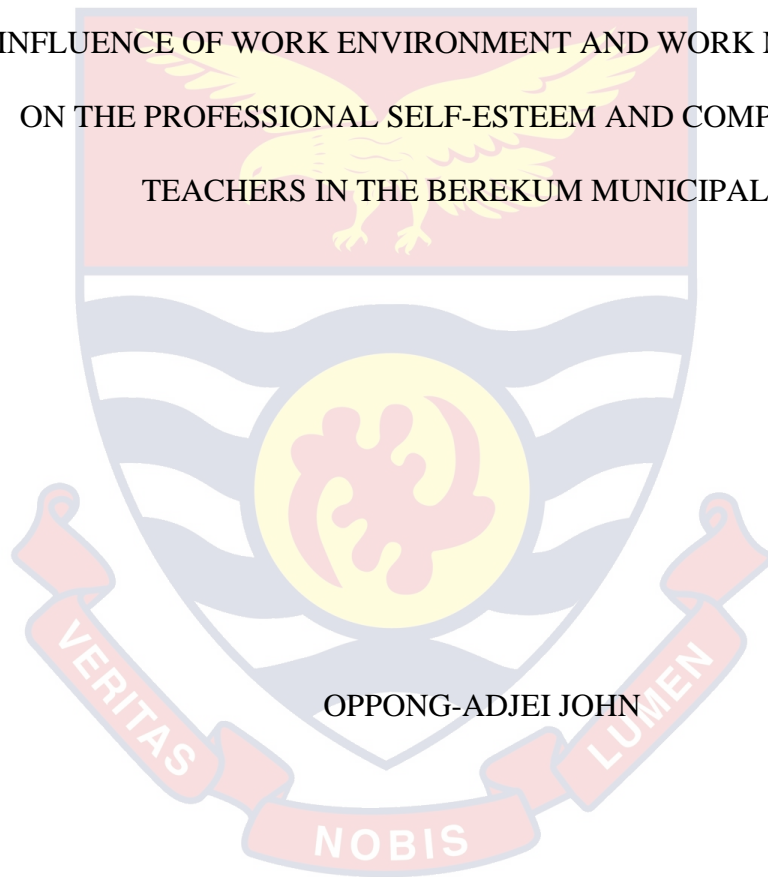


UNIVERSITY OF CAPE COAST

INFLUENCE OF WORK ENVIRONMENT AND WORK MOTIVATION
ON THE PROFESSIONAL SELF-ESTEEM AND COMPETENCE OF
TEACHERS IN THE BEREKUM MUNICIPALITY



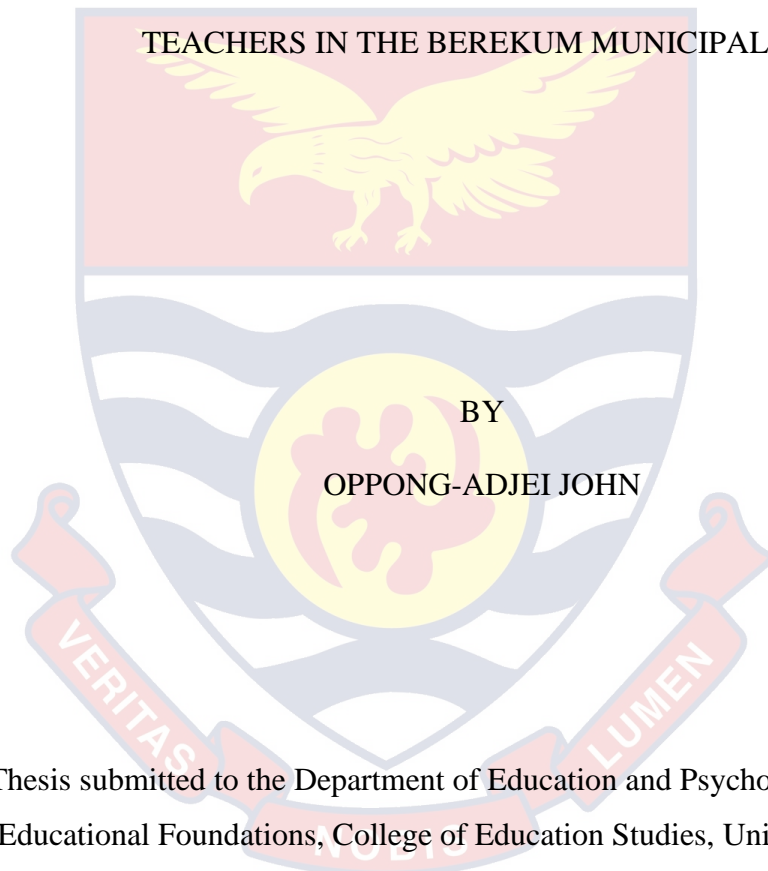
OPPONG-ADJEI JOHN

2021



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TEACHERS IN THE BEREKUM MUNICIPALITY



BY

OPPONG-ADJEI JOHN

Thesis submitted to the Department of Education and Psychology, Faculty of Educational Foundations, College of Education Studies, University of Cape Coast in partial fulfilment of the requirements for the award of Master of Philosophy in Educational Psychology

JULY 2021

DECLARATION

Candidate's Declaration

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

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

Name:

Supervisors' Declaration

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

Principal Supervisor's Signature: Date.....

Name:

Co-supervisor's Signature: Date.....

Name:

ABSTRACT

The study investigated the influence of work environment and work motivation on basic school teachers' professional self-esteem and competence in the Berekum Municipality. Data for the study were gathered from all 990 teachers in the Municipality using adapted questionnaires that reflected work environment, work motivation, professional self-esteem and competence of teachers. Analyses of data were done using frequencies, percentages, means, standard deviations, multiple regression and multivariate analyses of variance. The results revealed that teachers' levels of work motivation, professional self-esteem and competence were moderate. Also, the study revealed that work environment and work motivation significantly and positively related to teachers' professional self-esteem and professional competence. However, no difference existed between male and female teachers in terms of work motivation, professional self-esteem and professional competence. It was concluded that work environment of teachers determined their competence and professional self-esteem. Therefore, it was recommended that conducive working environment be provided for schools since this could spark motivation in teachers towards teaching and learning in schools and also harness professional self-esteem and competence in the teaching profession.

KEYWORDS

Work Environment

Work Motivation

Professional Self-Esteem

Teacher Competence

Basic School

Berekum Municipality



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DEDICATION

To the memory of my late Grandmother; Obaapanin Akosua Dua.



