motivators whereas behavioral scientists tend to place it low. Probably neither view is right (Mullins, 1996). However, if money is to be a motivator, then managers must remember certain things. Money is likely to be more important to people who are raising a family

that to people who have "arrived" in the sense that their monetary needs are not so urgent. Money is urgent means of achieving a minimum standard of living though this has a way of getting higher as people become more affluent. It is probably quite true that in most enterprises, money is used as a means of keeping an organization adequately staffed and not primarily as a motivator. Money as a motivator tends to be dulled somewhat by the practice of making sure that salaries of various managers in a company are reasonably similar. Organizations often take great care to ensure that people on comparable level are given the same or nearly the same compensation. This is understandable since people usually evaluate their compensation in light of what their equals are receiving. If money is to be an effective motivator, people in various positions even though at a similar level, must be given salaries and bonuses that reflect their individual performance (Mullins, 1996). Even if a company is committed to the practice of comparable wages and salaries, a well manages firm need not to be bound to the same practice with respect to bonuses. The way to ensure that money has meaning as a reward for accomplishment and as a means of giving people pleasure from accomplishment is to base compensation as much as possible on performance. Money can motivate only when the prospective payment is large relative to a person's income.

Akintoye (2000) made the assertion that money remains the most significant motivational strategy. Sarr and Hydara (2005) in agreement to this indicated that teachers may be compensated through food, training, or special assistance such as shelter, transport but if they are not paid well they will not teach regularly. In supporting the above assertion, Armstrong (2010) indicated that extrinsic motivators in the form of money can have an immediate and powerful effect on performance.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers" incentives to provide quality

teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched due poor income.

A number of teachers felt that they were not paid according to their abilities in the context of Rawalpindi city of India (Muhammad Tayyab Alam & Sabeen Farid, 2011). Teachers tend to seek extrinsic needs and the psychological aspects of motivation can be a powerful source of motivation in the context of Japan (Tsutsumi, 2014). Until recently, education decision makers and international development partners have skimmed over or not treated in a holistic way, the issues that trigger low teacher morale and declining motivation (UNESCO, 2017).

Maliki-Lee (2000) pointed out that recently governments in Africa has shown some commitment by increasing the minimum (living) wage, which has helped to some extent to boost teachers‟ morale and motivation. But we must admit that for government to have full impact on educational/teaching development further enhancement has to be looked into as well. Aacha (2010) reported that the effects of monetary and non-monetary rewards on motivation of teachers are enormous with professional allowances having great significance in motivating teachers to do their work effectively.

2.5.3 Relationship with subordinates

Inadequate and ineffective supervision is also major factor. School leaders and management have not helped teachers to be positive about their schools and work. Where leadership is positive, teachers have higher morale (Kadzamira et al 2001). According to Clements-Croome (2000), situations in which people work affects both job

performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees" quality of life, the argument being made that measurable productivity increases will result.

2.5.4 Promotion

Kadzamira and Chibwana (2000) postulated that promotion criteria of teachers in Africa are de-motivating as they are not based on performance, years of service, or recognition of professional qualifications. As such, they are not transparent. A lot of teacher associations are aware of the limitations of the current system and has proposed that inspection reports and performance appraisal system by head teachers and inspectors should be introduced when assessing teaching for promotions (Teaching Service Commission 2005). Stakeholders generally agree that a major problem is that teachers are part of the general civil service so the government does not treat them differently. If teachers had their own salary structures, employment conditions would improve and teachers could have better defined career paths. This is especially needed for Primary school teachers.

2.5.5 Teaching and learning resources

Kadzamira (2006) in his study on factors that motives teachers revealed most teachers noted an improved situation regarding teaching and learning materials and this assisted and encouraged them in their work in the classroom. New textbooks and teachers" guides had been supplied to all the schools visited, as had supplies of materials

(although there was slight regional variation in exact supplies) that increased teachers" ability to produce teaching aids and other materials. As a result of these improvements, the issue of Teaching and Learning Materials (TLMs) did not feature as highly in focus group discussions as other issues. However, when teachers were asked which three things would help them to be a better teacher, TLMs were regularly listed. The areas teachers found to be lacking were particularly for practical subjects, the sciences, arts and crafts, and Koranic teachers noted a lack of materials for them to work with (Teaching Service Commission 2005).

2.5.6 Professional status

The perception of most of the stakeholders is that the teaching profession no longer commands high status and teachers are undervalued by society (Moleni & Ndalama, 2004). Low wages and poor working conditions have contributed to the eroding status of the teaching profession. In the past teaching was a much sought after profession, but teaching is now widely regarded as „employment of the last resort". The lack of vocation among the majority of teachers is quite evident. As a result, teachers leave the profession whenever opportunities for more prestigious and better paying jobs arise. This is true especially of graduate Primary school teachers who have wider opportunities for other forms of employment than primary school teachers. Tudor-Craig (2002) mentioned that the low status of the profession has also meant that it is unable to attract better, qualified students to join teaching profession.

2.5.7 Appreciation of work

Every organization is characterized by a particular type of reward structure, often different from person to person and from department to department. Brain (2014) stated in his book, The Greatest Management Principle in the World, that what gets rewarded

gets done". If an organization wants more from her employees, then it is prudent to simply increase the rewards, or increase acknowledgement for a good behavior or attitude. For it is believed that, people respond to incentives. It is quite common for organizations to identify their most profitable products and services, and then increase the percentage of commission or wages that their subjects will receive for selling specific products and services or undertaking specific tasks, while maintaining lower commissions or wages for less profitable items and services.

For an individual receive payment or other rewards for a performance it can motivate them to do the task in exchange for the reward (MacLeod & Malcomson, 1998). These rewards can be used to control an individual"s behavior or strengthen an existing behavior, so the instance that individual is given the reward, one can try to motivate the individual to do something he otherwise would not do (Sansone & Harackiewicz, 2000).
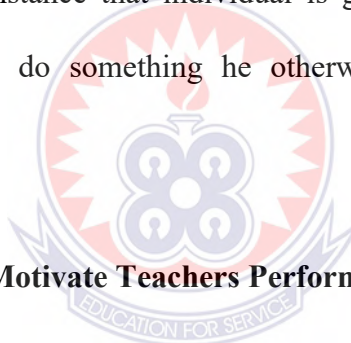
2.6 Student Factors That Motivate Teachers Performance

School climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy and happy place with supportive resources and facilities for teaching for optimal learning he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. Healthy school environment tends to be related to high teacher morale.

Teachers who are motivated are generally more productive and can influence students" achievement. On the other hand, low levels of satisfaction have been associated with decreased teacher productivity and attrition. Teachers who are not motivated impact negatively on student learning (Otube, 2004). Low teacher morale has been identified as the possible reason for student achievement Researchers have used

different terms such as student involvement, active participation, and student engagement in the past to describe the same construct. Finn (1989) defined student engagement as meeting the minimal conditions in the classroom that is needed for learning to occur.

Student behaviour was a challenge for some teachers, who found it could become demoralising. Teachers in some schools found that new knowledge of the concepts of child rights had led to a wider incidence of unruly behaviour among children. Teachers found discipline a problem. Among those who discussed issues of discipline, there was recognition that corporal punishment was no longer to be used, but without it, teachers did not know how to keep discipline within their classes. This point related back to the issue of training and the skills needed to ensure appropriate classroom management. In fact, when some teachers were discussing the issue of training, one of the benefits highlighted was improved skills for classroom management. Even students recognised that behavioural issues made teaching a difficult profession.

Although researchers agree that student engagement is multidimensional, there have been different approaches to describing it. Different dimensions researchers have included to describe student engagement are behavior, emotion, cognition, and psychological. Despite the differences, there is agreement that student engagement includes participatory behavior and an emotional component (Reschly & Christenson, 2012) most researchers include cognition to make the construct of student engagement three-dimensional. Behavioral engagement includes positive conduct such as following classroom rules, involvement in learning in academic tasks, and being part of school related activities like sports or leadership.

Emotional engagement is the students" affective reactions, such as interest or boredom, to activities or people in the classroom. Cognitive engagement includes

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students" psychological investment in learning such as their strategies and efforts to learn (Fredricks et al., 2004). The researcher focused on the behavioral and cognitive engagements because these two include aspects similar to how I defined active participation; being engaged in learning with academic tasks. Emotional engagement is not included because it is not an action component (Skinner & Pitzer, 2012). The observable actions and behaviors of students" that is the actual interaction with tasks and activities in the classroom is the students" behavioral engagement (Skinner & Pitzer, 2012). Student engagement with academic work will have visible indicators and factors that facilitate student engagement. There are two factors that are facilitators of student engagement; personal and social factors (Skinner & Pitzer, 2012).

The visible indicators of student engagement are the actions a student takes and is what comprises behavioral engagement. Measuring student engagement in the classroom through observation methods, McKinney, Mason, Perkerson, and Clifford (2005) depicted 12 categories of behavior that describe how students could participate. These include behaviors such as "attending" and "task oriented interaction" which are desired types of participation as well as "distractibility" and "non-constructive activity" which are non-desired types of participation. Other studies used similar categories of behavioral engagement. Greenwood, Horton, and Utley (2002) put these observable behaviors into three classes based on their correlation to student achievement on standardized tests. Behaviors with a positive correlation (e.g., writing, talking academic) were termed academic responses, behaviors with a neutral correlation (e.g., raising hand, manipulating materials) were termed task management responses, and behaviors with a negative correlation (e.g., disruption, noncompliance) were termed competing responses (Greenwood et al., 2002). These studies and others identified a distinction between desirable behaviors that lead to learning and undesirable behaviors.

