

UNIVERSITY OF CAPE COAST

**TEACHER MOTIVATION AND SCHOOL PERFORMANCE:
EVIDENCE FROM THREE SELECTED SENIOR HIGH SCHOOLS IN
PRAMPAM DISTRICT**

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FROM THREE SELECTED SENIOR HIGH SCHOOLS IN PRAMPAM
DISTRICT

BY

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DECLARATION

Candidate's Declaration

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

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

Name: Jatoe-Kaleo Assibi

Supervisor's Declaration

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

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

Name: Dr. Nana Yaw Opong

ABSTRACT

Human resource, in the 21st century, is regarded as the most vital asset for good and effective performance of any organisation worldwide (Armstrong & Baron, 2005). Educational institutions can never survive without relying heavily on human resource (teachers). It was in this light that, this study examined the relationship between teacher motivation and school performance in three selected Senior High Schools (SHSs) within the Prampram district, Ghana. The study employed the quantitative approach and descriptive research design due to its research objectives. The census technique was employed to solicit for information from all the 113 teachers of the three selected schools. Structured questionnaires were administered to the teachers and the data obtained was processed using Statistical Package for Social Sciences (SPSS) version 24. The data was then analysed using both descriptive (frequencies, percentages, means and standard deviations) and inferential (Pearson Product Moment Correlation and Linear regression) statistical tools. The study found that, quality of teaching, and teachers' abilities to complete curriculum activities on schedule were the major and highest indicators of teachers' performance in the schools' understudy. The study also found that, teacher empowerment, working condition and work-life-balance had positive impacts on teacher performance in the schools' understudy. The study therefore recommended that, Ghana Education Service (GES) should implement regular teacher-stakeholder consultation meetings which would allow teachers to reveal the challenges associated with their inabilities to complete curriculum.

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DEDICATION

To my family

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LIST OF ACRONYMS

GES	Ghana Education Service
MoE	Ministry of Education
WAEC	West African Examination Council
WASSCE	West African Senior School Certificate Examination

CHAPTER ONE

INTRODUCTION

Human resource, in the 21st century, is regarded as the most vital asset for good and effective performance of any organisation worldwide. In an educational setting, contributions of teachers can never be overemphasised since their performances have direct influence on learners. In this manner, identifying the various factors that determine and also indicate teachers' performances would greatly contribute to the growth of human resource capable of championing the development goals of Ghana in terms of education. This study was underpinned by Herzberg's two-factor theory as it was founded on the assumption that, employees' performances are influenced by two major set of factors comprising motivators or satisfiers and hygiene factors. Thus, poor teacher performances could be as a result of the absent of any of these elements. It was on this note that, the study examined the relationship between teacher motivation and teacher performance in three selected Senior High Schools in the Prampram district of Ghana.

Background to the Study

Human resource, in the 21st century, is regarded as the most vital asset for good and effective performance of any organisation worldwide (Armstrong & Baron, 2005). Organisations can never survive without relying heavily on human resource. In recent times, the significance of human resource has been recognised and this has induced organisations to establish measures that either enhance or at least, maintain high level performances among them (Armstrong,

2009). Similarly, the productivity of any organisation is highly influenced by several factors but notable among them is employee performance. According to Armstrong, performance is seen as a major multidimensional concept that pays attention to achieving results and is strongly associated with the strategic targets of an organisation.

Employee performance is also regarded as the productivity and efficiency of an employee as a result of an employee's development (Paladino, 2011). According to Aguinis (2009), an employee's performance is determined by several factors such as compensation packages, work conditions, quality and style of leadership. Also, other factors such as organisational goals and expectations, feedback, skills to perform, knowledge of organisational structure, sufficient motivation through incentives and self-satisfaction could also be used to determine employee performance (Ali, Aktar, & Ali, 2011). These determinant factors influence the performance of employees to a great extent, as such, identifying them is crucial for the development and survival of any organisation.

Studies have found that, organisations which are mindful of these determinants and established the necessary measures to make them effective are able to get the best out of their employees, which have invariably yielded great organisational successes (Kirondo, 2014; Paladino, 2011). According Herzberg's two factor theory, the needs of employees are the major motivators or determinants of their work performances (Herzberg, 1968). Herzberg (1968) further suggests that, employees' performances are influenced by two major set of factors comprising motivators or satisfiers and hygiene factors. Motivators are related to the content of one's job and their presence enhance employee

satisfaction whereas the hygiene factors such as financial incentives, work conditions, company policies are extrinsic in nature and they are provided mostly by employers (Herzberg, 1968).

Within an educational setting, contributions of employees can never be overemphasised because, they are key players whose performances have direct influence on learners (Anakwe, 2008). According to Ohemeng (2009), the educational system of any nation is a mirror through which its image can be seen. Clearly, education plays significant roles in the economic development of any country including Ghana, since it supplies an economy with human capital capable of transforming other resources into output of high value in an effective and efficient manner (Ahmad, Iqbal, Javel & Hamad, 2014). In any formal educational setting, there are two major parties (employees and students) who ensure that the goals of education are achieved. Despite their importance, the contributions of employees clearly outweigh students, since without their presence and knowledge, students cannot flourish.

Furthermore, performances of teaching and administrative staff are important for efficient and effective transfer of knowledge to learners (Lewin, 2009). As such, academic institutions in most developed countries are abreast with employees' performance indicators and have implemented strategies to positively influence them. This has invariably induced these employees, notably teachers, to perform beyond expectations since time immemorial. Compared to developing countries, especially Sub-Saharan African (SSA) countries, the educational system is struggling in spite of continuous restructuring exercises (Paladino, 2011).

These struggles are basically because most governments and educational leaders in respective SSA countries have failed to identify the key indicators of employees' performances as such, existing measures and policies do not influence their employees' performances as expected (Aldamore, Yazam & Ahmid, 2012; Paladino, 2011). Paladino added that, majority of schools in SSA, especially SHSs, are very far from achieving the goals of education. Similarly, the educational system in Ghana is declining basically due to inconsistent and poor measures available to address employees' performances in various academic institutions, especially SHSs (Kwapong, Opoku & Donyina, 2015). Unfortunately, teachers have been solely blamed for this decline because they are major transmitters of knowledge to students (Ohemeng, 2009).

Similarly, the performances of employees in educational institutions in Ghana likewise developing countries are crucial for the development of the country's educational system (Osei, 2011). In this manner, identifying the various factors that determine employees' performances will greatly contribute to the growth of human resource capable of championing the development goals of Ghana. In view of this, key stakeholders in the educational sector in Ghana such as Ghana Education Service (GES) and various school authorities have implemented strategies in order to increase the current performances of employees, basically in the Senior High Schools (SHS) (Ohemeng, 2009). Moreover, these strategies can only be successful if they are in line with factors that determine employees' performances in these schools including those within the Prampram district in Greater Accra.

Statement of the Problem

In public high schools in Ghana, for instance, most teachers have struggled to live up to expectations basically because their motivational needs such as good salaries, allowances, recognition and promotion have not been well addressed (Osei, 2011). Further, teachers, especially those within the Prampram district, have largely encountered performance challenges and this is being informed by the fact that, key stakeholders have not been able to clearly identify their motivational needs. Over the years, the performances of students in this district in WASSCE has been appalling (WAEC, 2016). During rankings of 2017 best performing SHSs in Ghana, for instance, no school within this district fell within the best 50 schools (www.ghanaschoolsinfo.org). In this regard, ascertaining the indicators of employees' performances in Prampram district can be the likely solution for this kind of worrying performances.

Extensive studies on teacher motivation and school performance can be found in several countries (Ali, Dahie & Ali, 2016; Armstrong, 2009; Khan, 2011; Kehoe & Wright, 2013) but only a few have been conducted in Ghana (Donkor, 2016; Ohemeng, 2009; Osei, 2011). Among these studies, none of them directly relate to employees (teachers and administrative staff) in this study area despite the prevalence of poor students' performances in the public SHSs within the Prampram district, Ghana. Most of the studies also failed to describe key elements of research methods employed (Ampofo, 2012; Kwapong et al, 2015). These elements could include the research approach, design, data collection instrument and analytical tools. Thus, these limitations in literature have created a gap which the study seeks to exploit.

Purpose of the Study

The purpose of the study was to examine the relationship between teacher motivation and school performance in three (3) selected Senior High Schools (SHSs) within the Prampram district, Ghana. In view of this, the following specific objectives were developed to:

1. ascertain the indicators of teachers' performance in the Prampram district.
2. assess the determinants of teachers' performance in the Prampram district.
3. examine the impact of the determinants on teacher performance in the selected senior high schools at the Prampram district.

Research Questions

The following research questions were developed to guide the study:

1. What are the indicators of teachers' performance in the Prampram district?
2. What are the determinants of teachers' performance in the Prampram district?
3. What is the impact of the determinants on teacher performance in the selected senior high schools at the Prampram district?

Significance of the Study

The study examines the relationship between teacher motivation and school performance in three selected Senior High Schools (SHSs) within the Prampram district of Ghana. The study will therefore help the employees to

have in-depth knowledge of the various indicators of performances likewise the factors influencing their performances. As such, the results from the study will bring positive change towards employees' behaviour at work. Further, the results of the study will assist school authorities in these schools and others with an insight into the relationship between the factors and performance in order to develop necessary measures to enhance employees' performance.

Also, the study's results are expected to assist policy makers in the educational sector in Ghana such as the government and Ghana Education Service (GES) with respect to factors of employees' performance in high schools across the country, especially those within the Prampram district. Finally, the outcome of the study will augment existing literatures in relation to teacher motivation and school performance in Senior High Schools, especially those in Ghana. The study can also serve as a guide to researchers who are interested in carrying out similar studies.