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CHAPTER ONE

INTRODUCTION

Background to the Study

Many organisations as well as institutions are not able to recognise the significance of the workplace environs for worker incentiveness and inspiration; job satisfaction that are linked to self-esteem and competence and thus face many difficulties during their work (Raziq & Maulabakhsh, 2015). To Aiken, Clarke and Sloane (2002), such organizations and institutions are internally weak, therefore unable to introduce or bring on board innovative and contemporary ways in ensuring productivity or performance. Employees are very significant in the achievement of the mission and vision of an organisation. Personnel are to achieve the performance target the organisation fix to make sure there is quality in whatever they do. In order to achieve an organisation's criteria an employee requires a workplace setting that gives him or her freedom to operate with no hindrances in achieving filled ability.

Agozo, Owusu, Hoedoafia, and Atakorah (2017), touting the importance of workplace environs indicated that the influence work environment and motivation have on employee self-esteem and job satisfaction is not to be underrated. Rhetorically, they asked: “Why do some feel good with their work environment, with job schedules and accomplish better than others” (p. 12)? Whilst many workers are joyfully looking forward to the activity of the next day, some also are lost just by thinking about the workplace setting ahead and the activity of the following day. The workplace environment is one of the critical elements that impact on the level of satisfaction and the motivation of

workers (Agozo, Owusu, Hoedoafia, & Atakorah, 2017). According to Strong and Huon (1999), social, organisational and physical factors are energy for duties and activities that subsequently influences the motivation of employees, performance and development of self-esteem. The environment in which they work determines the productivity of employees. The most extreme huge experimental proof that point to the declining work situations of an organisation concerns the curtailed ratio of job satisfaction (Agozo, Owusu, Hoedoafia, & Atakorah, 2017). Sims and Kroeck (as cited in Musriha, 2011) recommend work environment to comprise decision-making, warmth, risk, openness, reward and organisational structure. Determining factors of individual's performance in an organisation are the individual factors and environmental factors. Workplace environment factors in an organisation are sturdily encouraging for an individual to attain good performances on the job.

Elnaga (2013), defined work environment as an environmental element and this element has influence on the workplace environs, including economic, social, technical and government or political influence. The factors outlined are dissimilar from person to person and their perspectives of motivation and self-esteem. Work environment implies the physical aspects of work environs that could have an undeviating bearing on the production, health and safety, comfort, concentration, job satisfaction and morale of workers in the organisation. Significant elements in the work environment that must be given consideration comprise building design and age, workplace layout, workstation set-up, furniture and equipment design and quality, space, temperature, ventilation, lighting, noise, vibration, radiation, air quality (Elnaga, 2013).

According to Amir (as cited in Sinnappan, 2017), the work place is a structured environment created by institutions in order to fulfill their objectives.

A structured place is defined as the arrangement of a work space that fits the scope of the work, or tasks to be undertaken. The arranged area or structured place could have a well laid out administrative centre with partitions, tables, chairs as well as cupboards or a worktable having formfitting walls containing all kinds of apparatuses that suit a work shop. The appropriate form of working environment is required so as to invite consumers and customers to be content which will help them work efficiently. Ajala (as cited in Sinnappan, 2017), is of the view that an environment is an individual's immediate surroundings that has been altered for their survival or usage. As a result, a work place provides an atmosphere in which a worker may do a specific activity. A study conducted by Oswald (as cited in Sinnappan, 2017) highlighted two (2) kinds of work environment to include physical components and a behavioural components. The physical components consist of features that are in relation with connecting of the customer to their office environs. On the other hand, the behavioral environments consist of features in relation to the connection amongst workers in the work environs and the influence of working environment on the worker's behaviour.

With regards to an area of employment, the working environment encompasses the physical geographical location and the immediate surroundings of the work place, such as building sites or office buildings. According to Lovqvist, Mothander, Mahler, Olofsson, and Johansson (2018), work environment is a comprehensive phrase that refers to all that surrounds individuals as they work. Employees' physical work environs for instance refer to their working instruments in addition to the air, noises as well as lights. Physical work environment again comprise the psychological features of how employees jobs or duties are organised as well as their well-being in the

workplace. A better work environment is among the utmost essential components that make employees satisfied as well as aiding them in their duties, functions and development.

Working environment for teachers globally cannot be disregarded in as much as the objectives of education are concerned. The better basic school environment is to the teacher, the more committed and dedicated he or she may be to execute his or her function by nurturing students to become change agents for a nation. According to Nakpodia (2011), globally, in the developed as well as the developing nations, basic schools exist to ensure that a school child of about equivalent age groups is given roughly similar curricula of writing, arithmetic and reading. The time of basic schooling differs from state to state. For instance, in Ghana, the regular period is nine (9) years based on the 6 - 3 system of education. In Ghana, it has been recognised that short of a teacher and the educational goals as indicated in the educational policies would not materialise. To that end, Nakpodia in a study concerning work environment in school indicated that, undeniably, educational stakeholders might create a fresh and novel school, make a change on the edifice and curricular, make recommendations as well as prescribe a new method of teaching and supports however, at the end of the day, teachers would be accountable in executing the changes.

Teachers are the ones to transform educational objectives to knowledge as well as skills in addition to transferring these objectives to pupils in class (Nakpodia, 2011). Consequently, teachers emit and command respect as an individual who is able to improve the physical state of the class in the form of organisation and tidiness, discipline as well as taking charge of an individual who could make diagnosis of a student's emotional state

and attitude by inferring from the behaviours and responses in the class-work milieu. It is believed that in functioning educational arrangements, the achievements and accomplishments lie in how teachers commit themselves in the working environment that is accommodating and motivating as they may help boost their interest and self-esteem on the job (Nakpodia, 2006). According to Nakpodia (2006), despite the value attached to good working environments, teachers in Sub-Saharan Africa including Ghana who are the agents of development are condemned to long-lasting poor working environments and decent poverty that may kill their morale to impart correct knowledge onto the next generation of nation builders. It is only recently according to Nakpodia (2006) that salaries of teachers are made equitably attractive due to the contemporaneous democratic indulgence of teachers embarking on strikes.