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The next consideration in a teacher‟s morale and motivation is heavy workload, which in conjunction with inadequate time to complete it creates the characteristic pressure situation of attempting to do more work in less time. Teachers concluding that there is a lack of recognition, appreciation and understanding by the government of their increased effort compounds this situation and their feelings of frustration are heightened (Robbins (2003). Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one‟s workspace is important primarily because it significantly influences social interaction. An employee „s work location therefore is likely to influence the information to which one is privy and one‟s inclusion or exclusion from organization‟s events.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers‟ workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners.

Research has established a relationship between teacher satisfaction and student achievement (Adams & Bailey, 1989; Goodman, 1980). The morale of teachers depends in part on whether their students were relatively high Scholastic achievers. Similarly,

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student achievement tended to increase as a function of high teacher morale (Leslie, 1989). Teacher morale or satisfaction may be one of the most important factors affecting student achievement, one reason that could drive them from teaching. Tyler (2008), hypothesized teachers think students who are regular to school with high attendance and achievement motivates them since such students succeeded not because they were given "tokens" for achieving well but because they felt a personal connection to their school and felt that they were an important part of the daily "life" of the school.

2.7 Community Factors That Motivate Teachers Performance

2.7.1 Environment

According to Cole (1997), work environment is a major contributor to the performance of employees. An enabling environment has to be created for a worker to discharge his or her duties well. Deprival of environmentally friendly factors leads to serious dissatisfaction. Much of what influences an employee"s working environment includes among others shelter, commuting, office environment and employee-employer relationship. It makes sense that people that are happy with their working environment/conditions will work far more effectively and happily than those who are uncomfortable. It, therefore, makes sense to consider certain aspects of employee workspace quite carefully. The work environment has a significant impact upon employee performance and productivity. By work environment it means those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions (Sarr & Hydara, 2005).

Additionally, Sarr and Hydara (2005) postulated that the circumstances in which teachers find themselves are crucial to their performance. As teachers" postings often involve their relocation to a new area, the personal situation of teachers and the living conditions they are moved to has an important impact on how teachers perceive their posting, their willingness to stay in the profession and their levels of motivation. This is particularly the case for those posted to remote rural locations, which are, perhaps, very different from the conditions they are accustomed to. Teachers in rural areas are provided with a housing allowance to assist them with renting property in the local community. Stakeholders of education should currently recognize the importance of accommodation issues for teachers and commit some funds for that purpose (Pro-Poor Advocacy Group, 2004). Sarr and Hydara (2005) directed that communities should do well to build staff quarters, which they believe would significantly affects how teachers feel within their profession.

2.7.2 Living conditions

Marphatia and Archer (2005) showed that the living condition of some teachers is so poor that some of them share room with two or more teachers in one room. Overcrowding and poor conditions of accommodation are the most common problem for teachers in relation to their living conditions. When posted to a new community, teachers commonly had to find their own accommodation. Positive examples are when other teachers are members of the local community and are able to facilitate the process of arranging accommodation to rent.

A study by the Pro-Poor Advocacy Group (2004) on the living condition of teachers in Africa revealed that very few schools visited had staff quarters; those that did often only accommodated the head teacher; others were of very poor condition with teachers complaining that during rainy season their conditions became even more

difficult. At one school, teachers spoke of moving into a disused classroom during the rains. Additionally, others also spoke of their roof falling in and lack of toilet facilities at their accommodation. Only a few of the schools visited had staff quarters that the teachers found comfortable and a good housing facility. The issues ranged from lateness, impacting on school contact hours and lack of a suitable environment for planning and lesson preparation, to the more fundamental comment: If teachers do not sleep well then when they go to the classroom you do not perform well. Another teacher as noted earlier, issues such as accommodation can have a more profound effect on teachers" motivation (Pro-Poor Advocacy Group, 2004).

2.7.3 Community relations

It is well accepted that community relations are an important element of school development. Some countries in Africa are ethnically diverse countries with various major ethnic groups living together. Distribution of ethnic groups varies across the country, and in rural areas, inward-looking communities may exist. Views of „Western" or „conventional" education vary, particularly within rural communities, some of which can be hostile to the ideas brought in by teachers which the community sometimes regards them as strangers, such as the teachers, to the community (Voluntary Service Overseas (VSO, 2005).

According to (VSO, 2002), society looks down on teachers because they are considered to be paupers, since issues of poor facilities, accommodation, pay levels and time of payment, low levels of training and lack of materials send messages to outsiders that teachers are not being fully valued within the profession, and this has a knock-on effect of how valued they are likely to be within society. Recently, income impacts on the way people are seen in society and where they fit into it. Issues of status were of

greater concern to teachers in the urban and rural town areas. In the past, people saw teachers as good people in society but now they are viewed as poor, having nothing.

Nowadays, people only give regard to people with money. Although some teachers thought financial issues were the key to status within society, others felt it was based on other issues and incentives they were faced with. Even though teachers enter the profession on the same or a better salary scale than other civil servants, they are still not viewed in the same light (Lerner & Tirole, 2002). For example, teachers compared their situation to that of nurses: newly qualified nurses enter the profession on a high salary grade, following their training at Colleges; this is the same as teachers, although it was felt there is a better perception of nurses in society, that they enjoy a higher status.

According to the VSO (2005), direct relations with the community varied between areas and schools. Where relations were good, teachers commented on the positive effect it had on motivation, and the same was true in the reverse. Examples were given of extensive PTA involvement in the activities of some schools, with community and teachers working together. However, where community relations were less favourable, several issues could affect teachers, from higher rates of absenteeism and poor enrolment rates to difficulties in finding accommodation and feeling uncomfortable in home surroundings. Within certain communities, it was noted that it was difficult "to move into this community as an unmarried man (male teacher). Suspicion of motives and intentions of teachers coming into communities and perception of teachers as being different due to their status as paid civil servants made integration difficult (VSO, 2002).

2.7.4 Parental attitudes and student behaviour

According to Voluntary Service Overseas (2005), teachers in several schools felt there was lack of parental support for the work of teachers and the education of their

children. In addition, sometimes parents were hostile to methods used in schools and blamed teachers for any problems what existed. Some teachers even felt intimidated by the behaviour of parents and had experienced physical or verbal violence in school. Teachers felt if there were ever a problem in the school, the parents would immediately blame the teacher and come directly to the teacher with the issue. Alternatively, an issue of discouragement for teachers was that some parents showed little interest in their children"s schooling. However, teachers did recognize the difficulty for parents who were illiterate to be able to assist their children in school work, or to understand the importance of needing extra study time to complete homework following the school day and so sending their children to do farm or house work instead. The knock-on effect of this on students" participation in class was demotivating for teachers. Also, students" low participation makes teachers feel like they are failing as teachers (Voluntary Service Overseas, 2005).
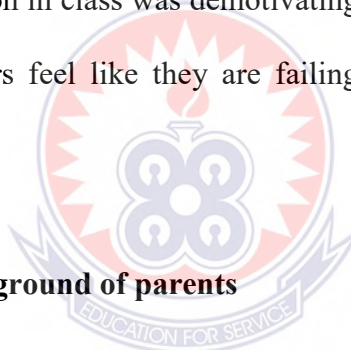
2.7.5 Socio economic background of parents

Aikens and Barbarin (2008) indicated that the socio-economic background of the parents of students has also been seen as a vital factor of motivation for the teachers. Socio economic factor has been defined as an economic and sociological combined measure of a person's work experience as well as an individual's or family's economic and social position in relation to others (National Center for Educational Statistics, 2008). Along similar lines, Vincent and Sutherland (2013) described socio economic factors as a measure of the economic and social status of an individual or group of individuals based on, education, income, occupation, and other relevant indicators, relative to other members of the population. Therefore, teachers use socioeconomic

status such as prestige, occupation and supremacy to rank members in a society and thus are important factors that are relevant to a person.

According to Blau and Duncan (2007) mentioned teachers are motivated to work in industrialized societies where the parents of students have better occupations because they believe that occupation provides people with authority, prestige and income. Economic factors, namely income, were also effective in measuring socio economic factors that motivates teachers.

2.7.6 Educational level of parents

According to Şirin (2005), teachers are motivated by the learning altitude of parents. Jeynes (2002) maintained that teachers are motivated by parents" education and ability to serve as a bridge between their children and society, because they believe that children from households and communities that are not knowledgeable develop academic skills more slowly compared to children from higher education status families. Initial academic skills are correlated with the home environment, where low literacy environments and chronic stress negatively affect a child's pre-academic skills.

2.7.7 Income of parents

Duncan (1997) concluded that family income had significant effects on children"s academic achievement which in a way motivates teachers because children who grow up in poor households tend to drop out of school more than those who experience poverty at later ages in their lives. Considerable evidence from empirical studies also supports the above-mentioned results. Such studies mostly categorized students into different social classes based on one or more factors related to economic status of parents. For instance, Pettigrew (2009) explored the effect of economic status of parents on academic achievement of 8th grade students enrolled in four elementary schools in Tennessee, U.S.

The students were categorized into non-economically disadvantaged (those who were not qualified for free or reduced-price meals) and disadvantaged students (those who were qualified for free or reduced-price meals). The results showed that economically disadvantaged students" math, language arts, social studies, and science scores were lower than non-economically disadvantaged students.

2.8 Theories of Motivation

The theories that underpin this study are the Abraham Maslow"s needs theory and Vroom"s Expectancy theory expectancy theory and their implications on teachers" performance in Private Basic Schools in Adentan Municipality.

2.8.1 Expectancy theory by Vroom

Teacher motivation and its implication on teachers" performance is linked to Expectancy theory by Vroom (1964). According to the expectancy theory, there are three factors, each based on the individual"s personal perception of the situation involved in stimulating and individual to put effort into something. In These factors as identified by Vroom are expectancy, instrumentality and valence. Valence instrumental expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Expectancy is the extent of the individual"s perception or belief, that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired reward.