Delimitations

The study was conducted within the framework of examining teacher motivation and employees' performance. It focused on employees notably teachers and administrative staff in three selected Senior High Schools within the Prampram district, Ghana, therefore, the study's outcomes cannot be generalised for the whole country.

Limitations

The outcome of the study is limited to the views and opinions of respondents who are employees in three selected Senior High Schools within the Prampram district, Greater Accra Region of Ghana. Similarly, the results

might not reflect the reality of events since all the items measured in the study were self-reported rather than observed. Additionally, no research has been conducted on this topic focusing on employees in the study area as such, it was difficult to adequately use directly related literatures to support or disapprove the study's findings. However, this limitation was minimised by the inclusion of researches done elsewhere.

Organisation of the Study

The study has been organised into five chapters. Chapter one presents the introduction of the study and takes a look at the background, statement of the problem, purpose of the study, objectives, research questions, significance of the study, delimitation and limitations of the study as well as the organisation of the study. Chapter two focuses on the review of relevant literature in relation to employees' performance. Chapter three deals with the description of the study's research methods which comprise research design, study area, population and sampling procedure, data collection instrument, ethical consideration, data collection procedures, data processing and analysis. The results and discussion of data was done in chapter four. Chapter five presents the summary of key findings of the study, conclusions and recommendations to authorities in these Senior High Schools and policy makers. The chapter concludes with recommendations for further research.

Chapter Summary

The importance of employees in our 21st century can never be over-emphasised. Their performances are key to the development and survival of organisations including educational institutions in Ghana. It is therefore

imperative that school authorities and policy makers identify the various factors of employees' performance and develop necessary measures to assist them improve upon their performances. The next chapter will review literatures related to the study.

CHAPTER TWO

LITERATURE REVIEW

This chapter deals with reviews of literature in relation to the study's objectives. The chapter specifically discusses the theoretical review, definition of key concepts and empirical review of the study.

Theoretical review

Herzberg's two factor theory and the expectancy theory underpinned the study due to their relatedness to the study's research objectives. These theories have been widely recognised to clearly explain motivation and performance in workplaces (Herzberg, 1968; Mullins, 2007; Vroom, 1989). Herzberg's theory was considered appropriate for the study due to its direct relatedness to the first objective as compared to the other content theories such as Maslow's needs theory, Alderfer's ERG theory and McClelland's Achievement theory.

Herzberg's two factor theory

Herzberg's two factor theory suggests that the needs of employees are the major motivators or determinants of performance (Herzberg, 1986). In line with this, Herzberg propounded the two-factor theory in 1968 as an extension of Maslow's hierarchy of needs theory. The theory is founded on the assumption that, employees' performances are influenced by two (2) major set of factors comprising motivators or satisfiers and hygiene factors (Herzberg, 1968). According to Herzberg (1968), motivators are related to the content of one's job and their presence enhance employee satisfaction and eventually their performance. The motivators are vital to maintaining reasonable levels of

motivation among employees and they include possibility of growth, advancement, recognition, status, promotion and responsibility (Herzberg, 1968; Ramlall, 2004; Tietjen & Myers, 1998).

Motivators provide high level of motivation, job satisfaction and also promote employee performance as compared to hygiene factors. The motivators are intrinsic in nature and thus are intrinsic factors that determine performances. The hygiene factors, on the other hand, are regarded as completely different set of factors. They are extrinsic in nature thus are provided mostly by employers other than the employees themselves (Herzberg, 1968). These factors comprise financial incentives such as salaries, bonuses and allowances, interpersonal relations, work conditions, job security and company policies.

Hygiene factors do not cause any dissatisfaction; neither do they motivate workers. However, when they are poorly provided to employees, they lead to dissatisfaction and exert negative impact on them. They are seen as maintenance factors that are essential to avoid dissatisfaction but they do not on their own add to the job satisfaction and motivation of employees (Cole & Hilliard, 2006). Herzberg stressed that, hygiene factors are required in order to meet the basic needs of employees and to prevent job dissatisfaction and poor performances.

A major tenet of the theory is that when the hygiene factors are absent, employees become dissatisfied, but when they are provided, they are not satisfied rather the dissatisfiers cease to exist. For example, when employees do not have computers to work with, they will be dissatisfied but when the computer is provided (which they need for normal performance) it will not bring about satisfaction. Employees need to be paid well, have good working

environment, have adequate break periods, among others. These are not actual motivators but, they are rather seen as satisfiers. For example, growth, achievement, recognition, among others.

Hackman and Oldham (1976) criticised Herzberg's theory by saying that, it does not allow for individual differences such as particular personality traits, which would affect individuals' unique responses to motivating or hygiene factors. Also, Patriota (2009) criticised the theory by suggesting that, the theory is limited when presenting work content and recognition as a source of employee motivation. Other critics point out that hygiene factors such as financial rewards, have to a large extent, been used to motivate people to join a particular organisation and exhibit greater performance (McShane & Von Glinow, 2000; Mullins, 2007).

Notwithstanding these criticisms, this theory was still appropriate for the study because it throws more light on the different determinants of employee performance in organisations including academic institutions. The theory also constitutes a good framework for the validity of the argument that there are various determinants of employees' performance. Herzberg (1968) suggests that, what really motivate employees (teachers and administrative staff) are motivators such as challenging jobs, achievement, recognition and opportunities for growth in their jobs. Therefore, employees in these selected senior high schools have the power to motivate themselves intrinsically but also require hygiene factors to keep them satisfied and invariably enhance current performances.

Expectancy theory

Emphasis was based on expectancy theory due to its relatedness to the study's research objectives. The expectancy theory was propounded by Victor Vroom (1969) and it states that, employees will be motivated to apply high levels of efforts when they believe that those efforts will lead to good performance indicators such as promotion, good performance appraisal and organisational rewards. This theory is based on three (3) major assumptions comprising effort-performance, performance-reward and valence. According to Vroom (1969), effort-performance linkage is the perceived probability by an employee that exercising a given amount of effort would lead to performance. Performance-reward linkage refers to the extent to which an employee believes that increase in performance will virtually lead to a certain outcome.

Valence is the importance an employee attaches to the potential outcome or reward that can be achieved on the job. This takes into consideration the goals and needs of the employee (Vroom, 1969). This theory criticised Herzberg's theory on the view that, the latter is too dependent on the content and context of work roles of employees. Therefore, the theory stresses that, employees perform better if they are aware of the indicators of performance (Ott, 1989). Thus, value rewards can be linked to performance by stating exactly what job behaviours will lead to what rewards. For instance, if an employee is well aware that good performances could lead to high performance indicators such as promotion, recognition and organisational rewards, they intend to perform better.

In relation to the study, the theory suggests that teachers and administrative staff will perform better when performance indicators are clearly explained to them. Simply put, if employees, notably teachers, believe that their

performance and commitment to their jobs would lead to winning the best teacher award, promotion, recognition and reward, they are likely to perform better. Employees (teachers and administrative staff) are therefore likely to be motivated to perform when they feel that putting in efforts will lead to attaining regional/national best teacher awards, ranking of their schools and better WASSCE results.

From the two theories discussed, it could be seen that they stressed on two major concepts comprising motivation and performance. These concepts are therefore explained in the ensuing sections.

Concept of Motivation

Motivation is undoubtedly, the prime factor that influences the performance of employees (Osei, 2011; Muogbo, 2013). Motivation is derived from the word “motivate”, which implies to move, push or influence to succeed in satisfying a want (Muogbo, 2013). Huczynski and Buchanan (2007) defined motivation as a combination of goals towards which human behaviour is directed, the process through which those goals are pursued and achieved and the social factors involved. Also, Martin and Bartol (2003) defined it as a power that strengthens behaviour, directs behaviour and activates the propensity to continue. They added that, to achieve assured targets, individuals must be adequately energetic and be clear about their determinations. Motivation is a set of courses concerned with the kind of strength that enhances performance to attain some definite objectives (Khan, Farooq & Ullah, 2010).

Motivation is generally defined as the psychological forces that determine the direction of a person’s level of effort, as well as a person’s

persistence in the face of difficulties (Society for Human Resource Management, 2010). It is one of the main policies of authorities/managers to enhance effective job management amongst employees in any organisation (Shadare, Hammed & Ayo, 2009). Motivated employees are responsive of the goals they are expected to accomplish, thus channel their abilities in that direction. Poor employee motivation leads to inefficient and under-utilisation of organisational facilities. Therefore, employee motivation is a key factor in moving an organisation forward and they are more needed in academic institutions to promote performances of both teachers and students.

The factors influencing motivation are also seen as determinants or factors of performance (Daniel & Metcalf, 2005; Reiss, 2014). These factors satisfy a need and stimulate people to bring out their natural drive in accomplishing a given task. Employees can therefore be motivated in the best way by providing them with meaningful rewards (Daniel & Metcalf, 2005). Several factors have been identified to motivate employees and invariably performance and these factors are grouped under two (2) major factors; intrinsic and extrinsic. The intrinsic factors are related to work behaviours which are derived from a one's inner desires to do something (Agyemang, 2016). It is therefore an inducement derived from within the person or from the activity itself and positively affects behaviour, performance and well-being.

Intrinsic motivation is said to exist when behaviour is performed for its own sake rather than for the attainment of material or social support. In academic settings, intrinsic factors of teachers, for instance, consist of teacher engagement, job satisfaction derived from teaching, feeling of accomplishment, challenging and competitive nature of teaching, enjoyment of teaching,

recognition, career advancement, control over others and the goal of becoming a teacher (Ampofo, 2012; Donkor, 2016). However, Donkor (2016) stressed that, the major intrinsic factors include engagement (extent to which teachers commit to their academic roles), ability to advance and recognition.