Wages and bonuses are not the only factors that influence job satisfaction and dedication; the educational environment plays a role as well. The majority of teachers might not recognise the significance of the school environment in the growth and development of students. Some teachers may be unaware of the harmful impact on pupils' behaviour of dilapidated, leaking, and poorly ventilated school premises with broken windows, damaged walls, or muddy and sandy flour (Sinnappan, 2017). No normal teacher or student would appreciate such a school climate, as it might lead to dissatisfaction, hostility, tension, and frustration, as well as prevent effective classroom control. In an ideal world, the school environment would be hygienic enough to entice even the most averse teachers and students (Musriha, 2011). The Berekum Municipality, on the other hand, is the polar opposite. Teachers and students may strive and wrestle for sitting

positions, making the crowded buildings not only unattractive but also energy draining. Students lean against the walls and hang near windows to listen to the teacher in some circumstances.

The significance of comfortable sitting and good classroom control cannot be overstated, since it is a driving factor in determining whether or not school performance is successful. Work motivation, according to Elnaga (2013), can be characterized in a variety of ways. One definition describes motivation as a stimulus, a drive or incentive in this situation that motivates people to achieve personal and organisational goals. According to the Society for Human Resource Management (as mentioned in Boamah, 2014), motivation is a psychological force that dictates the direction of a person's level of effort and perseverance in the face of obstacles. Work motivation was defined by Bratton, Callinan, Forshaw, and Sawchuk (2007) as a cognitive decision-making process that determines the persistence and direction of goal-directed behavior. Work motivation is sometimes defined as the psychological force that directs a person's behavior in an organisation (Hartnett, George, & Dron, 2011).

Motivation, according to Bartol and Martin (as mentioned in Boamah, 2014), is a force that strengthens behaviors, provides a pathway for behavior, and drives the desire to continue. This explanation recognizes that in order to achieve certain goals, people must be sufficiently enthusiastic and clear about their goals. Denhardt, Denhardt, and Aristigueta (2008) described motivation as an internal condition that drives people to act in certain ways in order to achieve specific goals and objectives. While it is impossible to examine motivation itself, the outer expressions of motivation can be observed. For example, money may be an extrinsic

motivation, but it is only the external expression of an internal urge to meet intrinsic demands such as purchasing food, paying rent, or achieving high social status.

Work motivation, according to Green (2009), is a set of energetic factors that originate both within and beyond the individual's existence and determine the form, direction, intensity, and length of work-related behavior. Work motivation is not the same as job satisfaction, according to Denhardt, Denhardt, and Aristigueta (2008). Satisfaction is focused on the past, whereas drive is focused on the future. Individuals may be highly content with their job's compensation, according to Igalens and Roussel (as mentioned in Boamah, 2014), however there are numerous situations where these workers are not totally driven to continue doing what they would do. Because it explains why people behave the way they do in organisations, motivation is essential to institutions and organisations. Motivation can alternatively be defined as the psychological process that leads to need-satisfying behaviour. People go through a process called need-motive-behaviour-satisfaction (or dissatisfaction) to meet their wants (Beauregard, Leclerc & Lussier, 2012). Lindner (as cited in Boamah, 2014) defined motivation as the psychological process that provides behaviour meaning and direction, as well as a proclivity to act purposefully in order to meet certain unmet needs, an unmet need, and the desire to meet it.

Self-esteem is a significant measure in social psychology since it has been identified as a significant predictor of a variety of outcomes, including academic achievement and conduct (Abhishek & Gaurav, 2013). Self-esteem is the sum of self-confidence and self-respect, according to Branden (1987). It can be understood as a result of each person's subjective assessment of his or her ability to meet life's challenges, understand and solve problems, as well as his

or her right to happiness and respect. Furthermore, because of its close relationship with children's psychological wellbeing, self-esteem has been considered a crucial consequence (Branden, 1987)

Subjective experiences in a person's life, according to Gaurav, Singh, Gill, Kumar, and Kumar (2013), are major factors to self-esteem growth. Positive and negative life experiences shape attitudes toward the self, which can be positive and lead to positive emotions of self-worth, or negative and lead to negative feelings of self-worth. Parents have the greatest impact on a child's self-esteem in the early years of life, and they continue to be the primary source of positive and/or bad experiences. The necessity of parents' unconditional love in instilling in their children a consistent sense of being cared for and respected is critical. As the youngster grows older, Olsen and Fazio (2008) state these feelings translate into subsequent self-esteem impacts.

Self-esteem, according to Ahedor (2019), is a sense of one's inner self that determines a favourable relationship with oneself. Rosenberg defines it as one's own positive or negative attitude. The concept is more complicated and multidimensional in nature. In Anglo-Saxon literature, the various categories are rarely recognised. It's linked to personality qualities that determine whether or not people experience happy feelings, as well as the likelihood of being irritated or violent. Self-esteem is defined by an individual's perception or subjective appraisal of one's own self-worth, feelings of self-respect and self-confidence, and the extent to which the individual holds positive or negative views about himself or herself, according to Sedikides and Gress (as cited in Ahmed, 2016). Self-esteem is linked to personal perceptions about talents, abilities, and social relationships, according to Ahmed (2016). Self-esteem, according to Hewitt (2009), is a person's overall subjective emotional

assessment of his or her own worth. It is a self-evaluation as well as a mental attitude toward oneself. Self-esteem refers to one's self-perceptions as well as emotional states including happiness, unhappiness, arrogance, and shame. Self-esteem is described by Galanou, Galanakis, Alexopoulos, and Darviri (2014) as what people believe about themselves, whether positive or bad, and how they feel about themselves.

Teachers professional self-esteem cannot be taken for granted in Ghana, especially, in the Berekum Municipality. Teachers play a significant part in the development of countries by assisting in the fields of education and economics. According to Kothen (as cited in Hassan & Awan, 2018), improved working circumstances help countries meet their needs and give a good platform for their instructors' motivation and self-esteem. This is said but seem to be the opposite in the Berekum Municipality as teachers at the basic education level are observed by the researcher reeling under abject poor working conditions that could hamper their development including self-esteem. It is believed by Khan (as cited in Hassan & Awan, 2018) that schools can achieve effective results when they provide high motivation, job satisfaction, favourable, supportive and flexible working environment. According to Hassan and Awan (2018), it has been observed that in previous studies, behaviour of an administrator in school environment were task oriented, individual oriented and authority oriented at the expense of teachers and so teacher performance was poor due to unsatisfactory results and this is indifferent in Ghana as a country, but precisely the Berekum Municipality seem to be worse and the reason for this study.