According to Cole (1996), valence is the strength of the belief that attractive rewards are potentially available; it is the power to motivate which varies from

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individual to individual. The expectancy model focuses on effort, performance, and outcome, and look at the way a person judges the outcomes or rewards (Van-Feet *et al*., 1991). They further explain that whenever people make an effort, they gauge the probability that the effort will increase their performance. Extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. The individual"s resulting level of performance leads to intrinsic or extrinsic rewards (Cole, 1996).

Bedassi (1991), notes that, individual motivation is a function of a person"s perception that his or her increased performance will result in certain reward which will help him or her to attain personal goals. Thus, according to the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goals are. Individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued (Vroom, 1964).
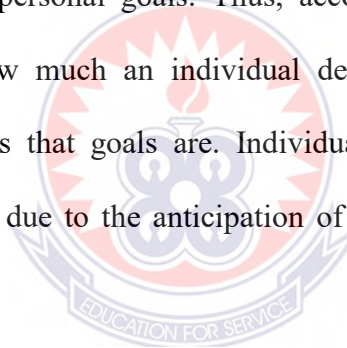
2.8.2 Needs theory

Maslow"s Hierarchy of Needs theory postulates that humans have specific needs that must be met. His proposition about motivation is that, people are wanting beings, they always want more, and what they want depends on what they already have (Mullin, 2002). He postulated that human needs are arranged in a hierarchy of importance in five steps. The first and most important of the need is the physiological needs for food, water, shelter, oxygen, sleep and arguably sex. In school context, this would include the need for wages, bonuses and fringe benefits, so that teachers could clothe, feed and house themselves and their families (Hannagan, 2005, Martin, 2001, Mullin, 2002). In

work places such as in Ghanaian primary schools, teachers" need a decent salary to help them to fulfil this category of needs as the theory suggests. For example, studies have revealed that teachers were highly dissatisfied with their salaries in Ghana (Bame, 1992). Therefore, it is more likely that primary school teachers need adequate salary to achieve these lower needs of the theory and non-satisfaction of such needs may influence teacher motivation.

The second on the list is safety needs. These include safety and security, freedom from pain or threat of physical attack, protection from danger or deprivation and the need for predictability. In the school situation the safety needs manifest itself in the need for job security and safe working environment (Hannagan, 2005, Martin, 2001, and Mullin, 2002).

The third on the ladder of needs is variously known as love, belonging or social needs (Mullen, 2003; McShame & Glinow, 2005). This include affection, sense of belonging social activities friendship and both the giving and given of love. In the school situation, these need manifest themselves in teachers" involvement in formal and informal groups and working in teams. For example, is the Ghanaian primary school teachers satisfied with their interpersonal relationships with their heads, colleagues, pupils" parents and circuit supervisors?

The fourth is called esteemed needs. These include both self-respect and the esteem of others. Self-respect includes the desire for confidence, strength, independence and freedom and achievement. Esteem of others involves reputation or prestige, status, recognition attention and appreciation from others. In the school situation, these needs manifest themselves in head teachers recognising the contribution their teachers make towards the running of the school. Teachers whose students do well in examination should be recognised and given award (Ingersoll, 2001). Thus, this theory is able to

guide us in assessing whether private basic school teachers are satisfied with the kind of recognition they receive for their efforts, the autonomy they have in their classrooms, and the kind of professional status given to the teacher in the country. The fifth and the last is self-actualization needs. This is the development and the realization of one‟s full potentials. It is about becoming everything that one is capable of becoming. Self-actualization is the highest need and is arguably hardly satisfied because of the quality work life in most schools (Kadzamira, 2006).

The researcher beliefs that these theories are relevant to teachers in the study area because meeting the basic survival needs for food and shelter as well as security in is a major daily challenge for teachers in many countries. These can seriously impair the realisation of higher-level needs without which effective teacher performance cannot be attained. For example, teachers who are tired and hungry and excessively preoccupied about meeting their household‟s livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities.

2.9 Conceptual Framework of the Study

The framework below shows the relationship between the independent and the dependent variables of the study. The dependent variable is teacher performance in private schools which in turn is affected by the independent variables which are the administrative factors, student factors and community factors.
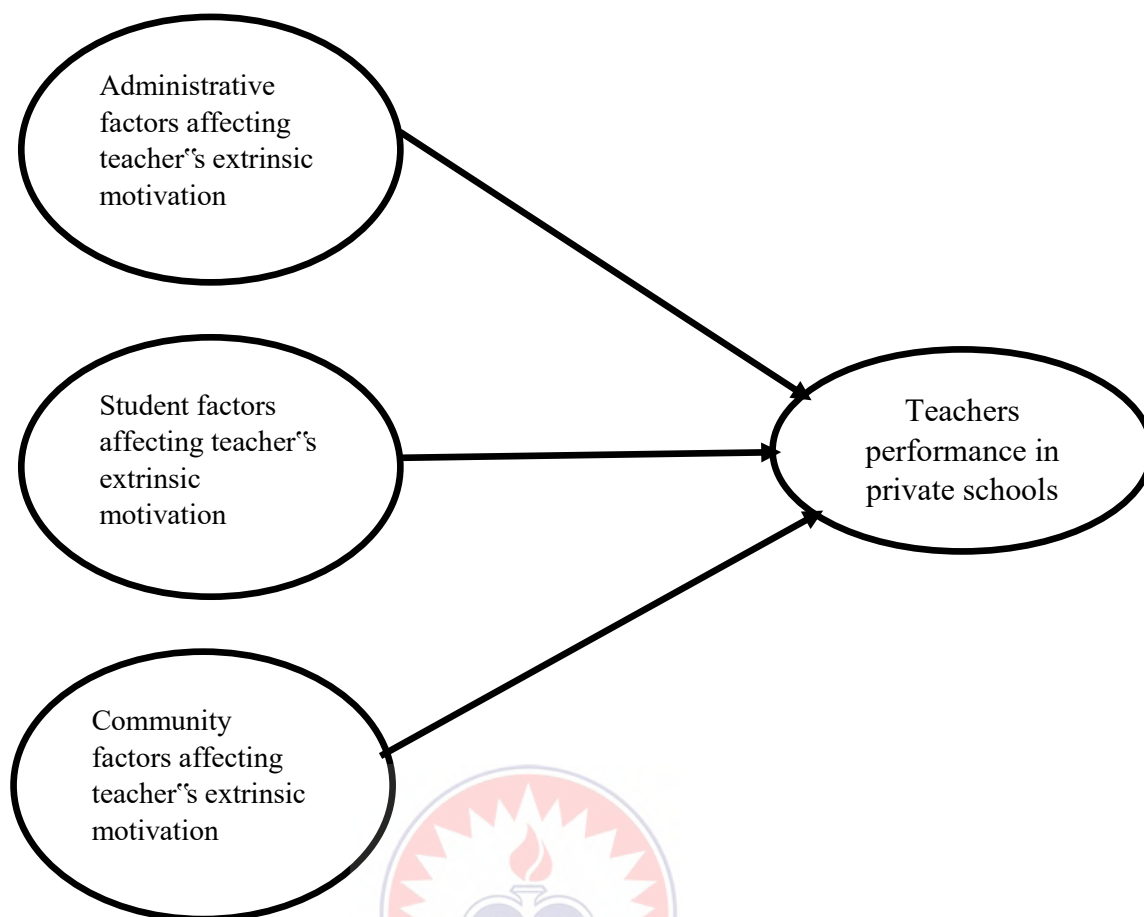
Figure 2.1: Conceptual Framework of the Study (Researchers Conceptualisation, 2018)

Figure 2.1 shows the conceptual framework of the study, which is a pictorial representation of the relationships between the various variables and concepts in the study. The framework shows the relationships between the three independent variables (administrative factors, student factors and community factors. The study sort to show how the independent variables shown above had an impact on the extrinsic motivation of teachers in private primary schools (dependent variables).

Literature in the field of teacher motivation has shown that the importance of extrinsic motivation in the performance of private primary school teachers can hardly be underestimated. Especially in the contexts of developing countries where some conditions of service seem to be quite deplorable and may be dissatisfactory in some instances (Thomas, 2000). Literature shows that there are lots of means to extrinsically

motivate teachers but in a general sense there are many mentions of administrative factors, student factors and the community factors. The factors shown above have been identified to be very important in the continuous stay of teachers in a particular school, the level of performance that the teachers will put up in that school, the attractiveness of the school to teachers and so on (Akintoye, 2000; Sarr and Hydara, 2005). The absence of such factors has been seen to be detrimental to the motivation of teachers to the extent of deterring the teachers from contributing their full potential in the school they are in. Research has however shown that, the most important thing to do in the application of such extrinsic motivational tools in the school is the management of the variables involved especially the community factors (Akintoye, 2000).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodological procedure used in conducting the study. The chapter presents the research design, population of the study, sample size and sampling techniques, data collection instrument, validity and reliability, data collection procedure, data analysis and ethical considerations

3.1 Research Design

According to Orodho (2003) a research design can be defined as a format, scheme format or plan that is used to generate answers or propose solutions to problems that the research seeks to solve. The research design is normally written to make sure that the evidence obtained enables the study to effectively address the research problems logically and unambiguously as possible.