On the other hand, extrinsic factors refer to behaviours which are executed to obtain material or social rewards or to avoid punishment. Llopis (2012) as cited in Sansone and Harackiewicz (2000) suggested that extrinsic motivation results from the attainment of externally administered rewards comprising pay, material possessions, prestige and positive evaluation from others. Chandler, Chonya, Mtei, Reyburn and Whitty (2009) suggest that extrinsic motivation may also be non-financial, such as recognition, commendation or opportunities for continuing education or training. Curlis (2010) also added that, extrinsic motivation in academic setting basically includes external rewards such as salary, free meals, free accommodation, extra teaching allowances, free medical care, study leave with pay, management acknowledgment, promotion, job security and appreciation for good performances.

Generally, an employee's performance is determined by factors such as compensation packages, work conditions, quality and style of leadership (Aguinis, 2009). Also, Aktar, and Ali (2012) and Ali, Dahie and Ali (2016) found that, factors such as organisational goals and expectations, feedback, skills to perform, knowledge of organisational structure, sufficient motivation through incentives and self-satisfaction could also be used to determine employee performance in organisations including academic institutions. According to Nyakundi (2012), job satisfaction, better working conditions and fairness in

promotion and reward systems are major determinants of employee performance in secondary schools.

Dar, Bashir, Ghazanfar and Abrar (2014) stressed that, good academic institutions establish appropriate structures to ensure that the key factors/determinants of employees' performances are determined and attended to. He added that, employees notably teachers and administrative staff in high schools are motivated to perform well by factors such as management acknowledgement, appreciation for work done, overall authenticity of leadership, career advancement, work environment, rewards in the form of promotions, recognition and financial rewards like bonuses, increment in salaries and allowances and these findings were in line with (Carter, 2013; Donkor, 2016; Kwapong *et al.*, 2015). Thus, it is important to identify these factors at all times in bid to ensure that teachers and administrative staff are content with the factors at their disposal.

Similarly, Dahie and Ali (2015) found that, work environment, reward, autonomy, social benefits and cooperation were the major determinants of performance in secondary schools. In a study by Matoke, Okibo and Nyamongo (2015), it was revealed that, determinants of performance could be grouped into four (4) major factors: development, environmental, leadership and remuneration factors respectively. Development factors comprise in service training, teacher qualification and promotion whereas environmental factors consist of teaching and learning resource, workloads and working conditions and leadership factors include transactional, transformational and autocracy. Finally, remuneration factors contain salary, fringe benefits and rewards. They

concluded that, these determinants influence employee performance to a large extent thus are seen as necessities.

From the reviews, the study found several general factors/determinants of performance by different scholars in different countries (Aguinis, 2009; Dahie *et al.*, 2015; Aktar *et al.*, 2012; Ampofo, 2012; Brian, 2013; Carter, 2013; Donkor, 2016; Kwapong, *et al.*, 2015). Also, their findings have been widely employed and justified by other scholars (Cherian & Jacob, 2013; Danish & Usman, 2010; Dar, Bashir, Ghazanfar & Abrar, 2014; Jayaweera, 2015). However, for the purpose of the study, determinants/factors of performance identified by scholars which are directly related to academic institutions were adopted in bid to answer the first objective of the study (Dahie *et al.*, 2015; Brian, 2013; Carter, 2013; Donkor, 2016; Kwapong, *et al.*, 2015). This was because, their findings are directly related to the study's sector (secondary schools) thus, they can be relied on to support or disapprove the study's findings.

Concept of Performance

Performance is about behaviour or what employees do and not what employees produce or the results of their work (Aguinis, 2009). According to Aguinis, performance is an effort along with the ability to put efforts supported with the organisational policies in order to achieve certain objectives. Twalib and Karuiki (2016) also added that, employees are impacted by a variety of forces both internal and external as they seek to perform their duties. Employers who are mindful of these forces and are focused on resolving them can increase productivity, loyalty and eventually organisational performance. Mathis and

Jackson (2011) stressed that, performance is associated with quantity of output, timeliness of output, quality of output, work efficiency, effectiveness of completed work and attendance on the job.

Moreover, employee performance is seen as the successful completion of tasks by selected individuals (Blanchard & Wittz, 2009). It is usually measured by a supervisor or organisation using pre-defined acceptable standards. Employee performance ensures that available resources within an organisation are efficiently and effectively utilised by an employee. As such, performance is about behaviour or what employees do but not about what employees produce or work outcomes (Agarwal, Datta, Blake-Beard & Bhargava, 2012). It is to note that, organisations spend huge amount of resources to improve employees' performance in bid to ultimately enhance organisational performances.

Agarwal *et al.* (2012) stressed that, organisational performance consists of actual output of an organisation which are measured against given objectives. They added that, with organisational performance, the organisation compares its goals and objectives with actual performance. It therefore determines how well the organisation is performing to attain its vision, mission and goals (Jenatabadi, 2015). In an educational setting, organisational performance is referred to as school performance and it relates to how schools achieve their vision, mission and goals (Tehseen & Ul Hadi, 2015). It is therefore regarded as the ultimate goal of every academic institution including secondary schools in Ghana and more precisely those within Prampram district.

Indicators of School Performance

How well an organisation has performed cannot be ascertained without indicators (Aguinis, 2009; Pursglove & Simpson, 2007; Thao & Hwang, 2015). Performances indicators are the criteria or measurement elements used to determine an organisation's performance within a given period (Pursglove & Simpson, 2007). According to McCoy (2012), they are indicators used to predict one's level of performance. These indicators reveal whether an individual/organisation has performed better or not. As such, performance indicators serve as a guide to an organisation with regard to establishing training and development strategies and also identifying employees' needs (Mustapha & Ghee, 2013). In recent times, most organisations have developed unique performance indicators in the bid to determine their organisations' performance. However, other organisations rely on standard performance indicators relevant to their sectors or industry when measuring their employees' job performances (Gupta, Kumar & Singh, 2014).

In academic institutions, there exists some performance indicators which are unique to the sector (Donkor, 2016; Ojernido, 2012; Peretemode, 2013) and these indicators have been adopted by most schools and even researchers in determining schools' performance. Ojernido (2012) was of the view that, school performance indicators comprise school ranking, quality of teaching, materials available and students' enrolment rate. Similarly, Peretemode and Ugbomeh (2013) added that, indicators of school performance include quality of teachers available, teaching/learning materials available, performance during competitions and results from external examinations.

According to Andersen, Heinesen and Pedersen (2014), performances of secondary schools are primarily measured by students and teachers' performances. They explained that, parents are induced to enrol their children into secondary schools based on the perception that, existing students exhibit good performances notably during external examinations. They added that, other indicators include quality of teachers, student enrolment rate and subjects taught. It is to note that, some of these performance indicators have been employed in studies by (Akuoko, Dwumah & Mahama, 2012; Shafiwu & Salakpi, 2013). Also, Ishak, Suhaida and Yuzainee (2009) suggested that, performance indicators in academic institutions comprise quality of teaching, school curriculum, teaching/learning materials available, number of trained teachers, ranking of school and awards earned.

In Walker, Andrews, Boyne, Meier and O'Toole (2010) study, they used elements such as feedback from key stakeholders such as parents, government and the general public, school ranking, results from external examinations and performance during competitions to indicate school performance. In Lavy (2009) study, he employed items such as quality of teachers, accessibility of teaching/learning materials, number of trained and qualified teachers, facilities available and subjects offered to indicate/ measure performance of basic schools in two (2) rural districts in Ghana. Moreover, Donkor (2016) added that, contact hours between students and teachers, lesson delivery and school rankings could be used as indicators of school performance. He stressed that, poor delivery of lessons, for instance, by school teachers affect students' academic performance and eventually the school's overall performance.

From the reviews, it was found that, there exists several performance indicators used in academic institutions to ascertain their schools' performances. Among these indicators, quality of teaching, school rankings, results from external examinations, accessibility of teaching/learning materials and students' enrolment rates were the common indicators employed (Anderson *et al.*, 2013; Lavy, 2009; Donkor, 2016; Ishaq *et al.*, 2014; Walker *et al.*, 2014; Ojernido, 2012). Also, other indicators found in some studies comprised lesson delivery, curriculum, performance in external competitions, students' performance, facilities available, number of trained and qualified teachers, awards earned and subjects offered (Anderson *et al.*, 2013; Donkor, 2016). It was therefore prudent to employ some of these indicators to measure performance of the three selected high schools within Prampram district, Ghana.

Empirical review

This section presented the empirical review section of the study. It specifically discussed the existing studies on determinants of employee performance and school performance.

Determinants of employee performance and School performance

Extensive studies have been done in relation to determinants of employee performance and school performance in several countries (Ali, Dahie & Ali, 2016; Mustapha & Ghee, 2013). Similar results have been found in most of these studies although they were carried out in different study areas. For instance, Afful-Broni (2012) conducted a study in Ghana on the relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana. The study purposely examined the relationship

between motivation and job performance of staff at the University. The study employed a descriptive survey design because it adopted quantitative method. From a population size of 361, the study randomly sampled 200 respondents and used self-developed likert structured questionnaires to collect data from them. Data collected was analysed with descriptive and inferential statistics and found a positive relationship between motivation and performance.

In Pakistan, a study was done on the impact of motivation on employee performance with effect of training in the education sector (Asim, 2013). The study aimed at explaining the impact of motivational level among performance with the mediating role of training needed in the Pakistani secondary schools. The study adopted the descriptive design and quantitative method but failed to employ a theory. Data through questionnaires were collected from 118 respondents from the secondary schools although the population size was not stated. Using regression analysis, the study found that, Human Resource (HR) needs like training, promotion and motivational level of employees have strong impact on employee and organisational performance in the schools. It was concluded that, in the education sector, motivation plays positive results in performance thus as motivation increases, performance also increases.