Statement of the Problem

The workplace environments in most educational institutions in Ghana appear to be unsafe and unhealthy. Poor constructions, improper furnishings, a

lack of ventilation, insufficient lighting, excessive noise, insufficient safety precautions, and a lack of personal protection equipment appear to be present (Agozo, Owusu, Hoedoafia, & Atakorah, 2017). People who work in such circumstances are more likely to be exposed to occupational dangers which have a negative impact on employee motivation and professional self-esteem. Teachers' working environment and work motivation need to be intertwined if only the objectives of education are meant to be realized. These two factors are very vital to teacher commitment, dedication and development of self-esteem for the profession (Hassan & Awan, 2016). A nice working atmosphere is particularly significant as an incentive for the most effective performance of teachers, according to Musriha (2011), and instructors in the Ghana Education Service are no exception. Strong interactions that occur daily among teachers, their superiors and students stand the chance to cause varied reactions, thus positive or negative views from any of the interrelated components.

In the Berekum Municipality, most schools observed by the researcher seem to be dilapidated and look unattractive at first sight. It is noted that the work environment in schools does not directly affect the curriculum of any educational institution, but the method of teaching, motivation, self-esteem, self-involvement and interest in the field of teaching (Nakpodia, 2006). It is believed that teachers' self-esteem seems to be high when they work in environments that are good and problem free and that could lead to improved students' performance and high self-esteem for the students. Rogers (as cited in Mbuya, 2016) showed that when teachers are comfortable in their working environment, they become motivated as they demonstrate high self-esteem in their daily teaching; they can equally stimulate high self-esteem in their own students as well.

Several studies have been conducted within Ghana and outside Ghana but such studies lacked have less scope as far as the variables under consideration in this study are concerned. For instance, Boamah (2014), Nakpodia (2011), Kingful and Nusenu (2015), and Mbuya (2016) conducted studies concerning motivation and performance, self-esteem and performance among teachers, work environment and performance but these studies did not cover work environment and work motivation as they could influence teachers' professional self-esteem and competence, therefore, a gap in literature.

Again, having been exposed to poor work environment in schools in the Berekum Municipality and consequently being accustomed to scholarly views on work environment, and work motivation in relation to teachers' self-esteem, however, it is conclusive to state that teachers who work in poor environment in the Berekum Municipality are likely to have low self-esteem (Nakpodia, 2011). It is also the case that teachers in the Berekum Municipality who experience low work motivation are likely to experience low self-esteem. Taking into consideration students' academic performance in the Berekum Municipality as indicated by the District League Table (2016), the performance of students has been low for half a decade. Deducing from this, it is possible that teacher factor could partly cause the low performance among students in the Berekum Municipality, in as much as self-esteem is concerned. Indeed, having a positive view about oneself and the environment is likely to influence the way one operates in the environment in a positive manner. Likewise, having a negative view about oneself can equally impact the person negatively in terms of work output. It is against this background that the researcher investigated the influence of work environment and work motivation on teachers' professional

self-esteem and competence in the Berekum Municipality.

Purpose of the Study

The main aim of the study was about the influence of work environment and work motivation on professional self-esteem and competence of teachers in the Berekum Municipality. Specifically, the study sought to investigate the:

1. Competency level of teachers in basic schools in the Berekum Municipality.
2. Professional self-esteem level of teachers in basic schools in the Berekum Municipality.
3. Work-motivation level of teachers in basic schools in the Berekum Municipality.
4. Influence of work motivation on teachers' self-esteem in the Berekum Municipality.
5. Influence of work environment on teachers' self-esteem in the Berekum Municipality.
6. Differences between male and female teachers in terms of professional self-esteem in the Berekum Municipality.
7. Differences between male and female teachers in terms of competency level in the Berekum Municipality.

Research Questions

1. What is the competence level of teachers in basic schools in the Berekum Municipality?
2. What is the level of professional self-esteem of teachers in basic schools in the Berekum Municipality?
3. What is the level of work-motivation of teachers in basic schools in the Berekum Municipality?

Research Hypotheses

1. **H0:** There will be no significant influence of (a) work environment and (b) work motivation on teachers' self-esteem in the Berekum Municipality.

H1: There will be a significant influence of (a) work environment and (b) work motivation on teachers' self-esteem in the Berekum Municipality.

2. **H0:** There will be no significant influence of (a) work environment and (b) work motivation on teachers' competence in the Berekum Municipality.

H1: There will be a significant influence of (a) work environment and (b) work motivation on teachers' competence in the Berekum Municipality.

3. **H0:** There will be no significant gender difference in the (a) work motivation, (b) competence and (c) professional self-esteem of teachers in the Berekum Municipality.

4. **H1:** There will be a significant gender difference in the (a) work motivation, (b) competence and (c) professional self-esteem of teachers in the Berekum Municipality.

Significance of the Study

The findings of this study will be used to educate the public and government about the work environment and motivation of teachers at schools in the Berekum Municipality, with the goal of identifying gaps and proposing remedies. The study report will help the Ghana Education Service in policy decisions about how to support teachers in the short term before taking longer-term initiatives to improve the situation. This research will add to the body of

knowledge about the impact of the work environment and motivation on teachers' professional self-esteem and competence.

Delimitations

The research was delimited to the Berekum Municipality and not any other Municipality. The study also involved teachers and not any other staff of the Ghana Education Service in the Berekum Municipality. The research was delimited to the chosen methodology (descriptive survey) and the instruments adopted for the study and not any other method available in terms of research. The research was delimited to all stages (creche) of the basic level of education in Ghana.

Limitations

This study was not to be free from methodological errors that influenced results in as much as the use of questionnaire was concerned. However, care and pragmatic steps were taken to curtail potential factors that could reduce the credibility of the study by ensuring that the protocols set were respected and adhered to. The study was limited in terms of coverage as it only focused on one municipality. Hence, the findings cannot be objectively extended to other parts of the Bono Region, the nation of Ghana and the world. Again, locally based literature inadequacy was a factor. It is therefore essential to note also that the lack of published research findings on self-esteem, work environment and work motivation in Ghana and my inability to locate enough literature locally, has made me relied heavily on literature from the Americas, Europe, Asia and Africa specifically Nigeria to support the present research.

Caution should therefore be used when relating the present findings to any part of Ghana. In terms of generalizability, the study anticipated

generalizing on only teachers in the Berekum Municipality and not any other Municipality in the Region or Ghana.