Descriptive survey design was used for the study. Since the study involved data collection from participants on the field where responses were tabulated and converted into percentages, it became appropriate to use survey as study design. The researcher intended to portray an accurate outline role of extrinsic motivation on teachers" performance in the Adentan Municipal Assembly. This design highlights on the conditions or relationships that exit such as determining practices, aptitudes and opinions that are held, processes that are going on or trends that are developing (Best & Khan, 1998). The study was also a cross sectional study than a longitudinal one. A cross sectional study is a study that has its information collected at a particular time for instance a particular day or a particular period in time but must be one off. A longitudinal

study on the other hand is one that is collected at different times before a conclusion is finally made.

3.2 Population of the Study

A population is a group of individuals, objects or items from which samples are taken for measurement. It is an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). The population for the study was taken from teachers of selected basic schools in the Adentan Municipality. The study specifically selected teachers from Canadian International, Grace Preparatory School, Vine Christian School, Tower Helmet International, Dayspring Montessori School and Springforth Community School. The research targeted precisely these set of respondents because they have had hands on knowledge in the problem understudy. The total population used for the study was 60.

3.3 Sample size and Sampling Techniques

The total number of teachers in the selected schools were 193. However, for the sake of convenience and time constraints, the sample size of sixty (60) teachers were chosen from the two schools.

In determining the sampling size, the researcher used the simple random sampling technique. Simple random sampling is the basic sampling technique where a researcher selects a group of subjects (a sample) for a study from a larger group (a population) (Naoum, 1998). Each individual is chosen by chance and each member of the population has an equal chance of being included (Naoum, 1998). Here, the researcher wrote "yes or "no" on pieces of paper that were folded, put in a container and mixed up together. One paper was picked at random. Respondents who picked a "yes"

paper were included in the study whereas those who picked a "no" paper was not included. The sampling process was done without replacement. The papers were reshuffled after each draw. The researcher used the simple random sampling because he intended to select a representative without bias from the population (Saunders, Lewis & Thornhill, 2012).

3.4 Data Collection Instrument

According to Mugenda and Mugenda (2009), a researcher needs to develop instruments with which to use in collecting the required data. Therefore, in carrying out this study, the researcher employed questionnaire as the main research instrument. According to Creswell (2002), a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. This particular instrument was chosen because it makes it easier for the respondents to develop a sense of freedom and ease in responding to questions. The researcher used closed-ended questionnaires to gather data for the study so as to limit the responses to the most relevant ones and also to save time.

The questionnaire consisted of four main sections. These are: Section A Demographic data of the participants consisting of six (6) items - examples: gender, age, educational qualification. There were 3 set of items for measuring the three (3) research questions. These were captured under section B - Administrative Factors that affect the extrinsic motivation of level of the teacher and consisted of eight (8) with examples like effective leadership style, high salary among others. Section C was student factors that serve as satisfaction or dissatisfaction among teachers and how their affect the extrinsic motivation level of the private basic school teacher: it concentrated eight (8) items such as punctuality, regularity etc. Lastly, Section D consisted of community factors that

motivate the teacher in private basic schools and had seven items, examples are religious affiliations of parents, cost of living among others. In all the questionnaire contained 23 items on a five-point Likert scale ranging from strongly agree to strongly disagree to draw relevant information from the participants.

In each of the research first two questions, 8 questionnaire items were designed to gather primary data from the participants whereas the third research question had 7 questionnaire items.

3.5 Validity and Reliability of the Instrument

It is very important for researchers to ensure that the research instruments are both valid and reliable. Validity is the most important consideration in developing and evaluation of measuring instruments (Ary et al., 2002). It is used to determine if an instrument measures what it is intended to measure. On the other hand, reliability is an extent to which any measuring procedure yields the same results on repeated trials (Carmines & Zellers, 1999). In order to ensure the validity of the questionnaire prepared for the study a draft copy was sent to the researcher‟s supervisor for a review in order to improve the content validity of the questionnaire. It was later piloted and after a few alterations were made from the observations of the respondents, the responses gathered showed clearly that respondents understood the questions as they were fully and well answered. Also, the questionnaire was simple and unambiguous to promote reliability.

The researcher conducted a measure of reliability using the Cronbach‟s alpha reliability measure. Reliability measures that are above 0.70 are said to be good measures. Thus, it can be seen that the composite measure of reliability as well as the various measures of reliability of the items are all above the required 0.70 meaning that the items have a high level of reliability with respects to the Cronbach‟s Alpha.

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Table 3.1: Constructs the number of their respective items and their respective reliability levels.

Constructs	Number of Items	Cronbach"s Alpha
Composite	23	0.832
Administrative factors that motivate teachers	8	0.930
Student factors that motivate teachers	8	0.752
Community factors that motivate teachers	7	0.878

3.6 Data Collection Procedure

To ensure that there was content validity with respects to the questionnaires the researcher conducted a pilot study. The researcher selected twenty (20) respondents out of the sample and tested the questionnaires on them. A few concerns were raised, the researcher corrected the typographical errors as well as other concerns raised.

The researcher obtained an introductory letter from the Department of Graduate Studies of the University of Education, Winneba which sought to introduce the researcher to the heads of the school and sought permission to carry out the administration of questionnaire. The letter indicated out the purpose of the study and ethical issues were recognized. The researcher also added a letter to the Heads of the various schools to seek their consent for the exercise to be conducted. The inclusion and exclusion criteria were established before collection of data commenced. This allowed the researcher to determine who to be included and excluded in the study.

One structured questionnaire was designed for the respondents. The questionnaires consisted of Likert scale questions which required respondents to tick to indicate their perception on performance appraisal where appropriate. The purpose of the study was explained to prospective respondents, their consent was sought and the questionnaire was self-administered to them and they were collected later within five

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days when they finished responding to them. This permitted participant to take time to contemplate about the questions before responding to them. Providing at least five days for respondents to think of responses has the tendency to result in reliable answers.

3.7 Data Analysis

The completed questionnaires were sorted out for coding purpose. The codes on the questionnaire were categorized on the basis of similarities of information provided by the respondents. The organization of data was done according to research questions from which the conclusions were drawn. The information was tabulated and analyzed using descriptive statistics. The statistics were generated using Statistical Package for Social Sciences (SPSS). The information was later presented using tables for easy understanding and analysis using frequencies and percentages. All three (3) research questions were answered.

3.8 Ethical Consideration

One significant constituent of field research is ethical requirement on the part of the researcher. The respondents have the right to decide whether to respond to questionnaire or not. As a result, declaration of the purpose was made, and the consent of the respondents was sought. To ensure confidentiality as well as anonymity of respondents, their names and identity were not disclosed. The researcher tried as much as possible to report every personal view of the respondents without imposing subjective biases in the interpretation of the data. The questionnaire items were simplified in tables to make them so „friendly" to answer. This was done to ensure that respondents spent less time to respond to them.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

The purpose of this study was to assess the role of extrinsic motivation on teacher's performance in private basic schools in the Adentan Municipal Assembly of education in the Greater Accra Region of Ghana. This chapter of the study presents the results of the study in terms of the questionnaire in tables and charts. The chapter was divided into two sections namely the presentation of results and the discussion of results. The questionnaire was divided into four parts; demographic data for the first section and then the rest of the sections were used for collecting data on the three objectives of the study and therefore the chapter was divided based on the sections of the questionnaire.

In this section of the study the researcher presented the findings of the study. The findings were presented under the demographic data of the study and the various objectives of the study and thus this section had four sections.

4.1 Presentation of Demographic Data

The background data concentrates on certain subjects such as the gender of the respondents, age range of respondents, educational level of the respondents, certificate courses, number of years of service and extra responsibility in school. Below is the table that shows the results of the data collected.

Table 4.1: Demographic Data of the Study

Gender	Response	Frequency	Percentage (%)
	Male	29	48.3
	Female	31	51.7
Age of Respondents	**Response**	**Frequency**	**Percentage (%)**
	18 to 30 years	33	55.0
	31to 40 years	18	30.0
	41 to 50 years	7	11.7
	51 to 60 years	2	3.3
Level of Education	**Response**	**Frequency**	**Percentage (%)**
	National Nursery Teacher Cert (NNTC)	2	3.3
	Cert A.	7	11.7
	Diploma	15	25.0
	HND	6	10.0
	First Degree	19	31.7
	Second Degree	4	6.7
	SSSCE	7	11.7
Certificate Course	**Response**	**Frequency**	**Percentage (%)**
	Diploma	3	5.0
	HND	5	8.3
	First Degree	14	23.3
	Second Degree	3	5.0
Number of years in service	**Response**	**Frequency**	**Percentage (%)**
	0 to 3 years	20	33.3
	4 to 6 years	16	26.7
	7 to 9 years	10	16.7
	10 years and above	14	23.3
Extra Responsibility in school	**Response**	**Frequency**	**Percentage (%)**
	Yes	27	45.0
	No	33	55.0

Researchers field study (2018)

Table 4.1 shows that with respects to the gender of the respondents twenty-nine (29) respondents were male representing 48.3% whiles thirty-one (31) respondents were female representing 51.7%. Age of respondents showed that, thirty-three (33) respondents representing 55% were 18 to 30 years, eighteen (18) respondents representing 30% were 31 to 40 years, seven (7) respondents representing 11.7% were 41 to 50 years and two (2) respondents representing 3.3% were 51 to 60 years. With respect to the level of respondents" education, two (2) of the respondents had National Nursery Teacher Certificate (NNTC) representing 3.3%, seven (7) respondents had a certificate A representing 11.7%, fifteen (15) respondents representing 25% had a diploma, six (6) respondents 10% had a HND, nineteen (19) respondents representing 31.7% had a first degree, four (4) respondents representing 6.7% had a second degree and finally seven (7) respondents had an SSSCE representing 11.7%.