Also, Dobre (2013) conducted a research on the drivers of employee motivation to high levels of organisational performance. The study specifically looked at the effect of drivers of motivation on organisational performance. The study employed a quantitative method and used a survey design. The study failed to describe the population, sample and sampling technique employed likewise theory. However, collecting data through structured questionnaires, analysis was done using descriptive and regression. The study found that,

drivers such as recognition and empowerment ensure high level of organisational performance. It was therefore concluded that, drivers of motivation especially recognition and empowerment have a strong effect on organisational performance.

Ek and Mukuru (2013) carried out a study on the effect of motivation on organisational performance in the Public Middle Level Technical Training Institutions in Kenya. The study adopted a descriptive research design and quantitative method. The study randomly sampled 315 respondents comprising administrators, staff and heads of department although the size of the population was unknown. Both structured questionnaires and interviews were used to collect data and analysed using descriptive and regression. The study found that, motivation had a strong effect on organisational performance in the Technical Training Institutions in Kenya.

Mustapha and Ghee (2013) did a research in Malaysia on examining workload as antecedent of motivation among academic staff of higher public education in Kelantan. The study aimed at determining the influence of motivation on organisational performance among academics in four (4) public schools in Kelantan. Employing descriptive survey design and quantitative method, questionnaires were administered to 320 randomly sampled respondents from an unknown population. Also, the study was not underpinned by any theory thus affecting the reliability of its findings. However, data was analysed using descriptive and Pearson Product Moment Correlation and it was found that, workload, as determinant of performance, had negative significant relationship with organisational performance.

Andersen *et al.* (2014) did a research on how public service motivation (PSM) among teachers affect student performance in schools. The study investigated the association between PSM and the performance of Danish teachers using an objective outcome measurement tool (students' examination results). The study combined survey data and administrative register data in a multilevel data set. However, the study was not underpinned by any theory and also its method adopted was not stated. The study's population comprised 5631 students and 684 teachers from 85 schools in Denmark. The study used Pearson correlation and found that PSM is positively associated with examination results of students and invariably school performance. They concluded that, PSM may be needed for students, employee and overall performance improvements.

In Somalia, Ali, Dahie and Ali (2016) carried out a study on teacher motivation and school performance, the mediating effect of job satisfaction from secondary schools in Mogadishu. The aim of the study was to determine the significant relationship between teacher motivation and school performance; the mediating effect of teacher's job satisfaction. The study used the survey design because it was quantitative in nature. However, it wrongly employed a convenient sampling method to collect 80 questionnaires from secondary schools in Mogadishu without indicating the population size. The study also not underpinned by any theory. In spite of these, data were analysed using Pearson's correlation and it was found that, teacher motivation has a strong significant relationship between job satisfaction and school performance.

Donkor (2016) conducted a study on motivation and job performance among teachers in La-Nkwantanang Madina Educational Directorate, Ghana. The purpose of the study was to examine the effect of teacher motivation on job

performance in the directorate. Employing the quantitative method and predictive correlational design, the study randomly sampled 110 teachers from some selected basic schools in the directorate though the population size was unknown. Questionnaires were employed for data collection and data were analysed using different statistical tools such as descriptive and regression. It is to note that, the 5-point scale employed was inappropriate for the use of regression. However, the study found that, teacher motivation has a significant effect on job performance. It therefore concluded that, teacher motivation is vital for improved performances.

From the reviews, it was found that, employee motivation has a relationship with or effect on school performance (Ali et al., 2016; Anderson et al., 2014; Donkor, 2016; Ek & Mukuru, 2013) and as such, plays tremendous roles in the growth and success of any organisation most precisely academic institutions. However, from these reviews, it was found that, some of the studies failed to describe key elements of research methods employed in their study. It was also revealed that, most of the literatures were not underpinned by theory despite its relevancy in any research work. Additionally, none of the studies pertaining to Ghana have been conducted within Prampram district despite the prevalence of poor students and schools' performances. From these reviews, it was prudent to conduct this study in bid to close gaps in order to contribute to existing literature.

Conceptual Framework

This section presented a framework to explain the impact of the determinants of teacher performance on teachers' job performance in the

selected senior high schools. The framework provides the linkage/relationship between the key variables (determinants of teacher performance, work performance) of the study. the framework was presented in Figure 1.

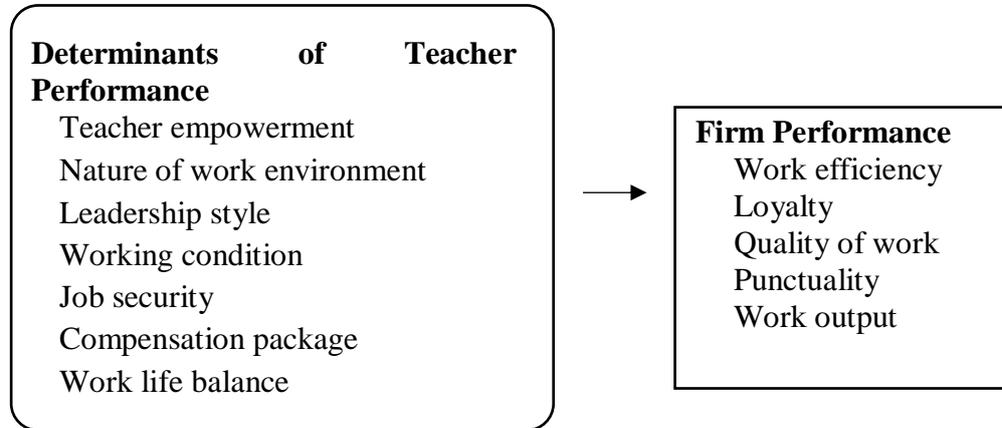


Figure 1: Conceptual framework of the Study
 Source: Author’s own construct, (2019)

From Figure 1, teachers’ work performance is directly dependent on the determinants of teacher performance including teacher empowerment, nature of work environment, leadership style, working condition, job security, compensation package and work life balance. simply put, a positive change in any of the determinants could lead to a positive change in the work performance levels of the teachers and vice versa. The framework was supported by existing studies by Agyemang (2016), Ali et al. (2016), Daniel et al. (2014), Llopis (2012), Ampofo (2012) and Aktar and Ali (2012). In terms of measuring teacher performance, the indicators were obtained from existing studies by Donkor (2016), Ojernido (2012), Peretemode (2013) and Gomez and Gomez (2012). The framework was therefore developed to underpin the study.

Chapter Summary

This chapter presented the theories underpinning the study. It also discussed the major concepts such as motivation and performance of the study.

the chapter concluded with reviews of related literatures in bid to compare and contrasts works conducted by other researchers in relation to determinants of performance (motivators) and school performance. Thus, results from these reviews were used to support or disapprove the study's findings.

CHAPTER THREE

RESEARCH METHODS

The study sought to examine the relationship between teacher motivation and school performance in three selected Senior High Schools within the Prampram district of Ghana. In light of this, this chapter discusses the research methods employed in the study in relation to research approach, research design, study area, population, sampling procedure, data collection instrument, data collection procedures, ethical consideration and data processing and analysis.

Research Approach

Research approach plays vital roles in any scientific research. Creswell (2014) defined it as a plan or procedure for a study which spans the steps from broad assumptions to detailed methods of data collection, analysis and discussions. Creswell identified three major approaches to research which include qualitative, quantitative and mixed approaches respectively. It is to note that, the choice of an approach relies on the aim of the study. A qualitative research approach explores for insights and understanding about an individual's perception of events. It is basically an inductive data analysis from themes and patterns, and from particular to general. It also explores a program, activity, process, individual or groups in their natural setting (Creswell, 2014).

Quantitative research approach/method is a type of approach in which quantitative techniques in the form of descriptive and inferential statistics are used to describe issues in the study (Creswell, 2014). This approach allows the study to collect and analyse data in quantitative terms in order to achieve its

purpose. It is therefore suitable for examining the strength and magnitude of relationships likewise the effect or impact of a variable on another. Mixed research approach involves conducting a research that involves collecting, analysing and integrating quantitative and qualitative research. It is used when the researcher intends to provide a better understanding of the research problem than either of each (qualitative or quantitative) alone.

From the foregoing, the study employed the quantitative research approach as its goal is geared towards collecting and analysing data objectively. Creswell and Creswell (2017) added that, the quantitative approach enables the use of quantitative tools such as descriptive and inferential in describing key issues in the study. the study therefore employed this approach because it sought to examine a relationship thus requires quantitative tools such as correlation.

Research Design

In view of this, this approach gave room for the adoption of a research design. A research design consists of three major types/forms comprising exploratory design, explanatory/causal design and descriptive design (Creswell, 2014; Saunders, Lewis & Thornhill, 2009). An explanatory design involves quantitative analysis because it is geared towards establishing relationships between variables of which the study intends to attain. Practically, the study sought to examine relationship between factors and indicators of employees' performance thus it is appropriate to adopt this design.

The exploratory design, on the other hand, is intended to explore a research problem without intending to offer final and conclusive solutions to that problem (Saunders *et al.*, 2009). It is therefore mostly conducted to a study

a problem which is yet to be clearly defined and as such, little information is known. Finally, the descriptive design is a design for which the purpose is to produce an accurate representation of persons, events or situations (Hair, Black, Babin, Anderson & Tatham, 2010). The design has an advantage of producing good amount of responses from a wide range of people (Creswell, 2014), and it can also be used with greater confidence with regards to particular questions of special interest or values to a study

According to Creswell (2014), the choice of a design is dependent on the type of approach employed. As such, the study employed the descriptive/causal design although there exist the other designs. The descriptive/causal design likewise the other designs has some strengths and weaknesses (Creswell, 2014; Saunders *et al.*, 2009). Some of the major strengths of this design include increase in understanding of a particular subject, flexibility of obtaining data, better conclusions and allows generalisation of findings. On the other hand, this design comes with some major weaknesses such as possibility of obtaining biased information (Saunders *et al.*, 2009). This is because, respondents have the utmost right to fill the questionnaire without interferences and this privacy allows them to provide information that favours them against what actually exists.