Definition of Terms

The following operational definitions were used.

Work environment: It is the environs in which an individual works. It consists of the physical setting e.g. heat, equipments and characteristics of the job itself example workload, complexities of tasks.

Work motivation: the human drive to work that gains rewards from that job. The reward may be physical, emotional, social or monetary.

Professional Self-esteem: The individual's overall evaluation of the self in relation to the teaching profession.

Teacher Competence: Teacher competence is the skills and knowledge that enable teachers to be successful and to maximise students learning.

Organisation of the Study

The study was organised in five chapters, presented from chapter one to chapter five. Chapter one comprised the background to the study, problem statement, purpose of the study, research questions, research hypotheses, delimitations, limitation and definition of terms. Chapter two dealt with conceptual reviews, theoretical framework and the empirical reviews. Chapter three espoused research methods, research design, population, sampling procedures, data collection instrument, data collection and data processing and analysis. Chapter four included results and discussions. Chapter five also comprised the summary, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This aspect of the study was situated around scholarly works and theoretical perspectives concerning the topic. In this regard, the chapter was in three thematic areas namely; conceptual review, theoretical framework and empirical review.

Conceptual Review

Motivation

Every organisation is concerned with what has to be done in order to maintain high levels of performance from its employees. This entails paying particular attention to how employees might be most motivated through incentives, rewards, leadership, and other methods, as well as the organisational setting in which they perform their duties (Armstrong, 2006). The study of motivation is primarily concerned with why people behave the way they do. It might be defined as the direction and persistence of action in general. It is concerned with why people select one path of action over another, and why they persist in doing so, frequently over a long period of time and in the face of obstacles and problems (Mullins, 2005). The core concept of motivation is that it is a driving force within individuals that drives them to strive for specific goals in order to meet a need or fulfill an expectation. Taylor's (2006) theories, particularly his rational economic model of motivation and subsequent approaches to motivation at work, have fueled the on-going discussion concerning financial incentives as a motivator and their impact on production.

Many people may be driven primarily, if not completely, by money in a profession where there is little pleasure in the work itself or when there is little possibility for progression in career, personal challenge, or development. The level of motivation and ability are both factors in the performance.

Members must be inspired to use their full talents and abilities, and led to perform effectively in the relevant areas, for an organisation. According to Mullins (2005), the most important factor for productivity loss was poor workplace morale, as indicated by a big international survey by Proud Foot Consulting. This includes a lack of positive team spirit, low motivation, and a lack of a sense of belonging, as well as employees who feel underappreciated and underpaid. In light of these findings, Allen and Helms (2001) proposed that different types of incentive practices may better complement various generic tactics and are associated with higher levels of perceived organizational success (Mullins, 2005). Because motivation helps individuals achieve goals, obtain a positive viewpoint, create the power for change, build self-esteem and capacity, manage their development, and help others, productivity, quality, and service should improve with a positive motivation philosophy and practice in place (Osabiya, 2015).

Forms of Motivation

Extrinsic Motivation

Extrinsic motivation, according to Osabiya (2015), is linked to concrete rewards such as salary and fringe benefits, security, advancement, contract of service, work environment, and working circumstances. These are the things that must be done to or for individuals in order to motivate them. They are frequently determined at the organizational level and are often beyond the individual managers' control. Extrinsic motivators can have a quick and

significant effect, but they don't always stay (Mullins, 2005; Armstrong & Hope, 2016).

Intrinsic Motivation

Intrinsic motivation, according to Osabiya (2015), is linked to psychological incentives such as the ability to use one's abilities. A sense of accomplishment and challenge, as well as gaining acknowledgment and positive recognition, and being handled with care and consideration. Psychological rewards are those that are usually defined by the individual managers' actions and behavior (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life and are more likely to have a longer-term impact because they are inherent in people rather than imposed from without (Armstrong & Hope, 2016).

Classification of Motivation

Biological Motivation

Biological motivation is a type of motivation that is concerned with meeting an individual's biological and psychological needs, such as hunger and thirst. Employees in the workplace require basic needs such as safety and adequate nutrition. The impact of motivation on an individual's behaviour is stated to be inversely proportional to the satisfying of their requirements. When employees of firms are preoccupied with meeting their fundamental wants, they have less time to address the needs that are far more important, and as a result, they are less innovative and able to perform their jobs (Pakdel, 2013).

Social Motivation

Social motivation is a type of motivation that meets the urge for individuals to cooperate or be accepted by others. Acceptance of an employee by other co-workers and as a member of their society, according to this concept,

satisfies his or her social motivation. The social needs of people in the workplace are met by having good partners and desirable, pleasant managers, polite and kind employees, and acceptable occupational positions. The level of satisfaction that employees experience in their employment and the level of their wishes for choosing their life goals and completing everyday activities are two aspects that influence the effect of social motivation on employee behaviour. Individuals' wishes vary throughout time as a result of their failure to achieve their aims, as well as their attitude toward their future condition and appraisal of their place in the group to which they belong (Pakdel, 2013).

Physiological Motivation

Individual values are related with targets and motivations, and achieving these goals or motivations can satisfy individuals' bodily and social needs. For example, an employee who is willing to do the right thing without any expectation or reinforcement simply because he or she wants to do the right thing for others (Pakdel, 2013).

Educational Motivation

One of the most important pillars for achieving social, cultural, political, and economic growth is education. Human resource training programs that are not suited to the health and remedy needs will not be able to meet community health demands, preventing individuals from living a socially and economically active life. Learning is a change in behavior, therefore understanding learners' talents, motivations, interests, and abilities is critical. It is also argued that other influences on learning include the passage of time and environmental variables (Pakdel, 2013).

Work Motivation

Workplace motivation and employee commitment have always piqued the curiosity of organisational scholars and practitioners (Meyer, Becker & Vandenberghe as cited in Dwivedula, Bredillet, & Muller, 2013). This is due to the fact that these variables have a significant impact on both task and behavioral outcomes (Vandenberghe & Tremblay, 2008; Karin & Birgit, 2007). Motivation aids in the identification of linked activities to begin changing working staff behavior in order to achieve corporate performance goals. Individual professional inputs and organizational integrative adjustments are focused on distinct levels of motivation-personal, organizational, and group integration in the work motivation construct (Lewis, as cited in Rukuiziene & Bocharov, 2016).