With respects to the certificate course being done by the respondents three (3) respondents representing 5% had a diploma, five (5) respondents representing 8.3% had an HND, fourteen (14) respondents representing 23.3% had a first degree and finally, three (3) respondents representing 5% had a second degree. With the number of years in service, twenty (20) respondents representing 33.3% had been in service for up to 3 years, sixteen (16) respondents representing 26.7% had been in service for 4 to 6 years, ten (10) respondents representing 16.7% had been in service for 7 to 9 years and finally fourteen (14) respondents representing 23.3% had been in the teaching service for 10 years and beyond. Finally, in this section, twenty-seven (27) respondents representing 45% had extra responsibility in the institution apart from teaching whiles thirty-three (33) respondents representing 55% had no extra obligations apart from teaching.

4.2 Presentation and discussions of Results on Research Questions

In this section of the study the researcher presents the various results of the study with respects to the research questions of the study. The study was guided by three research questions, which were; what are the administrative factors that motivate teacher‟s performance in the Adentan Municipal Assembly, what are the students‟ factors that motivate teacher‟s performance in the Adentan Municipal Assembly, what are the community factors that motivate teacher‟s performance in the Adentan Municipal Assembly? Each section below points out the results of one of the research questions, thus, this section further divided into three more sections.

4.2.1 Research Question One (What are the administrative factors that motivate teacher's performance in the Adentan Municipal Assembly?)

With this research question the researcher sought to identify the administrative factors that motivate teacher‟s performance in the Adentan Municipal Assembly. Table 4.2 points out the results of the data collected on the first research question.
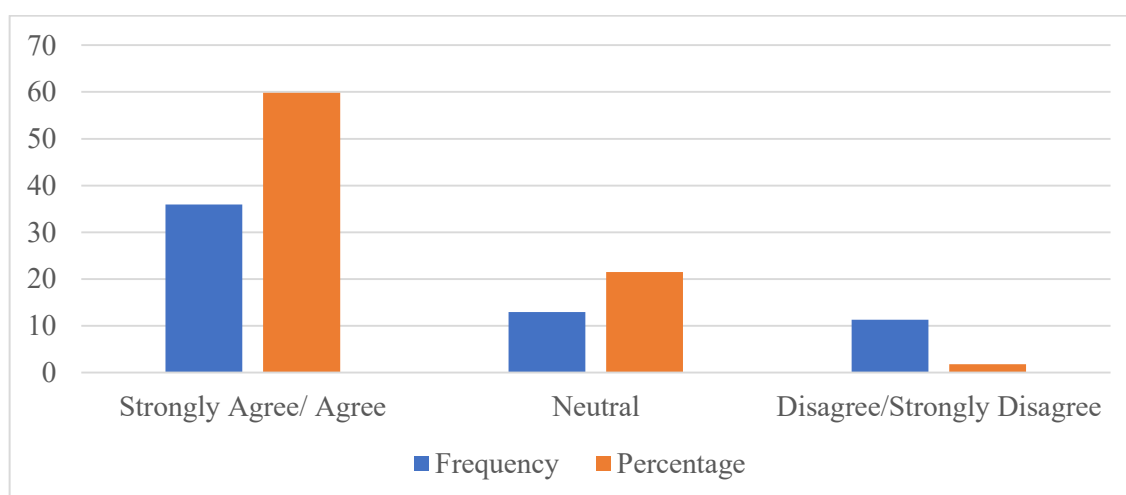
Table 4.2: Administrative factors that affect the motivation level of a teacher

SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

Administrative Factors	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
Effective Leadership style	34 (56.7)	11 (18.3)	6 (10)	2 (3.3)	7 (11.7)	2
High Salary	32 (53.3)	8 (13.3)	10 (16.7)	8 (13.3	2 (3.3)	2
Promotion in the Organization	22 (36.7)	20 (33.3)	5 (8.3)	6 (10)	7 (11.7)	2.3
Relationships between managers and subordinates	27 (45)	23 (38.3)	5 (8.3)	3 (5)	2 (3.3)	2
Involvement in of teachers in decision making	28 (46.7)	17 (28.3)	5 (8.3)	9 (15.0)	1 (1.7)	2
Appreciation for work done by teachers	31 (51.7)	16 (26.7)	6 (10)	4 (6.7)	3 (5)	2
Provision of teaching resources	31 (51.7)	18 (30)	3 (5)	3 (5)	5(8.3)	2
Staff retention	25 (41.7)	15 (25)	13 (21.7)	5 (8.3)	2 (3.3)	2.1
Grand Mean	**28.8 (48)**	**16 (26.6)**	**6.6 (11.1)**	**5 (8.3)**	**3.6 (6)**	**2.2**

Researchers field study (2018)   N = 60

Table 4.2 shows that, thirty-four (34) respondents representing 56.7% strongly agreed to leadership style as a motivator, eleven (11) respondents representing 18.3% agreed, six (6) respondents representing 10% were uncertain, two (2) respondents representing 3.3% disagreed and finally, seven (7) respondents representing 11.7% strongly disagreed. Thirty-two (32) respondents representing 53.3% strongly agreed to salary as a motivator, eight (8) respondents representing 13.3% agreed, ten (10) respondents representing 16.7% were uncertain, eight (8) respondents representing 13.3% disagreed and finally, two (2) respondents representing 3.3% strongly disagreed. With regards to promotion in the organisation as a motivator, twenty-two (22) respondents representing 36.7% strongly agreed, twenty (20) respondents representing 33.3% agreed, five (5) respondents representing 8.3% were uncertain, six (6) respondents

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representing 10% disagreed and finally, seven (7) respondents representing 11.7% strongly disagreed. The data on relationship subordinates showed that, twenty-seven (27) respondents representing 45% strongly agreed, twenty-three (23) respondents representing 38.3% agreed, five (5) respondents representing 8.3% were uncertain, three (3) respondents representing 8.3% disagreed and finally, two (2) respondents representing 3.3% strongly disagreed. With regards to involvement in decision making, twenty-eight (28) respondents representing 46.7% strongly agreed, seventeen (17) respondents representing 28.3% agreed, five (5) respondents representing 8.3% were uncertain, nine (9) respondents representing 15% disagreed and finally, one (1) respondent representing 1.7% strongly disagreed. Thirty-one (31) respondents representing 51.7% strongly agreed to appreciation for work done as a motivator, sixteen (16) respondents representing 26.7% agreed, six (6) respondents representing 10% were uncertain, four (4) respondents representing 6.7% disagreed and finally, five (5) respondents representing 8.3% strongly disagreed. The next point was on the provision of teaching resources, the results showed that, thirty-one (31) respondents representing 51.7% strongly agreed to leadership style as a motivator, eighteen (18) respondents representing 30%% agreed, three (3) respondents representing 5% were uncertain, three (3) respondents representing 5% disagreed and finally, five (5) respondents representing 8.3% strongly disagreed. Finally, under the table, twenty-five (25) respondents representing 41.7% strongly agreed to staff retention as a motivator, fifteen (15) respondents representing 25% agreed, thirteen (13) respondents representing 21.7% were uncertain, five (5) respondents representing 8.3% disagreed and finally, five (5) respondents representing 3.3% strongly disagreed. From the table all the mean values as well as the grand mean value of 2.2 shows that the respondents agreed to the fact that administrative factors affect the teacher''s level of motivation.

Figure 4.1: Bar chart on the administrative factors that affect the extrinsic motivation of teachers

In Summary, the results of the study showed that, for the first objective which was on the administrative factors that affect the extrinsic motivation of teachers the number of respondents who strongly agreed and agreed were 35.9 (59.8%), respondents who were neutral were 12.9 (21.5%) and respondents who disagreed and strongly disagreed were 11.3 (18.7%). This showed that, administrative factors have a positive effect on the extrinsic motivation of teachers in primary private schools.

The results of the study on the administrative factors that affects the motivation level of a teacher above showed that most of the respondents strongly agreed that effective leadership style, high salary, promotion in the organisation, relationships with subordinates, involvement in decision making, appreciation for work done, provision of the teaching resources and staff retention are all factors that affect the extrinsic motivation of the teachers.

The points that were shown above such as leadership style, salary, promotions and so on are human relation (HR) functions in nature thus studies by Graham (1985),

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Adams and Bailey (1989) and Kilduff et al. (2008) all revealed that in modern times contemporary administrative practices in schools that are also HR in nature should be implemented for achieving the goals and objectives of the said institutions. Thus, their study points out some administrative policies that are necessary for teacher motivation such as salary, promotions in the organisation and opportunities for advancement, staff retention and so on thus, agreeing with the results above.

There is however a contradicting result or contribution by Winters (2011) who points out that administrative factors such as salary increment and staff retention are not motivating factors. He points out that, improving administrative factors could only improve teacher quality by enticing better candidates to enter the profession, by helping retain high-quality teachers, or by motivating teachers to improve their efforts in the classroom. Increasing teacher salaries within the current system would address none of these issues. In an African point of view this point is may not be completely right and this is showed by Bennell and Akyeampong (2007) who pointed out that almost all sub-Saharan country reports have pointed out that administrative factors such as pay increase, recognition and opportunities for increase should be significantly increased and improved. He continues to say that, the core of the teacher motivation crisis, especially in sub-Saharan Africa, is that teacher pay is seriously inadequate. As the country studies clearly show, despite some improvement in pay in recent years in some countries, most primary school teachers, particularly in relatively high-cost urban centres, are simply unable to meet their basic household needs. As a result, many of them are forced to find other sources of income. Those who cannot earn additional income slide into poverty. Primary school teacher salaries in most countries in Anglophone Africa should be at least doubled.

Similarly, Qayyum and Siddique (2003) discussed in his latest research conducted to study teachers" performance, that different HRM practices motivate teachers and enhance their performance to increases educational institutions effectiveness. Ofoegbu (2004) established a relationship between benefits like salary, allowances and other facilities provided to teachers and the improvement of educational institution.