Also, the study's findings could be affected by other uncontrolled variables. This means that, without keeping some variables constant, they could affect a study's finding since a phenomenon could be caused by several variables. For instance, one's performance could be caused by variables such as motivation, commitment, satisfaction, engagement, among others. Additionally, quantitative research could be time consuming when ensuring a

representative sample. In most instances, it is difficult to obtain a given sample to represent the target population. As such, more time is spent by the researcher when ensuring that the right sample is obtained for a given study (Saunders *et al.*, 2009). Despite these weaknesses and the presence of the other designs, the descriptive design was appropriate due to the purpose of the study coupled with the approach employed.

Study Area

The study was carried out within the Prampram district, Greater Accra region of Ghana. Prampram district is among the sixteen (16) districts in Greater Accra Region and it was established in 2012. This district was carved from the former Dangme West District (District Analytical Report, 2017). It is bordered to the north by Shai Osudoku district, to the west by Kpone Katamanso district, to the east by Ada West district and to the south by Gulf of Guinea. This district has a total area of 622.2 square kilometres and according to Ghana Statistical Service (2015), the population of the district was 70,923. The district has six (6) senior high schools of which two (2) are public and four (4) are privately owned. The public schools consist of Prampram Senior High School and Ningo Senior High School whereas the private schools consist of Afienya Youth Centre, Global Senior High School, Tema International High School and Ningo Secondary Technical School.

Population

Creswell (2012) defined a population as a complete group of entities sharing particular features or characteristics. The population of the study comprised all teaching staff of Prampram SHS, Ningo SHS and Global SHS.

The population comprised publicly-owned schools in the metropolis. The population consisted of 113 teachers in the three selected schools with 42 of them being teachers of Prampram SHS, 37 being teachers of Ningo SHS and 34 being teachers of Global SHS. These three schools were selected due to their poor performances and the adequate number of teachers in the schools.

Sampling Procedure

The study used the census approach by collecting data from the entire target population of 113 teachers from the selected schools. The census approach was used because it was scientifically possible to collect data from the relatively large target population. The census approach is an approach which ensures that all members in a population participate in the data collection exercise and as such no sampling technique is used. With this approach, every unit in the population is used and as such, data is collected from every member in the population. Simply put, data was obtained from all the staff in the selected schools.

Data Collection Instrument

Based on the objectives of the study, a structured questionnaire as a primary data collection instrument was employed to collect data from respondents. A structured questionnaire is a method of data collection in which each member is asked to respond to the same set of questions in a prearranged order (Saunders & Lewis, 2012). It is the major collection instrument used in quantitative study and thus is the most appropriate as compared to the others such as observation and interviews which are appropriate for qualitative study.

it is to note that, the questionnaire was self-constructed from reviews of related literature in relation to the study's objectives.

The questionnaire was basically structured in four sections with section A gathering information on the respondents' demographic characteristics. Section B also solicited for information from respondents in bid to answer the first objective of the study in relation to indicators of employees' performance. Section C solicited for information on the determinants of teacher performance (research objective 2). Finally, Section D solicited for information in relation to the measurement of teachers' performance. Analysis of the third objective was then based on sections C and D. It is to note that, in relation to Sections B, C and D, respondents were asked to rate their level of agreement to each of the statements on a five-point scale with 1 representing least agreement whereas 5 represented highest agreement. Therefore, this structured questionnaire aided to soliciting for data from respondents for analysis.

Validity and Reliability

It is vital that a research collect empirical findings that replicate the reality of situations. One needs to be sure that data are easily accessible and also answer the research questions (Saunders & Lewis, 2009). As such, the best way to evaluate a primary source is to use the concepts of validity and reliability. According to Rönkkö and Evermann (2013), the degree of reliability measures the extent to which data collection can be trusted. Reliability was tested using Cronbach alpha and its result was presented in next chapter

Validity, on the other hand, deals with trustworthiness, in other words, it discusses how well the result of a study agrees with reality (internal validity)

while, external validity talks about the degree of generalisability (Rönkkö, & Evermann, 2013). The degree of validity explains the extent to which data methods accurately measure what they are intended to measure. A major weakness with validity is that, it deals with a relatively small sample which makes the results of the study quite restricted. This therefore affects the results since it does not provide the study with clear results that apply to the full population, and thus makes the chance of generalisation smaller.

Data Collection Procedure

Before the data collection exercise, permissions were sought from heads of the respective schools through an introductory letter from the Department of Human Resource Management, University of Cape Coast. Upon being granted permission, the questionnaires were then distributed and collected with the help of a trained and well-equipped assistant. This assistant is a second-degree holder from the University of Ghana and currently a Graduate Assistant (demonstrator) there. As part of her work roles, the assistant carries out various research related activities in the university and as such, has adequate knowledge with regards to data collection. The assistant was employed due to the difficulties associated with collecting data on time and also the need to provide further explanations to respondents who had challenges understanding some statements in the questionnaire despite efforts to ensure they were self-descriptive.

The data collection exercise took one month to complete due to the stress associated with accessing respondents to participate in the exercise. However, the exercises were marred with several challenges such as difficulty in allocating respondents, unwillingness of some of them to participate in the

exercise and delays in returning completed questionnaires. Moreover, all efforts were made to correct the major problems in bid to attain a reasonable amount of data for analysis and generalisation of findings.

Ethical Considerations

An ethical consideration in research refers to the standards or norms for conduct that differentiate between right and wrong. Ethical considerations therefore help to determine differences between acceptable and unacceptable behaviours in research (Creswell, 2014). According to Patten and Newhart (2017), the major ethical issues that needs to be considered in every research comprise voluntary participation, right to privacy, anonymity and confidentiality of information. As such, all efforts were geared towards ensuring that all these ethical issues were attended to. For instance, with voluntary participation, all respondents were allowed to participate in the data collection exercise willingly.

Also, the possible issues of right to privacy was realised by allowing respondents to answer the questionnaires on their own and they were informed to leave unclear statements unanswered for further explanations through their own convenient medium. The issue of anonymity was also attended to by restricting respondents from providing their names and contact numbers on the questionnaire. Respondents were therefore assured that, none of their identities would be leaked to the public domain nor used for any purpose other than this study. Finally, the study ensured confidentiality of information by assuring respondents that all information provided would be kept confidential. They were assured that, none of their information would be used against them nor

found the public domain. In view of these, all major ethical issues/considerations were met in the study.

Data Processing and Analysis

Data collected from the exercise underwent rigorous scrutiny to ensure that any error arising from incomplete and wrongly filled questionnaires were eliminated or minimised. The error-free data were then carefully coded and edited to avoid missing values. The data were then entered and processed using Statistical Package for Social Sciences (SPSS) (v.22) software and the results attained were displayed in tables. Also, the processed data were analysed using statistical tools such as descriptive and inferential tools. The descriptive statistical tools, consisted of frequencies, percentages, means and standard deviations, whereas the inferential statistical tool consisted of Pearson's correlation. Pearson's correlation was used to analyse the third objective to assess the relationship between the factors and indicators of performance.

Chapter Summary

The chapter discussed the research methods employed to achieve the study's purpose. The chapter therefore discussed key elements of research methods in relation to approach, design, population, sampling procedure, data collection instrument, among others used in the study. The descriptive research design was adopted because the study employed the quantitative research approach. Both descriptive and inferential statistical tools such as percentages, frequencies, means, standard deviations and correlation were used to analyse the data from questionnaires in bid to answer the research questions of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the results and discussion section of the study. It entails the socio-demographic characteristics of respondents, ascertains the indicators of teachers' performance, assesses the determinants of teachers' performance and examines the impact of these determinants on teacher performance.

Socio-demographic Characteristics of Respondents

This section analyses the socio-demographic characteristics of the respondents (teachers within Prampram SHS, Ningo SHS and Global SHS). Specifically, this section presents the sex, age and educational levels of the teachers. The results are reported in Table 1.

In terms of sex, the results showed that, 48 of the respondents representing 42.5 percent are males while 65 of them representing 57.5 percent are females. This means that, majority of the teachers in the 3 selected schools are female teachers. In terms of age of the respondents, 14 of the respondents representing 12.4 percent are below 30 years, 41 of them representing 36.3 percent are between the ages of 30-40 years while 41 of them representing 36.3 percent are also between the ages of 41-50 years and finally, 17 of them representing 15 percent are over 50 years. This means that, majority of the respondents are between the ages of 30-40 years and 41-50 years respectively.

Simply put, majority of the teachers in the schools' understudy are within their active working ages.

Table 1: Socio-demographic Characteristics of Respondents

	Frequency	Percent
Sex		
Male	48	42.5
Female	65	57.5
Age		
Below 30 years	14	12.4
30 – 40 years	41	36.3
41 – 50 years	41	36.3
Over 50 years	17	15.0
Level of Education		
Certificate	5	4.4
Diploma	12	10.6
Degree	62	54.9
Master's Degree	34	30.1
Total	131	100.0

Source: Field survey (2019)

Finally, the table presents the respondents levels of education and it reveals that, 5 of them representing 4.4 percent are certificate holders, 12 of them representing 10.6 percent are diploma holders, 62 of them representing 54.9 percent are degree holders and 34 of them representing 30.1 percent are master degree holders. This means that, majority of the teachers in the selected schools hold first and second degrees. This could explain why students enrolled in these schools perform better than the others within this district.

Indicators of teachers' performance

This section presents the study's results on the first research objective. The results were specifically presented on the indicators of teachers' performance in these selected schools and it was displayed in Table 2.