Desires, needs, feelings, or impulses that cause someone to accomplish something are commonly defined as motivation. Motivation is, after all, the state of being compelled to perform. When the work environment is taken into account, it is apparent that work motivation relates to motivation in the workplace. Employee motivation is necessary for employees to perform, stay and commit to a firm, cooperate, lead or support a leader, and assist customers, among other things. Some authors describe where motivation comes from in order to define it. Work motivation is defined as "a psychological process that impacts a person's decisions, effort, and perseverance as a result of the reciprocal interaction between the individual and the environment" (Latham & Ernst, 2006).

Work motivation is linked to goal achievement in other definitions. People are more likely to perform something if they believe it will likely result in the intended outcome. People who are highly motivated perform actions that

they believe will lead to the achievement of their well-defined objectives (Armstrong, 2007). Motivation, according to Kanfer (as cited in Uddin, Hoque, & Mamum, 2014), is a phenomenon that cannot be witnessed directly. Only through analyzing streams of behavior generated by environmental or hereditary elements, which may be detected through their influence on abilities, beliefs, knowledge, and personality, can motivational processes be inferred. There are almost as many definitions of motivation as there are researchers studying the subject.

However, some characteristics of motivation are shared by all definitions. When authors talk about motivation, they talk about an activity or behavior that is directed and sustained as a result of motivation, as seen in the instances above (Uddin, Hoque, & Mamum, 2014). According to Vroom (1964), "Work motivation is a set of energetic factors that originate both within and beyond an individual's existence, and that govern the form, direction, intensity, and length of work-related behaviour."

One of the fundamental aspects in determining motivation, according to Pinder (1998), is the concept of force. It not only aligns the concept with the work of other authors, but it also allows for varying levels of motivation based on the situation. The concept of force implies that motivation is linked to exertion. Pinder (as cited in Uddin, Hoque, & Mamum, 2014) feels that effort and motivation are not the same thing. He points out that hedonism is not a primary force in work motivation in his perspective. It does not, however, rule it out. Pinder's concept of work motivation includes three more elements: intensity, direction, and duration. Pinder uses two concepts coined by Brehm and Self (1989) to define the intensity dimension: potential motivation and potential arousal. The first of these two phrases is formed by the anticipation

that one's behavior will have an impact on the end outcome. The second phrase is proportional to the magnitude of prospective motivation and happens only if the behavior is challenging. According to Pinder, intensity is defined as the transient size of motivational arousal at a given instant in time and is unaffected by the potential accessible. Consider which goals the motivational energy is directed toward to determine the direction.

Finally, the length of time shows that goal attainment could be a result of employment behavior. Pinder cites the notion that motivation is portrayed as a hypothetical construct that cannot be quantified or observed directly, but is represented as an existent psychological process as the definition's final but equally significant element. Lim et al. (as reported in Uddin, Hoque, & Mamum, 2014) discovered that work attitudes formed before entering the job may serve as a foundation for future work attitudes. Ajzen's (1991) theory of planned behavior provides additional support for this approach. It claims that attitudes toward certain behaviors can predict intentions to conduct certain behaviors. Work attitudes are also formed before entering the workforce, according to anthropological studies (McCall & Lawler, 1976).

Work motivation, according to Clark (2003), is the process of initiating and maintaining goal-directed performance. It energises our thinking, stokes our enthusiasm, and hues our positive and negative emotional responses to work and life. Motivation is the mental effort that propels us to put our knowledge and talents into practice. Even the most capable person will refuse to work hard if they are not motivated. Motivation aids in the conversion of intention into action and encourages people to begin new activities or resume old ones. It also influences our decisions to stick to a given work goal in the face of distractions or to prioritize other tasks.

Work Environment

The long-term economic benefits of a properly planned, user-friendly work environment should be considered into any initial cost calculations, because people are an organization's most significant resource and greatest expense. Many businesses confine their efforts to improving employee productivity to skill acquisition. Organizational work environments, on the other hand, account for roughly 86 percent of productivity issues. Employee performance is influenced by their working environment. The type of work environment in which people work impacts how successful such businesses are (Sehgal, 2012).

According to Sehgal (2012), management's new challenge is to create a work environment that attracts, keeps, and motivates its workforce. To Sehgal (2012), safety work environment responsibility lies with managers and supervisors at all levels of the organization. Businesses must step outside their traditional roles and comfort zones to look at new ways of working. They have to create a work environment where people enjoy what they do, feel like they have a purpose, have pride in what they do, and can reach their potential (Sehgal, 2012).

Most people spend half of their life indoors, which has a significant impact on their mental health, actions, abilities, and performance (Sundstrom, Town, Rice, Osborn, & Brill, 1994). A better workplace atmosphere is thought to result in better outcomes and higher productivity. Employees will be more motivated and productive if the physical atmosphere of the office is improved. Because the cost of employing people is much higher than the cost of maintaining and operating a building, investing in improving the work environment is the most cost-effective way of increasing productivity. A small

increase in productivity of 0.1 percent to 2% can have dramatic effects on a company's or institution's profitability (Sehgal, 2012).

Work environment, according to Almanae (2014), is described as a set of factors that describe the organization and differentiate it from other organizations during a certain time period, influencing personnel behavior. These characteristics basically connect the organization's internal work environment; a distinction may be formed between one organization and another that is characterized by some degree of relative stability. That is, depending on the restricted aspects or variables of each individual's perception, the interpretation of the meaning of traits and their impact on behavior will differ. Individuals' functional behavior, patterns, and motives are influenced by these qualities (Al-Sher-beeni as cited in Almanae, 2014).

According to Briner (2000), the work environment can simply be defined as the environment in which individuals work. As a result, it is a fairly broad category that includes the physical environment (e.g., heat, equipment), job characteristics (for example, workload, task complexity), larger organizational characteristics (for example, culture, history), and even parts of the extra-organizational setting (e.g. local labour market conditions, industry sector, and work-home relationships). The word "work environment" refers to the physical surroundings in which a person works.

Physical conditions, such as office temperature, or equipment, such as personal computers, can make up the work environment. It can also be linked to things like work processes and procedures (Briner, 2000). Workplace social contacts, such as interactions with peers, subordinates, and bosses, can all be part of the work environment. Employees are entitled to a harassment-free workplace in general, but only to a certain extent. When inappropriate sexual

behaviour interferes with an employee's job performance or produces a hostile, intimidating, or offensive work environment, it is called a hostile work environment. The word "work environment" can also refer to the building's physical state. Sick building syndrome is caused by insufficient ventilation or off-gassing of chemicals employed during construction. Healthy work environments will be free of these issues.