4.2.2 Research Question Two (What are the students' factors that motivate teacher's performance in the Adentan Municipal Assembly?)

With this research question the researcher sought to identify students" factors that motivate teacher"s performance in the Adentan Municipal Assembly. Table 4.3 points out the results of the data collected on the first research question.

Table 4.3: Student factors and how they affect the extrinsic motivation of teachers
SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.

Student factors	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
Punctuality	39 (65)	17 (28.3)	3 (5)	1 (1.7)	Nil	1.4
Regularity	37 (61.7)	23 (38.3)	Nil	Nil	Nil	1.4
High Intelligence level of students	33 (55)	22 (36.7)	4 (6.7)	Nil	1 (1.7)	2
Readiness level of students	33 (55)	21 (35)	3 (5)	2 (3.3)	1 (1.7)	2
Socio-economic background of parents	17 (28)	21 (35)	13 (21.7)	6 (10)	3 (5)	2.3
Previous experiences of students	21 (35)	26 (43.3)	11 (18.3)	2 (3.3)	Nil	2
Behaviour of students	30 (50)	22 (36.7)	3 (5)	4 (6.7)	1 (1.7)	2
Student teacher ratio	28 (46.7)	22 (36.7)	3 (5)	4 (6.7)	1 (1.7)	2
Grand Mean	**29.8 (49.7)**	**21.8 (36.3)**	**5 (8.3)**	**2.4 (4)**	**0.9(1.5)**	**2**

Researchers field study (2018)   N = 60

Table 4.3 shows that, with respects to student factors, thirty-nine (39) respondents representing 65% strongly agreed, seventeen (17) respondents representing

28.3% agreed whiles three (3) respondents representing 1.7% were uncertain with punctuality as a motivational factor. Students" regularity also showed that, thirty-seven (37) respondents strongly agreed representing 61.7% whiles twenty-three (23) respondents representing 38.3% agreed. The next point was on the intelligence of the students, the results showed that, thirty-three (33) respondents representing 55% strongly agreed to leadership style as a motivator, twenty-two (22) respondents representing 36.7%% agreed, four (4) respondents representing 6.7% were uncertain, and finally, one (1) respondent representing 1.7% strongly disagreed. On the readiness level, the results showed that, thirty-three (33) respondents representing 55% strongly agreed, twenty-one (21) respondents representing 35% agreed, three (3) respondents representing 5% were uncertain, two (2) respondents representing 3.3% disagreed and finally, one (1) respondent representing 1.7% strongly disagreed. The next point was on the socio-economic background of the parents, the results showed that, seventeen (17) respondents representing 28% strongly agreed, twenty-one (21) respondents representing 35% agreed, thirteen (13) respondents representing 21.7% were uncertain, six (6) respondents representing 10% disagreed and finally, three (3) respondents representing 5% strongly disagreed. Data gathered on previous experience showed that, twenty-one (21) respondents representing 35% strongly agreed, twenty-six (26) respondents representing 43.3% agreed, eleven (11) respondents representing 18.3% were uncertain and finally, two (2) respondents representing 3.3% disagreed. The next point was on the provision of teaching resources, the results showed that, thirty-one (31) respondents representing 51.7% strongly agreed to leadership style as a motivator, eighteen (18) respondents representing 30%% agreed, three (3) respondents representing 5% were uncertain, three (3) respondents representing 5% disagreed and finally, five (5) respondents representing 8.3% strongly disagreed. Data on behaviour of students showed that, thirty (30)

respondents representing 50% strongly agreed to leadership style as a motivator, twenty-two (22) respondents representing 36.7% agreed, three (3) respondents representing 5% were uncertain, four (4) respondents representing 6.7% disagreed and finally, one (1) respondents representing 1.7% strongly disagreed. Finally, in this section was student ratio and the results showed that, twenty-eight (28) respondents representing 46.7% strongly agreed, twenty-two (22) respondents representing 36,7% agreed, three (3) respondents representing 5% were uncertain, four (4) respondents representing 6.7% disagreed and finally, one (1) respondent representing 1.7% strongly disagreed. Using the mean of the responses to analyse the data, again it can be seen from the table that, the respondents strongly agreed to that punctuality and regularity are students'' factors that affect the extrinsic motivation of the teachers. The respondents also agreed that the other factors listed in the table affect the extrinsic motivation of the teachers.
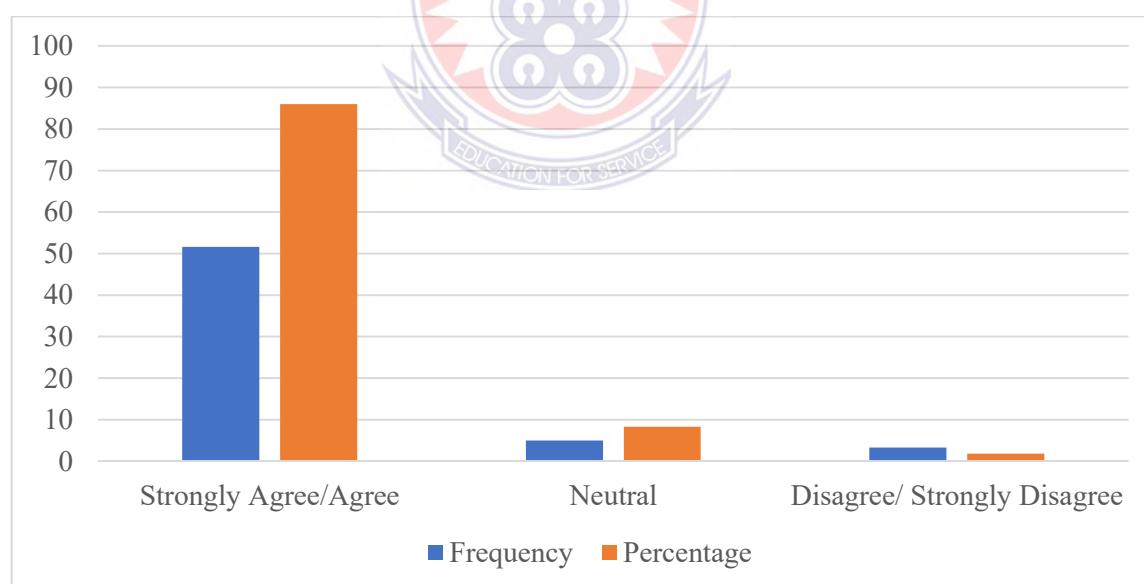
Figure 4.2: Bar chart on the effect of student factors on extrinsic motivation

The summary of the findings on the second objective which was on the effect of student factors on extrinsic motivation showed that, the number of respondents who strongly agreed and agreed were 51.6 (86%), the number of respondents that were

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neutral were 5 (8.3%) and the respondents that disagreed and strongly disagreed were 3.3 (1.8%). This therefore showed that, the extrinsic motivation of teachers in primary private schools is affected positively by student factors.

The results on the student factors that offer motivation of the teachers in private basic schools showed that, most of the respondents strongly agreed to punctuality, regularity of students, intelligence level of students, behaviour of students and student teacher ratio as student factors for motivation. The rest of the respondents agreed to socio economic background of parents and previous experience with students as factors that will promote teacher motivation.

A number of studies have highlighted the importance of student factors in the motivation of teachers thus agreeing to the findings of this study, one of such studies was recently done by Richardson and Watt (2010). Their study concentrated mostly on how teacher motivation is induced with respects to teachers 'FIT-Choice' (Factors Influencing Teaching Choice) programme with student teachers. Although they have identified a number of consequences of teacher motivation such as student outcomes like punctuality, intelligence level, behaviour of students. They pointed out that, these student factors are very important in the extrinsic motivation of teachers because the students that are handled by the teacher may move the teacher to either change the teaching or even think of staying or not.

Teacher student ratio has also been identified as a very important factor in teacher motivation. A study by Mark (2015) showed that, various governments have worked reducing the teacher student ratio so as to control the effects of fatigue and increase the love and enjoyment that teachers have in the field of teaching. This is particularly important in the area of basic education since it is seen as the most important aspect of a student‟s educational cycle and thus motivational factors should be introduced. In a

country like Ghana it is pointed out that, government target was to have a Teacher Student Ratio (TSR) of 1:30 in basic and Primary schools by 2009. However, the growth of enrollment kept on increasing and levels of teacher availability were considered to meet the teacher student ratio.

Apart from the more behaviour centred student factors that affect teacher motivation the socio-economic background of the parents of such students has also been seen as a vital factor of motivation for the teachers. Socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. Poverty, specifically, is not a single factor but rather is characterized by multiple physical and psychosocial stressors. Further, SES has been seen to be a consistent and reliable predictor of student motivation, including physical and psychological health (Aikens & Barbarin, 2008; Ali, McWhirter & Chronister, 2005).
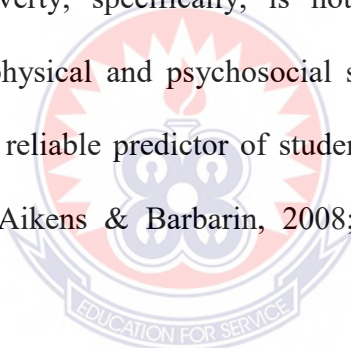
4.2.3 Research Question three (What are the community factors that motivate teacher's performance in the Adentan Municipal Assembly?)

With this research question the researcher sought to find out the community factors that motivate teacher's performance in the Adentan Municipal Assembly. Table 4.4 points out the results of the data collected on the first research question.