Table 2: Indicators of Teacher Performance

	Mean	Std. Deviation
Teaching and learning materials (TLMs) available	3.74	1.092
Quality of teaching	4.16	.774
Students' enrolment rate	3.52	1.203
Feedback from stakeholders	3.67	1.137
Completion of curriculum activities	3.95	1.076
Availability of facilities	3.69	1.188
Performances in external examinations	3.93	.942
School's current ranking	3.67	1.097
Quality teachers	3.99	.995
Students performance during external competitions	3.75	.912

Source: Field survey (2019)

From the table, results on the indicators of teacher performance in the selected schools were analysed using means and standard deviations. Factors with the highest mean present the highest performance indicator while the lowest mean indicates the lowest indicator of teacher performance. Therefore, the table reveals that, the quality of teaching provided by the teachers is the highest indicator of their performance in the selected schools. This factor obtained a mean of 4.16 with a standard deviation of .774. This was followed by the quality of teachers available in those schools with a mean of 3.99 and a

standard deviation of .995. This means that, the performance of teachers in the schools' understudy are highly indicated by the quality of teachers they have.

Moreover, the next major indicator of teacher performance in the selected schools is the ability of the teachers to complete curriculum activities within the stipulated time period. This result had a mean of 3.95 and a standard deviation of 1.076. Another major indicator of teacher performance is the performance of students during external examinations such as WASSCE. This result reported a mean of 3.93 and a standard deviation of .942. This result mean that, poor students' performances in external examinations can be used as basis to indicate whether teachers are performing well or not in the schools' understudy. This result was also followed by students' performances in external competitions such as National Maths and Science Quiz with a mean of 3.75 and a standard deviation of .912.

Further, the teaching and learning materials that teachers adopt during lessons can be used to indicate their performances. This result reported a mean of 3.74 and a standard deviation of 1.092. This means that, teachers' choice of teaching and learning materials is a moderate indicator of performance in the selected schools. This is also followed by the facilities available in the school with mean of 3.69 and a standard deviation of 1.188. This means that, the facilities available in the selected schools is not a major indicator of teachers' performances. Moreover, feedbacks from stakeholders including the Ghana Education Service (GES), parents/guardians and the general public and the current rankings of the schools' understudy are minor indicators of teacher performance with the same mean results of 3.67 but different standard deviations (1.137; 1.097) respectively.

Additionally, the table reveals that, the least indicator of teacher performance in the schools' understudy is students' enrolment rates. This result obtained a mean of 3.52 with a standard deviation of 1.203. This means that, although the students' enrolment rate is an indicator of teacher performance, it is regarded as a least indicator among the teachers in the school.

Determinants of Teacher Performance

This section presents the results on the second research objective. The results were specifically presented on the determinants of teachers' performance in these selected schools and it was displayed in Table 3.

Table 3: Determinants of Teacher Performance

	Mean	Std. Deviation
Teacher empowerment	4.02	0.991
The nature of the working environment	3.90	1.043
Quality and style of leadership of academic heads	3.87	1.073
Availability of training programmes	3.84	1.057
My condition at work	3.87	1.082
Sense of job security	4.01	.959
Compensation packages	3.84	1.177
Work-life-balance	3.68	0.966

Source: Filed survey (2019)

From the table, results of on the determinants of teacher performance in the selected schools were analysed using means and standard deviations. The results are discussed using means with the highest mean presenting the highest determinant of performance while the lowest mean indicates the lowest determinant of teacher performance. Specifically, the table reveals that, teacher

empowerment is the highest determinant of teacher performance in the selected schools. This factor obtained a mean of 4.02 with a standard deviation of .991. This was followed by having a sense of job security with a mean of 4.01 and a standard deviation of .959. This means that, the performance of teachers in the schools' understudy are highly determined their feeling of job security.

Another major determinant of teacher performance is the nature of working environment with a mean of 3.90 and a standard deviation of 1.043. This means that, the nature of working environment in the schools' understudy is a major determinant of teacher performance. This is followed by the quality and style of leadership of academic heads with a mean of 3.87 and a standard deviation of 1.073. This factor is closely followed by the availability of compensation packages and training programs available in the schools' understudy. These factors had the same mean of 3.84 with standard deviations 1.177 and 1.057 respectively.

Finally, the table's result revealed ability of teachers to balance work with life roles as the least determinant of teacher performance. This is because, this determinant obtained the lowest mean of 3.68 with a standard deviation of .966. This means that, balancing work with life roles is a least determinant of teacher performance in the schools' understudy. Thus, teachers' pay minimal attention to balancing work with life roles since it is a least determinant of their performance.

Impact of the determinants on teacher performance

This section presents the results on the third research objective in relation to the impact of the determinants on teacher performance. The

determinants of teacher performance have been discussed earlier on. Also, teacher performance was measured using work efficiency, loyalty and commitment, quality of work, punctuality and work output. Table 4 presents the measurement of teacher performance in the schools' understudy.

Table 4: Measurement of Teacher Performance

	Mean	Std. Deviation
Work efficiency	4.15	.899
Loyalty and Commitment	3.95	.971
Quality of work	4.03	.881
Punctuality	4.15	.993
Work output	4.18	.984

Source: Field survey (2019)

From the table, the work output of the teachers was found to be the major factor used to measure teachers' performance in the selected schools. This result had a mean of 4.18 with a standard deviation of .984. This result was followed by factors such as work efficiency and punctuality which had the same mean of 4.15 with standard deviations of .993 and .899 respectively. These factors were also followed by quality of work with a mean of 4.03 and a standard deviation of .881. Finally, loyalty and commitment of the teachers to their respective schools was found as the least factor to consider when measuring teacher performance. This result obtained a mean of 3.95 with a standard deviation of .971. It can therefore be found that, teacher performance in the schools' understudy is highly measured by work output, work efficiency and punctuality to work. It is to note that, factor analysis was done to combine all these factors into "teacher performance" to aid the study's analysis.

Moreover, in bid to examine the impact of the determinants on teacher performance, the section presented the correlation and regression results of the study. The correlation analysis was carried out to assess the relationship among

the variables. The various determinants such as teacher empowerment (TE), nature of working environment (NoWE), quality and style of leadership (QSL), training programmes available (TrP), working condition (WC), job security (JS), compensation packages (CP) and work-life balance (WLB) present the independent variables while teacher performance (TP) represents the dependent variable. Each determinant was run against teacher performance to assess the relationship. The relationships were tested at .05 significant level with (95%) confidence level. The results were reported in Table 5 and interpreted below.

The strength of the relationship between the independent and the dependent variables were determined using Cohen's (1988) guideline. The guideline showed that, $r = .10$ to $.29$ represented a very weak relationship, $r = .30$ to $.49$ represented a weak relationship, $r = .50$ to $.69$ represented a moderate relationship and finally, $r = .70$ to $.99$ represented a strong relationship between the variables.

The table shows the strength and magnitude of the relationships between the independent and dependent variables. In terms of the relationship between teacher empowerment (TE) and teacher performance, the correlation coefficient (r) using Pearson product moment correlation was 0.528 which is significant at $\rho = 0.00 < 0.01$. This means that, there is a significantly positive and moderate relationship teacher empowerment and teacher performance. Hence, an increase in teacher empowerment will lead to a significant but moderate increase in teacher performance and a decrease in teacher empowerment will lead to a significant but moderate reduction in teacher performance.

Also, it can be seen from Table 5 that the relationship between the nature of working environment and teacher performance is positive at $r = .359$ and this

relationship is also significant at $\rho = 0.00 < 0.01$. This means that, there is a significantly positive but weak relationship between teacher empowerment and teacher performance. Moreover, correlating quality and style of leadership (QSL) and teacher performance, $r = .365$ which is significant at $\rho = 0.00 < 0.01$. This indicates a weak significant positive relationship between quality and style of leadership (QSL) and teacher performance.

Table 5: Correlation Results

		TE	NoWE	QSL	TrP	WC	JS	CP	WLB	TP
TE	Pearson Corr.	1								
	Sig. (2-tailed)									
	N	113								
WE	Pearson Corr.	.503**	1							
	Sig. (2-tailed)	.000								
	N	113	113							
QSL	Pearson Corr.	.405**	.539**	1						
	Sig. (2-tailed)	.000	.000							
	N	113	113	113						
TrP	Pearson Corr.	.497**	.625**	.548**	1					
	Sig. (2-tailed)	.000	.000	.000						
	N	113	113	113	113					
WC	Pearson Corr.	.477**	.447**	.485**	.544**	1				
	Sig. (2-tailed)	.000	.000	.000	.000					
	N	113	113	113	113	113				
JS	Pearson Corr.	.451**	.492**	.496**	.512**	.561**	1			
	Sig. (2-tailed)	.000	.000	.000	.000	.000				
	N	113	113	113	113	113	113			
CP	Pearson Corr.	.255**	.576**	.542**	.446**	.523**	.587**	1		
	Sig. (2-tailed)	.006	.000	.000	.000	.000	.000			
	N	113	113	113	113	113	113	113		
WLB	Pearson Corr.	.388**	.385**	.346**	.492**	.378**	.331**	.206*	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.028		
	N	113	113	113	113	113	113	113	113	
TP	Pearson Corr.	.528**	.359**	.365**	.438**	.521**	.362**	.309**	.517**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.001	.000	
	N	113	113	113	113	113	113	113	113	113

** . Correlation is significant at the 0.01 level (2-tailed).

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

Source: Field survey (2019)

Further, the study correlated training programmes (TrP) and teacher performance and found $r=.438$ which is significant at $\rho = 0.00 < 0.01$. This indicates a weak significant positive relationship between training programmes and teacher performance. The table also displayed the relationship between working condition (WC) and teacher performance. The study revealed moderate significant positive relationship between working condition and teacher performance. This is because, the study reported $r=.521$ at a significant level of $\rho = 0.00 < 0.01$.