Most firms, according to Spector (1997), overlook the working environment within their organization, which has a negative impact on employee performance. Employee safety, job security, excellent relations with coworkers, recognition for good performance, motivation for performing well, and participation in the firm's decision-making process, according to him, make up the working environment. He went on to say that if employees recognize how important they are to the company, they would be more committed and feel a feeling of ownership for their work.

Scholars have attempted to conceptualize the workplace. In its most basic form, it may be defined as the settings, scenarios, conditions, and circumstances in which individuals operate. It means that the work environment is the sum of the interrelationships between employees, employers, and the environment in which they work, which includes the technical, human, and organizational environments (Oludeyi, 2015). The workplace environment, according to Opperman (as cited in Oludeyi, 2015; Yusuf & Metiboba, 2012), is made up of three key sub-environments: the technical environment, the human environment, and the organizational environment.

The technical environment, according to Yusuf and Metiboba (2012), includes tools, equipment, technological infrastructure, and other physical or technical features of the workplace. Peers, individuals with whom employees

engage, team and work groups, interpersonal challenges, leadership and management are all part of the human environment. Within the framework of organizations, the human environment can be defined as a network of official and informal interactions among coworkers, teams, and boss-subordinate relationships. This type of engagement (especially informal interaction) supposedly allows for the spread of information and expertise as well as the cross-fertilization of ideas among personnel. Previous research has found that workers' interpersonal relationships at work have an impact on their morale (Clement, 2000; Stanley, 2003).

Supposedly, whatever affects workplace morale will have an impact on job dedication. According to Yusuf and Metiboba (2012), the third sort of work environment is the organisational environment, which includes management-controlled systems, procedures, practices, values, and philosophies. The immediate task and national context in which an organization draws its inputs, processes them, and delivers the outputs in the form of products or services for public consumption, according to Akintayo (2012). Supplier impact, customer role, stakeholders, sociocultural elements, national economy, technology, legislations, managerial policies, and philosophies are all part of the job and national environment. All of these factors have a significant impact on people's psyches and attitudes about work.

These three types of work settings can be further divided into two categories based on the impact they have on employees. Kyko (2005) asserts that an employee's personality profile at work is not static, as it is changed by the working environment in his study. It is dynamic and evolves in response to the organization's working environment. As a result, many authors divide the workplace into two categories: conducive and poisonous environments

(Akinyele, 2010; Chaddha, Ravi & Noida, 2011; Yusuf & Metiboba, 2012; Assaf, & Alswalha, 2013). Employees in a conducive working context have pleasure experiences and are able to realize in the dimensions of their personality profiles, whereas employees in toxic workplace environments have painful experiences and are unable to actualize their behaviour.

According to Kyko (2005), in a suitable work environment, irresponsible or uncommitted individuals can change to be responsible and more devoted to their jobs since such situations support their self-actualizing tendencies, however in a poisonous atmosphere, the opposite may be true. In this study, the workplace environment is described as the sum of the interrelationships between employees and employers, as well as the setting in which they function, which can be either beneficial or harmful (Oludeyi, 2015).

Components of Work Environment

The physical and psychological well-being of workers is influenced by a variety of qualities, components, and circumstances in the workplace (Briner, 2000). Employee engagement with aspects in the workplace has a significant impact on their error rate, amount of innovation and collaboration with coworkers, absenteeism, and, ultimately, how long they stay on the job (Chandrasekar, 2011), which is a result of their dedication to work. Chandrasekar (2011) identified twelve workplace characteristics that either lead to employee engagement or disengagement. Goal-setting, performance feedback, role congruency, established processes, workplace incentives, supervisor assistance, mentoring/coaching, opportunity to apply new skills, job aids, environmental considerations, and physical elements are all examples of these aspects. With a solid understanding of these variables, it's no surprise that Kyko has discovered them, along with a slew of other elements, and compressed

them into six components (2005). He identified six characteristics that influence whether or not a workplace climate is conducive or harmful. These factors are listed thus:

Opaque Management: This factor includes issues like unclear vision, mission, goals, or objectives; poorly defined systems, policies, regulations, or rules; ambiguous roles; violated management principles; idle and inefficient resource use; disruption of command unity; and when people get away with cheating or failing to perform their duties.

Boss: Boss who shows favoritism by favoring one set of subordinates over others in their functions; boss who fails to recognize performance; boss who takes credit for a subordinate's accomplishment; boss who censors an employee's good performance to higher management; boss who breaks an employee's self-esteem; boss who fails to give clear instructions and directions; boss who fails to give clear instructions and directions; boss who fails to give clear instructions and directions; boss who fails to give clear instructions and directions; boss who fails; boss who says one thing and does another; boss who is indecisive - as a result, the employee lacks direction; boss who plays "God" with the performance review; boss who transfer responsibilities without the authority to act - lowering the employee's self-esteem.

Company Policies: Win-lose practices, power concentration, the creation of favored groups inside the firm, a closed door policy, inadequate fringe perks, and excessive red tape.

Working Conditions: Insufficient resources, obsolete technology, and ancient machinery, as well as a hot and noisy working environment, unsafe working conditions, and a dirty working environment.

Interpersonal Relationships: Unhealthy politicking, a lack of worker cooperation, backstabbing, empire building, rumour mongering, alienation, mistrust, and sabotage are all examples of unhealthy politicking.

Pay: Pay below the market rate.

Types of Work Environment

Physical Environment

Infrastructural facilities such as school buildings, staff offices, labs, libraries, places of convenience for employees and pupils, recreational facilities, and so on make up the physical environment. The presence of the aforementioned favorable circumstances has a positive impact on teachers' attitudes toward their work. Teachers' morale is low and their level of dedication is very low when such amenities are poor or non-existent (Nakpodia, 2011).

Human Environment

According to Nakpodia (2011), the human environment is concerned with relationships with coworkers, administrators, and Ministry of Education supervisory employees. Most of the time, school administrators look down on teachers on the job and do not work together to fulfill the educational industry's goals. Teachers must be bolstered in their self-esteem and reputation while they carry out their responsibilities. Because of their poor working conditions, society often regards teachers as inferior government employees.