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Table 4.4: Community factors that motivate the teacher

**SA – Strongly Agree, A – Agree, U – Uncertain, D – Disagree, SD – Strongly Disagree.**

Community Factors	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean
Religious affiliations of parents	14 (23.3)	17 (28.3)	17 (28.30	5 (8.3)	7 (11.7)	3
Cultural beliefs of the community	10 (16.7)	21 (35)	14 (23.3)	7 (11.7)	8 (13.3)	3
Cost of living in the community	15 (25)	26 (43.3)	8 (13.3)	5 (8.3)	6 (10)	2.4
Parental Support towards wards	23 (38.3)	19 (31.7)	9 (15)	5 (8.3)	4 (6.7)	2.3
Educational level of parents	9 (15)	22 (36.7)	16 (26.7)	5 (8.3)	8 (13.3)	3
Job opportunities available	13 (21.7)	23 (38.3)	13 (21.7)	7 (11.7)	4 (6.7)	2.4
Societal view of the profession	20 (33.3)	19 (31.7)	13 (21.7)	4 (6.7)	4 (6.7)	2.2
Grand Mean	**14.9 (24.8)**	**21 (35)**	**12.9 (21.5)**	**5.4 (9)**	**5.9(9.8)**	**3**

Researchers field study (2018)   N = 60

In Table 4.4, the first community factor that was pointed out was religion, data showed that, fourteen (14) respondents representing 23.3% strongly agreed, seventeen (17) respondents representing 28.3% agreed, seventeen (17) respondents representing 28.3% were uncertain, five (5) respondents representing 8.3% disagreed and finally, seven (7) respondents representing 11.7% strongly disagreed. The next motivational factor was cultural beliefs, ten (10) respondents representing 16.7% strongly agreed, twenty-one (21) respondents representing 35% agreed, fourteen (14) respondents representing 23.3% were uncertain, seven (7) respondents representing 11.7% disagreed and finally, eight (8) respondents representing 13.3% strongly disagreed. With respects to the cost of living as a factor of motivation, fifteen (15) respondents representing 25%

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strongly agreed, twenty-six (26) respondents representing 43.3% agreed, eight (8) respondents representing 13.3% were uncertain, five (5) respondents representing 8.3% disagreed and finally, six (6) respondents representing 10% strongly disagreed. Data collected on the parental support in the community also showed that, twenty (23) respondents representing 38.3% strongly agreed, nineteen (19) respondents representing 31.7% agreed, nine (9) respondents representing 15% were uncertain, five (5) respondents representing 8.3% disagreed and finally, four (4) respondents representing 6.7% strongly disagreed. Nine (9) respondents representing 15% strongly agreed, twenty-two (22) respondents representing 36.7% agreed, sixteen (16) respondents representing 26.7% were uncertain, five (5) respondents representing 8.3% disagreed and finally, eight (8) respondents representing 13.3% strongly disagreed educational level of parents being a factor of motivation. With respects to job opportunities available, thirteen (13) respondents representing 21.7% strongly agreed, twenty-three (23) respondents representing 38.3% agreed, thirteen (13) respondents representing 21.7% were uncertain, seven (7) respondents representing 11.7% disagreed and finally, four (4) respondents representing 6.7% strongly disagreed. Finally, in this section, results on societal view of the profession showed that, twenty (20) respondents representing 33.3% strongly agreed, nineteen (19) respondents representing 31.7% agreed, thirteen (13) respondents representing 21.7% were uncertain, four (4) respondents representing 6.7% disagreed and finally, four (4) respondents representing 6.7% strongly disagreed.

However, from the table the mean statistics of 3 shows the respondents were uncertain whether religious affiliations of parents, cultural beliefs of the community and education level of the parents are community factors that motivate the teacher but they agreed the other factors motivate the teachers.
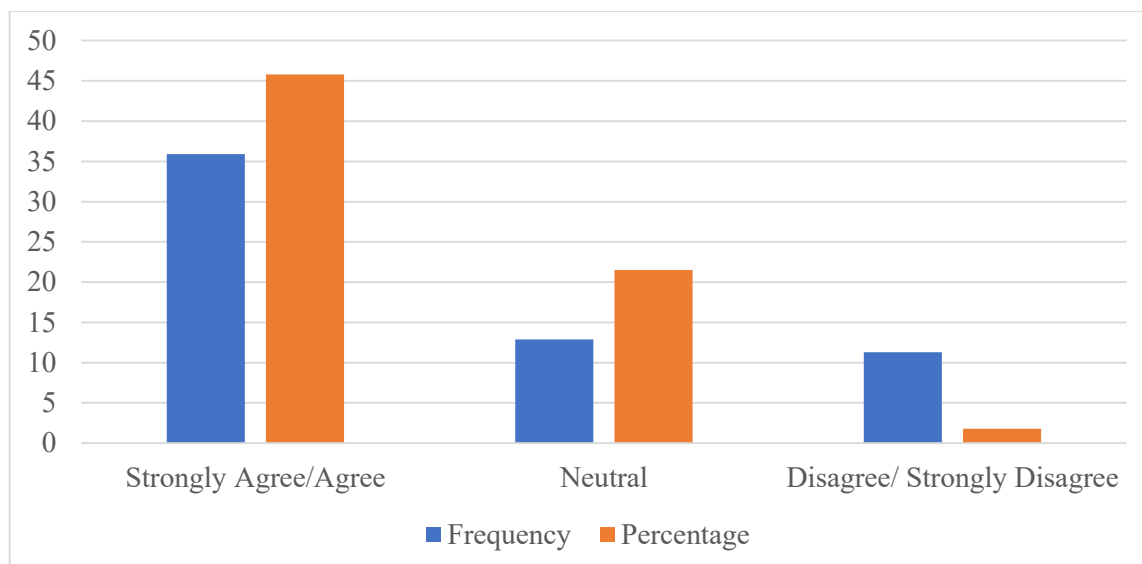
Figure 4.3: Bar chart on the effects of community factors on the extrinsic motivation of teachers

The summary of the last researcher question which was on the community factors on the extrinsic motivation of teachers in private basic schools showed that the respondents who strongly agreed and agreed to the community factors were 35.9 (45.8%), the respondents that were neutral were 12.9 (21.5%) and the respondents that disagreed and strongly disagreed were 11.3 (1.8%). This shows that the community that a private primary school is in and its factors positively affect the extrinsic motivation of teachers.

In this section of the study the researcher presented some community factors that motivate teachers in the performance of their duties. It was found here that most of the respondents strongly agreed to parental support and societal view of the teaching profession. Other results in this category showed that, most of the respondents agree to cultural beliefs, cost of living and job opportunities affect the motivation of teachers whiles most respondents were uncertain on the motivational ability of religion on teachers.

Factors that are community based seem to be very sensitive and have been seen to be quite controversial in literature. Subjects such as religion, cultural beliefs, societal perception about a subject have a lot of presence in research but researchers have given quite distinct views on their ability to motivate especially teachers. The results on the effect of religion of the community on the motivational level of teachers was uncertain for the respondents mostly due to the fact that it stands as a controversial subject in both education and other areas of life. Research correlating religious involvement and academic achievement has been around for quite some time. Religious involvement of the community has been seen to affect educational outcomes more than income (Jeynes, 2003) this however does not stand to convince researchers that it is solely religion that causes that effect but rather the interest of the children in education.

Spear (2000) pointed out that community factors are the most pressing factors that affect teacher"s extrinsic motivation. He posits that factors such as the societies view on the profession of the teachers as well as the cultural beliefs in the community of the teachers has a positive effect on the decision of the teacher to either stay or leave. Teachers are also seen to need a lot of help from the parents of their students to aid in the educational development of students therefore, for teachers in the basic level who may not be able to tach the child all he or she needs to learn in school, the educational level of the parents play an important role in the motivational level of teachers. This result is supported Swap (1993) who believes that Educators and parents play major roles in the educational success of students. Students need a positive learning experience to succeed in school: one providing support, motivation, and quality instruction. With the increasing demands on the family, parental support in the education of students extends beyond the school building. Many families are faced with overwhelming and unpredictable schedules and circumstances while juggling school, sports, family situations, family

time, work schedules, and other responsibilities, allowing minimal time to provide support in any one given area. The cost of living in areas have been shown to affect the motivational level of the teachers. This has been supported by literature that points out that the cost of living has an effect on the salary expected by the teachers. Areas that have high cost of living have very few teachers unless they are supported with some added incentives.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATION AND IMPLICATIONS

5.0 Introduction

The purpose of this study was to assess the role of extrinsic motivation on teacher‟s performance in private basic schools in the Adentan Municipal Assembly of education in the Greater Accra Region of Ghana. This chapter presents the summary of the study and conclusions based on the findings. The researcher also presented a few recommendations and implications of the study.

5.1 Summary of the study

The purpose of this study was to assess the role of extrinsic motivation on teacher‟s performance in private basic schools in the Adentan Municipal Assembly of education in the Greater Accra Region of Ghana. The study was guided on three (3) objectives which were; to identify the administrative factors that motivate teacher‟s performance in the Adentan Municipal Assembly, to identify students‟ factors that motivate teacher‟s performance in the Adentan Municipal Assembly and to find out the community factors that motivate teacher‟s performance in the Adentan Municipal Assembly.

The literature review section of the study concentrates theoretical framework, concept of motivation, motivational packages available to teachers, the levels of teachers‟ satisfaction, the relationship between motivation and teachers job satisfaction, review of the empirical literature and conceptual framework.

The population of the study was teachers from Canadian International, Grace Preparatory School, Vine Christian School, Tower Helmet International, Dayspring Montessori School and Springforth Community School. The total number of teachers in

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the selected school is estimated to be 193. However, for the sake of convenience and time constraints, the sample size of 60 teachers were chosen from the six schools.