Also, correlating job security (JS) and teacher performance, $r = .362$ which is significant at $\rho = 0.00 < 0.01$. This indicates a weak significant positive relationship between job security (JS) and teacher performance. The study correlated compensation packages (CP) and teacher performance with $r = .309$ which is significant at $\rho = 0.00 < 0.01$. This indicates a weak significant positive relationship between compensation packages and teacher performance. Finally, the study correlated work-life balance (WLB) and teacher performance with $r = .517$ which is significant at $\rho = 0.00 < 0.01$. This indicates a moderate significant positive relationship between work-life-balance and teacher performance.

Moreover, to achieve the study's research objective, a regression analysis was also employed to examine the impact of the determinants on teacher performance. The regression model was evaluated by the coefficient of determination denoted by R-square (R^2). This represents the proportion of variance in either variable which is linearly accounted for by the other (Cohen, 1988). With the determinants as the independent variables and teacher performance as the dependent variable, the results were displayed in Tables 6, 7 and 8.

Table 6 gives the model summary of the output. This table displays R, R squared, adjusted R squared, and the standard error. R is the Pearson product moment correlation coefficient which indicates the strength and direction of the linear relationship between the dependent variable (teacher performance) and the independent variables (teacher empowerment, nature of working environment, quality and style of leadership, training programmes, working condition, job security, compensation packages and work-life balance).

Table 6: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.673 ^a	.453	.411	2.83149	1.938

a. Predictors: (Constant), Work-life- balance work, Compensation packages, Teacher empowerment, Quality and style of leadership, Working condition, Job security, Training programmes, Nature of the working environment.

b. Dependent Variable: Teacher Performance

Source: Field survey (2019)

Hence from Table 6, the determinants and teacher performance are positively correlated, and the strength of the relationship is moderate at 0.673. The R squared which is the coefficient of determination is the proportion of variation in the dependent variable explained by the regression model. Thus, about 45.3 percent of the variation that exists in teacher performance is caused by the determinants of teacher performance. Also, the Adjusted R² of 41.1 percent explains the variation in teacher performance that is being explained by adjustments in the determinants of teacher performance in the regression model.

Moreover, Table 7 also presents the ANOVA result which provides the test significance for R and R² using the F-statistic. The F statistic is the regression mean square (MSR) divided by the residual mean square (MSE). If

the significance value of the F statistic is small (smaller than say 0.05) then the independent variables do a good job explaining the variation in the dependent variable.

Table 7: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	690.180	8	86.273	10.761	.000 ^b
	Residual	833.802	104	8.017		
	Total	1523.982	112			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), WLB, CP, TE, QoSL, WC, Job security, TP, NoWE

Source: Field survey (2019)

From the table, the analysis shows the p -value is well below .01 ($p = 0.00$). Therefore, it can be concluded that the R and R² between the determinants and teacher performance is statistically significant, and therefore the determinants of teacher performance in the schools' understudy can significantly impact on the performance of teachers. Therefore, any increase in these determinants will invariably increase teacher performance in these senior high schools.

Further, Table 8 provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the*- value for the intercept (a) in the regression equation. The numerical values labelled as teacher empowerment, nature of working environment, quality and style of leadership, training programmes, working condition, job security, compensation packages and work-life balance in this case (representing the

independent variables), are the values for the slopes (b) for the regression equation.

$$Y (\text{TP}) = \alpha + \text{TE} + \text{NoWE} + \text{QSL} + \text{WC} + \text{TrP} + \text{WC} + \text{JS} + \text{WLB} + e$$

From the equation, Y represents teacher performance (dependent variable), α represents “constant”, the independent variables were represented by TE, NoWE, QSL, WC, TrP, WC, JS and WLB and finally, “e” represented the error or residual term. The coefficient result is presented in Table 8.

Table 8: Coefficients^a

Model	Unstandardized		Standardized		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	8.409	1.457		5.770	.000
Teacher empowerment	1.151	.352	.309	3.272	.001
Nature of the working environment	-.268	.385	-.076	-.696	.488
Quality and style of leadership	.059	.336	.017	.176	.861
Training programmes	.059	.378	.017	.155	.877
Working condition	.870	.344	.255	2.532	.013
Job security	-.226	.392	-.059	-.576	.566
Compensation packages	.290	.337	.093	.861	.391
Work-life-balance	1.205	.329	.316	3.660	.000

a. Dependent Variable: Teacher Performance

Source: Field survey (2018)

From the table, the study can report the following regression equation by predicting teacher performance based on teacher empowerment, working condition and work-life-balance.

$$Y (\text{teacher performance}) = 8.409 + 1.151\text{TE} + .870\text{WC} + 1.205\text{WLB}$$

This regression equation was reported using independent variables (teacher empowerment, working condition and work-life-balance) which were significant with ρ -values well below .05 ($\rho = 0.01$; $\rho = 0.13$; $\rho = 0.00$) respectively. This means that, all determinants which had ρ -values above .05 were excluded in the regression equation in order to meet an assumption when reporting regression equations for a study. Specifically, the various determinants: nature of working environment, quality and style of leadership, training programmes, job security and compensation package reported ρ -values above .05 ($\rho = 0.488$; $\rho = 0.861$; $\rho = 0.877$; $\rho = 0.566$; $\rho = 0.391$) respectively and thus were excluded from the regression equation. This is because, their ρ -values were not significant and thus fails an assumption of a regression model.

Taking the values for the slope and the intercept in the resulting regression equation, the study can make the following statements: according to the intercept, when the selected schools do not strengthen the determinants, their teacher performance will be 8.409 and according to the slope, for any improvement made in empowering teachers, their performances will increase by 1.151 thus teacher empowerment has a significant impact on teacher performance. Also, according to the slope, for any improvement made in teachers' working conditions, their performances will increase by .870 thus working condition has a significant impact on teacher performance. Finally, according to the slope, for any improvement made in balancing work with life roles of the teachers, their performances will increase by 1.205 thus work-life-balance has a significant impact on teacher performance. It is to note that, the other determinants were not reported because they are not significant.

Discussion of Results

This section presented the discussion of the study's results. It therefore presented the implications of the outcomes of the study.

Socio-demographic Characteristics of Respondents

The results in this section were discussed based on sex, age and educational levels of the teachers. In terms of sex, the study reported that, there are more female teachers than male teachers in the three selected Senior High Schools (SHS) in the Prampram district. This implies that, there is gender inequality among the teachers in these schools which could affect decision making processes. Female teachers are likely to have more voting power over their male counterparts in instances where majority votes count and this could jeopardise the effectiveness of the decision-making processes on key gender-related issues.

Also, in terms of age, it was reported that, majority of the teachers are between the ages of 30-50 years. This implies that, most of the teachers are within their active working periods and thus may need improved motivational and training packages in bid to help build their capacities (skills, knowledge, strength). Finally, in terms of level of education, the study indicated that majority of the teachers are first degree holders. This implies that, most of the teachers have acquired more academic training which help facilitate teaching and learning in their various schools. Thus, students enrolled in these schools are expected to perform better as they have academically inclined teachers at their disposal.

Indicators of teachers' performance

This section presented the study's discussion on the first research objective. The result indicated that, quality of teaching, availability of quality teachers and teachers' ability to complete curriculum activities were the factors that positively and highly indicate teachers' performance in their respective schools. The implication is that, these factors are the key performance measurement elements used to predict the teachers' level of performances in these schools. They therefore serve as vital guides for the Ghana Education Service (GES) and school authorities to establish training and development strategies and also to identify the needs of the teachers. Therefore, teachers who are able to complete their curriculum activities, for instance, have high level of performance than teachers who struggle to complete the curriculum.

The study's outcome was in line with previous studies by Akuoko *et al.* (2014), Anderson *et al.* (2014), Ishak *et al.* (2009), Lavy (2009), Ojernido (2012), Peretemode and Ugbomeh, (2013) and Shafiwu and Salakpi (2013). Ojernido (2012), for instance, found quality of teaching as a major indicator of teacher performance. Similarly, Akuoko *et al.* (2014), Anderson *et al.* (2014) and Peretemode and Ugbomeh (2013) all found that, quality teachers available is a key indicator of teachers' performances. Ishak *et al.* (2009) also found that, completion of school curriculum is a key indicator of teachers' performance.

Determinants of Teacher Performance

This section discussed the study's result in relation to the second research objective. The result revealed that, teacher empowerment, sense of job security and nature of the working environment were the key factors that

positively and highly determine teachers' performance in their respective schools. The implication is that, these factors serve as the criteria for determining the motivational needs of the teachers. As such, the presence of these factors positively and highly stimulates teachers to bring out their natural drive in accomplishing tasks assigned to them. Thus, failure to properly satisfy teachers in line with these key factors could affect their performances. For instance, teachers' performances could be negatively affected if they feel insured at their workplaces.

The study's outcome was in line with previous studies by Agyemang (2016), Ampofo (2012), Carter (2013), Dahie and Ali (2015), Donkor (2016) and Kwapong *et al.* (2015). Agyemang (2016), for instance, found that intrinsic motivation like empowerment is a major determinant of performance. Carter (2013) also found that, nature of working environment and job security are major determinants of performance. He added that, the absence of these determinants could pose major threats to teachers' commitment and satisfaction which could induce them to perform poorly.

Impact of the determinants on teacher performance

To examine the impact of the determinants of teacher performance on the actual performance of teachers, the study presented the correlation and regression results. The results revealed that, all the determinants of teacher performance (teacher empowerment, nature of working environment, quality and style of leadership, working conditions, job security, compensation packages and work life balance) had a positive significant relationship with teachers' performance. The implication of this result was that, an increase in

any determinant will positively increase teachers' performance and vice versa. Thus, teachers' performance is highly dependent on these determinants.

This result could also imply that, poor teachers' performances at the schools could be explained by the inadequacy or non-availability of any of these determinants. The correlation results also revealed that, teacher empowerment, job security and work life balance had weak relationships ($r = .50$ to $.69$) with teacher performance, whereas nature of working environment, quality and style of leadership, working conditions and compensation packages had very weak relationships ($r = .3$ to $.49$.) with teacher performance. This implies that, the determinants with $r = .50$ to $.69$ are likely to improve teacher performance thus require more attention than those with $r = .30$ to $.49$.

Finally, this section discussed the results obtained from the regression analysis. The results revealed that, although all the determinants of teacher performance had a positive relationship with teacher performance, only teacher empowerment (TE), working condition (WC) and work life balance (WLB) had significant impact on teacher performance. This implies that, any improvements made in TE, WC and WLB are likely to cause a positive change in the overall performance of teachers. these variables therefore require more attention as a negative change in any of them is highly likely to affect teachers' performance.

However, the other determinants including nature of working environment (NoWE), Quality and Style of leadership (QSL) and training programmes had no significant impact on teacher performance. This implies that, any improvement in any of these determinants may not cause a change in teachers' performance thus, teacher performance will remain the same. It is to note that, these determinants need to be present to ensure that teachers'

performances do not become negative. Thus, human resource management of GES is expected to improve the determinants that have positive impact on teacher performance while establishing measures to control the other determinants which do not have any impact on teachers' performance.

The study's outcome was in line with a study by Dobre (2013). This is because, the study found that, teacher empowerment ensures high level of organisational performance. Also, Ek and Mukuru (2013) similarly reported that drivers of motivation had a strong effect on organisational performance in the Technical Training Institutions in Kenya. Moreover, the study's outcome was in support of a study by Donkor (2016) who found that, teacher motivation has a significant effect on job performance. The study concluded that, teacher motivation is vital for improved performances. In Somalia, Ali *et al.* (2016) found that, teacher motivation has a strong significant relationship with teacher's job satisfaction and performance.

Chapter Summary

This section presented the results and discussion of the study in relation to the research objectives. The study revealed that, among the determinants: teacher empowerment, working conditions and work-life balance have significant impact on teacher performance. Moreover, although the other determinants had positive relationships with teacher performance, they did not have significant impacts on teacher performance in the selected schools (Prampram SHS, Ningo SHS and Global SHS). The next chapter presents the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the main findings, conclusions drawn from the findings and recommendations for policy consideration and suggestions for further research.

Summary

The purpose of the study was to examine the relationship between teacher motivation and school performance in three selected Senior High Schools (SHSs) within the Prampram district in Ghana. In view of this, the following specific objectives were developed to:

1. ascertain the indicators of teachers' performance.
2. assess the determinants of teachers' performance.
3. examine the impact of the determinants on teacher performance in the selected senior high schools

The study employed the quantitative research approach and the descriptive research design due to its purpose. The structured questionnaire, a primary collection instrument, was used to gather data from 113 respondents with a response rate of 100 percent. The study used the census and as such all members (teachers) in the study area participated in the data collection exercise. The data obtained was processed using SPSS v.24 and analysed using descriptive tools such as frequencies, percentages, means and standard deviation and inferential tools such as correlation and regression. The descriptive tools such as mean and standard deviation were used to analyse

research objectives 1 and 2 while the inferential tools were used to analyse research objective 3 of the study. The results were then presented in tables in Chapter four, but the major findings are summarised below:

Key findings

The following were the key findings of the study in relation to the research objectives. In terms of the first research objective, the study found that, quality of teaching, availability of quality teachers and the teachers' abilities to complete curriculum activities are the major and highest indicators of teachers' performance in the schools' understudy.

In terms of the second research objective, the study found that, teachers' performance in the schools' understudy are determined by teacher empowerment, job security and the nature of working environment. The finding explains that, failure of management to empower teachers could negatively affect their teaching abilities and teachers feeling of job insecurity coupled with poor working environment could also negatively affect their performances. However, the ability of the teachers to balance their work with life roles do not basically determine their performances in the schools' understudy.

Finally, in terms of the third research objective, the study found that, teacher empowerment, working condition and work-life-balance have positive impacts on teacher performance in the schools' understudy. As such, any increase in any of these variables would significantly increase teacher performance.

Conclusions

The purpose of the study was to examine the relationship between teacher motivation and school performance in three selected Senior High Schools (SHSs) within the Prampram district, Ghana. Three specific objectives were therefore established to help investigate the issue. The study achieved these objectives to a large extent and as such drew conclusions on each of them.

With regards to the first objective on the indicators of teacher performance, the study's finding has helped to achieve the aim of the study. The results revealed that, teachers' performance at the three selected senior high schools in the Prampram district are highly and positively predicted by quality of teaching, availability of quality teachers and teachers' ability to complete curriculum activities. This result supported previous empirical studies that indicate that, teachers who are able to complete their curriculum activities, for instance, have high level of performance and vice versa. Based on this, the study concluded that, teachers can be well motivated if their performances are indicated on the basis of quality of teaching, availability of quality teachers and teachers' ability to complete curriculum activities.

Also, the study's second objective helped to achieve the aim of the study by revealing the key factors such as teacher empowerment, sense of job security and nature of the working environment which determine teachers' performance at the three selected schools. This result supported previous empirical studies that indicate that, organisations (school authorities) need to identify the key factors that determine the motivational needs of their employees (teachers). Based on this outcome, the study concluded that, teachers' motivational needs

are highly and positively determined by the level of teacher empowerment, sense of job security and nature of the working environment.

Finally, the third research objective has contributed immensely to the achievement of the aim of the study. This is in the sense that, its outcome revealed that, teachers' performances are positively impacted by factors such as teacher empowerment, working condition and work life balance. This result supported previous empirical studies that indicate that, among the various determinants of performance, some of them could have positive impacts on employees' (teacher) performance over others. As such, in bid to prudently manage resources, more attention should be given to the determinants that have positive impacts over those that have no significant impact on teacher's performance. The study therefore concluded that, determinants that could have significant impact on teacher's performance within the area understudy include teacher empowerment, favourable working conditions and work life balance.

Recommendations

On the strength of the research findings and conclusions made, the following recommendations were hereby made. The study recommended that, the Ghana Education Service (GES) should implement regular teacher-stakeholder consultation meetings which would allow teachers to reveal the challenges associated with their inabilities to complete curriculum. This will go a long way to improve the curriculum and make it challenging but achievable. It will also drive teachers to acquire the necessary skills needed to complete curriculum activities and in turn bring out the teaching qualities expected of them.

The study also recommended that, Ministry of Education (MoE), GES, teachers unions and school authorities should continuously collaborate in order to create a more conducive working environment that ensures job security while empowering teachers to take up challenging roles. This is because, these factors were found as the major determinants of teacher performance and as such, providing strategies to improve upon them would invariably enhance the performances of teachers.

Finally, the study recommended that, MoE, GES, teacher unions and school authorities should collaborate to ensure that assistance programs such as leave programs, financial support, compensation/rewards are strengthened in order to provide healthy working environment to teachers. This would assist them to effectively balance their work-life roles and empower them to willingly take up challenging roles. Inadequacy of assistance programs such as poor rewards would be a major hindrance to teachers' empowerment and invariably affect their performances. Thus, strengthening these programs would be very beneficial to the teachers and invariably boost their performances.

Suggestions for Further Research

The study focused on establishing relationship between teacher motivation and teacher performance focusing on three selected senior high schools within the Prampram district. As such, the study was limited to only teachers within the selected schools in this district. Future research can be conducted to focus on teachers in the private senior high schools in the district. Other studies can be carried out to focus on teachers in the Ghanaian senior high schools. This would help in better generalisation of findings.

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3	Students' enrolment rate is an indicator of teacher's performance in my school					
4	Teachers performance in my school is indicated by the feedback the school authority receives from parents, GES and the general public					
5	Ability to complete the curriculum activities can be used to indicate teachers' performance					
6	The facilities available in my school can be used to indicate teachers' performance					
7	Students performances in from external examinations (e.g. WASSCE) can be used to indicate teachers' performance in my school					
8	Teachers performance in my school is indicated by the school's current ranking					
9	The quality of teachers available in my school is an indicator of teachers' performance					
10	Students performance during external competitions (e.g. National Science and Maths Quiz) can be used to indicate teachers' performance					

SECTION C: DETERMINANTS OF STAFF PERFORMANCE

5. On a scale of 1 – 5, please rate the factors that determine staff performance in your school. **With 1 – Least agreement and 5- Highest agreement**

	Factors	1	2	3	4	5
1	Teacher empowerment is a determinant of teacher performance in my school					
2	The nature of the working environment determines my performance in the school					
3	The quality and style of leadership of academic heads determine the way I perform					
4	My performance is determined by the training programmes available to me in the school					
5	My condition at work determines the way I perform					

6	Having a sense of Job security determines my performance at my workplace					
7	Compensation packages given to teachers can be used to determine their performance in the school					
8	My ability to balance work with life roles determines my performance in the school					

SECTION D: FACTORS USED TO MEASURE WORKERS PERFORMANCE

6. Which of the following aspects of your work performance have been influenced by the work-life balance programmes above? **With 1 – Least agreement and 5 – Highest Agreement.**

	Work performance	1	2	3	4	5
1	The efficiency I put into my work can be used to measure my performance					
2	My Loyalty and commitment to the school can be used to measure my performance					
3	The quality of work I do is a measure of work performance in my school					
4	My punctuality to class can be used to measure my performance					
5	My performance is measured by my work output					

THANK YOU FOR YOUR PARTICIPATION