5.1.2 Summary of Findings

As pointed out in the summary of the study, the study was guided by three objectives their results are shown below:

- The results of the study on the administrative factors that affects the motivation level of a teacher showed that the respondents strongly agreed that administrative factors such as leadership style, salary, promotion in the organisation, relationships with subordinates, involvement in decision making, appreciation for work done, provision of the teaching resources and staff retention are all factors that affect the extrinsic motivation of the teachers.

- The results on the student factors that offer motivation to the teachers in basic private schools showed that, most of the respondents agreed that student factors such as punctuality, regularity of students, intelligence level of students, behaviour of students, socio-economic background of parents and previous experiences of students are student factors that motivate teacher's performance.

- It was found out that community factors such as cost of living in the communities, parental support towards wards, job opportunities available and societal view of the profession motivate the teacher.

5.2 Conclusions of the Study

With regards to the findings of the study the researcher concludes that, administrative factors have a big effect on the extrinsic motivation of teachers of private basic schools as well as student factors and community factors. Whiles administrative factors and student factors are quite controllable in nature due to the fact that they are

manageable, the community factors may be concluded to be quite complicated and hard to handle. Factors such as religion, cultural beliefs, societal view of the teaching profession and so on are seen to be very complicated to measure and thus this study will provide a useful framework for the factors affecting the extrinsic motivation of teachers in the private field.

5.3 Recommendations and Implications of the Study

- The findings of the study add up to literature in the field of teacher motivation by providing deeper study into the role of extrinsic motivation on teachers" performance in private basic schools in the Adentan Municipal Assembly of Education. The study presents empirical evidence showing that administrative factors of extrinsic motivation, student factors of extrinsic motivation and community factors of extrinsic motivation affect the performance of the private school teacher.

- Players in the field of education, teacher welfare and teacher motivation are presented with empirical evidence that shows that extrinsic motivation affects the performance of teachers in private primary schools. Therefore, it provides educators and the leadership of various schools the chance to concentrate on other factors concentrate on when there is need to maximize the motivation of teachers extrinsically through factors such as administration, student and community.

- Policy makers can have a better understanding on the impact of extrinsic motivation on the performance of teachers in the private sector in Ghana and can use this information to establish policies on the motivation of teachers in private schools

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- Attractive career structures for primary school teachers need to be urgently introduced in the country with regular promotions based on clearly specified and transparent performance related criteria. Teachers who work at hard-to-staff schools should also be given accelerated promotion and/or preferential access to qualification upgrading opportunities. Also, primary school teachers should receive equal pay for equal qualifications.

- The results of the study showed that, the performance of teachers was largely dependent on the interaction of motivational factors in the administration, by the students and the community as a whole. This information can be used by school authorities to draft training manuals o how to handle the relationship between the three factors as well as design educational programs for school authorities.

5.4 Suggestions for Further Research

The study mainly assessed and assessed the role of extrinsic motivation on teacher's performance in private basic schools in the Adentan Municipal Assembly of education in the Greater Accra Region of Ghana and concentrates on administration, student and community factors. Thus, these factors are not extensive enough and further research may be needed on other factors that affect extrinsic and even intrinsic motivation. A structured questionnaire was used in a survey and was strictly quantitative. The researcher recommends a similar area of research but the use of different methodology. For example, a longitudinal study or a more qualitative approach can be used. Also, future researchers can conduct a comparative study using respondents in different geographic areas or in the public sector.

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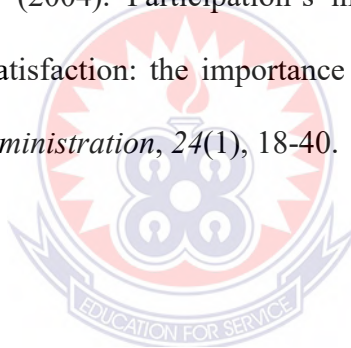
APPENDIX A

QUESTIONNAIRE FOR TEACHING PERSONNEL

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

Introduction

I am a student of the University of Education, Winneba, pursuing master"s programme in Educational Leadership (Sandwich) conducting a study into extrinsic motivation on teachers" performance in private basic schools. The exercise is purely for an academic purpose. You are, therefore, assured of confidentiality of your response, and anonymity is highly guaranteed. I would be most grateful if you could answer the questions as candidly as possible. Thank you.

SECTION A: Personal Data

Please complete this section by ticking the boxes that apply.

1.   **Gender:**   i. Male [ ]   ii. Female [ ]

2.   **Age:** i. 18 – 30years [ ] ii. 31 – 40years [ ] iii. 41 - 50years [ ]

   iv. 51 – 60years [ ]

3.   **Indicate your highest professional qualification.**

   i. National Nursery Teacher Cert. (NNTC) [   ]   ii. Cert "A" [   ]

   iii. Diploma [   ] iv. H.N.D [   ]   v. 1ST Degree [   ]

   vi. 2ND Degree [   ] vii. Other (Please specify)…………………………………

4.   **Are you doing any of the certificate courses below?**

   i. Diploma [   ] ii. H.N.D [   ] iii. 1ST Degree [   ]

   iv. 2ND Degree [   ] v. Other (Please specify)…………………………………

5.   **Number of years you have served in the teaching service**

   i. 0 – 3 years [   ] ii. 4 – 6 years [   ] iii. 7 – 9 years [   ]

   iv.10 years and above [   ]

6.   **Are you taking up any extra responsibility in your school?**

   i. Yes [   ]   ii. No [   ]

   Please state …………………………………………………………………

SECTION B

Administrative factors that affect the extrinsic motivation level of a teacher

Choose from the suggested lists below your level of agreement or disagreement to the following factors and indicate how each affect you as a teacher.

Please answer or tick according to the scale below:

1 - Strongly Agree	2- Agree	3 - Uncertain	4 - Disagree	5- Strongly Disagree

Administrative factors that motivate teachers	1	2	3	4	5
1. Effective Leadership style					
2. High Salary					
3. Promotion in the Organization					
4. Relationships between managers and subordinates					
5. Involvement in decision making					
6. Appreciation for work done					
7. Provision of teaching resources					
8. Staff retention					

SECTION C

Student factors that serve as satisfaction or dissatisfaction among teachers and how they affect the extrinsic motivation level of the private basic school teacher.

Please indicate how the following factors lead to your job satisfaction or dissatisfaction by ticking appropriately using the scale below.

1 - Strongly Agree	2- Agree	3 - Uncertain	4 - Disagree	5- Strongly Disagree

Student factors that motivate the performance of a teacher.	1	2	3	4	5
1. Punctuality					
2. Regularity					
3. High Intelligence level of students					
4. Readiness level of students					
5. Socio-economic background of parents					
6. Previous experiences of students					
7. Behaviour of students					
8. Student teacher ratio					

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SECTION D

Community factors that motivate the teacher

Choose from the suggested list below your level of agreement or disagreement to these Community factors that motivate your performance as a teacher in the education sector. Please ticking according to the scale below:

1 - Strongly Agree	2- Agree	3 - Uncertain	4 - Disagree	5- Strongly Disagree

Determinants of teacher Performance	1	2	3	4	5
1. Religious affiliation of parents					
2. Cultural beliefs of the community					
3. Cost of living					
4. Parental Support towards the wards					
5. Educational level of parents					
6. Job opportunities available					
7. Societal view of the profession					

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APPENDIX B
INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES
DEPARTMENT OF EDUCATIONAL LEADERSHIP

✉ P. O. Box 1277, Kumasi, Ghana   ✉ del@uew.edu.gh
☎ +233 (03223) 97696   📠 +233 (03223) 97696

22nd August, 2018

LETTER OF INTRODUCTION: DILLYS ASAMOAH
INDEX NO: 7161770090

This is to confirm that Ms. Dillys Asamoah is an MA student pursuing a programme in Educational Leadership at the Department.

Ms. Dillys Asamoah is currently engaged in a research on *"Assessing Teacher' Perception on the Role of Extrinsic Motivation on their Performance in Private Basic Schools: A case study of the Adentan Municipal Assembly in the Greater Accra Region of Ghana. Ghana Education Service"* as part of the requirements for the award of the Master of Arts Degree in Educational Leadership.

I should be grateful if any courtesies could be extended to her as she gathers data for writing the Project Report.

Thank you.

Faith Ben-Daniels, PhD
Ag. Head of Department

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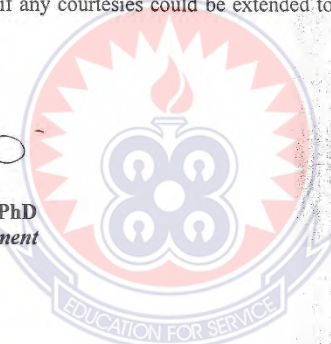
UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION

DEPARTMENT OF EDUCATIONAL LEADERSHIP

The Principal

East End Community School

Adjiringanor

Accra

17th September, 2018

Dear Sir,

PERMISSION TO ADMINISTER QUESTIONNAIRE

I formally write to request for your consent and permission to enable me administer my survey questionnaire in your institution as part of my academic research study.

I am a Masters of Arts student at the School of Graduate Studies, University of Education, Winneba - Kumasi pursuing a programme in Educational Leadership. The purpose of the study is to assess the role of extrinsic motivation on teachers" performance in private basic schools for efficiency in institutional administration and leadership.

I would therefore be grateful if I am granted the permission for this request. Participation is fully voluntary and confidential; the data will ONLY be used for academic purposes.

If you have any questions, you may contact me on: 024-4684931 or email: dillysasamoah@yahoo.com

Thank you for your cooperation and assistance in this matter.

Yours faithfully,

Dillys Asamoah

Student researcher