Relationship with other People and Colleagues

A work environment is created by the type of interaction that exists between teachers and their colleagues, as well as other people. The teachers are held in high regard by the community in which the school is located. They become hostile to individuals who are not dedicated to their work, but cordial to those who are. However, the type of relationship that develops between

teachers and their coworkers might have an impact on their level of commitment and attitude toward the workplace (Nakpodia, 2011). Teachers, for example, are content with themselves and their employment in an environment of kindness and cooperation. Organizational environment is linked to job satisfaction in terms of interpersonal relationships, group cohesiveness, and task participation, according to Okyere-Kwakye (2013). The general perception of the workplace has a significant impact on employee satisfaction and productivity.

Income and Employment as Work Environment

According to Nakpodia (2006), job security for workers in terms of pay and employment will improve personnel stability and long-term commitment. The level of dedication is diminished when teachers' salaries are not paid on time. Teachers in elementary schools frequently engage in strike action because their salary, leave, and other benefits have not been paid. In other countries, some teachers have turned to other companies that consume so much of their time and attention that teaching has become a secondary task. They do this because they never know when their next salary will arrive.

Self-Esteem

Self-esteem is important since it has been shown to be a strong predictor of a range of outcomes, such as academic achievement and conduct (Abhishek & Gaurav, 2013). According to Branden, self-esteem is the sum of self-confidence and self-respect (1987). It can be interpreted as a subjective appraisal of each person's ability to meet life's difficulties, comprehend and solve problems, as well as his or her entitlement to happiness and respect.

Historical Antecedents of Self-esteem

The phrase "self-esteem" is given to William James (1890). The identification of self-esteem as an unique psychological concept is regarded to have its origins in the work of philosopher and psychologist William James, according to Baumeister, Roy, Smart, and Boden (1996). He is thought to have recognized a number of dimensions of the self, with two degrees of hierarchy: knowing processes ('I-self') and self-knowledge ('Me-self'). Observation of the self and storage of those observations by the I-self, according to Baumeister, Roy, Smart, and Boden (1996), produces three categories of knowledge, which together serve as a justification for the Me-self, as William James put it. The material self, social self, and spiritual self are the three aspects of one's personality. The social self, which includes all attributes that are acknowledged by others, is the closest thing to self-esteem. The spiritual self is made up of descriptive representations and evaluative dispositions about the self, while the material self is made up of representations of the body and possessions. This definition of self-esteem as a collection of one's attitudes toward oneself persists to this day (Baumeister, Roy, Smart & Boden, 1996).

According to Baumeister, Roy, Smart, and Boden (1996), sociologist Morris Rosenberg defined self-esteem as a sense of self-worth in the middle of the 1960s, and established the Rosenberg self-esteem scale (RSES), which became the most widely used self-esteem scale in the social sciences. The behaviorist movement in the early twentieth century downplayed introspective study of mental processes, emotions, and feelings in favor of objective study of behavior seen in connection to the environment through experiments. As a result, therapeutic experiments on self-esteem were disregarded because behaviorists thought the concept was less susceptible to rigorous measurement

(Jose-Vicente, 1997). The emergence of phenomenology and humanistic psychology in the middle of the twentieth century sparked increased interest in self-esteem. Self-esteem became increasingly important in the pursuit of personal fulfillment and the treatment of psychological problems.

Psychologists began to regard the relationship between psychotherapy and the personal pleasure of a person with high self-esteem as valuable to the field of education, according to Jose-Vicente (1997). This resulted in the addition of new elements to the concept of self-esteem, such as the reasons why people feel less deserving and why they become discouraged or unable to meet obstacles on their own. Self-esteem is one of four aspects that make up one's fundamental judgment of oneself, together with locus of control, neuroticism, and self-efficacy, according to the core self-evaluation technique (Judge, Locke & Durham, 1997). According to Dormann, Fay, Zapf, and Frese (2003), the concept of core self-evaluations, as first investigated by these scholars, has been proven to be capable of predicting a variety of work outcomes, including job satisfaction and performance. Because it is the overall value one feels about oneself as a person, self-esteem may be one of the most important basic self-evaluation variables (Judge, Locke & Durham, 1997).

Components of Self-esteem

Self-esteem, defined as one's opinion of oneself, can be either positive or negative, low or high, good or bad. Regardless of whatever opposing viewpoint is used to explain self-esteem, they all have comparable reasons. Self-esteem refers to one's feelings about one's positive or negative manners, merit, competency, and goodness, as well as acceptance and respect for himself as a human (Dere, 2015). Self-esteem is defined by William James (as stated in

Dere, 2015) as a measurable appraisal process of one's success rate in achieving one's own goals.

Low Self-esteem: Low self-esteem is defined as having a negative or derogatory opinion of oneself. Low self-esteem is a crippling disorder that prevents people from reaching their full potential. Low self-esteem makes a person feel unworthy, incapable, and inept. In fact, because the person with low self-esteem feels so bad about himself or herself, these feelings may contribute to the person's low self-esteem persisting. This could be due to a negative self-image, which is based on how a person perceives himself or herself.

Other variables, such as one's professional life or respect, can contribute to low self-esteem. People who have a bad opinion of themselves are more inclined to consider and believe the critiques they receive from others. It is crucial since it influences how one thinks, acts, and even interacts with others. It enables a person to reach his or her full potential in life. Low self-esteem leads to a lack of confidence, which in turn leads to negative thoughts, making an individual more likely to give up rather than face problems.

According to Dere (2015), people with low self-esteem have unfavorable judgments of themselves, see themselves as failed, insufficient, and worthless, and are more vulnerable to the consequences of unpleasant and detrimental feedback. Furthermore, smoking, substance misuse, low academic accomplishment, depression, and suicide are more likely in people who have low self-esteem (Dalgas-Pelish, 2006).

Low self-esteem, according to Santrock (as cited in Dere, 2015), shows either an individual's inadequacies or a distorted psychological distrust and inferiority complex. Other characteristics include depression, laziness, dissatisfaction with one's own appearance and compliments, feeling insecure

and insufficient most of the time, having no imaginary expectations, serious doubts about one's future, extreme shyness, aggressiveness, or antisocial behaviors, following others' desires, suicide, crime, substance abuse, and poor academic performance.

High self-esteem: An individual with strong self-esteem accepts themselves, believes in himself, evaluates himself favourably, avoids hostile attitudes, and feels good about himself, according to Avsaroglu (as cited in Dere, 2015). Individuals with high self-esteem are good at making decisions, are willing to try new things, are sensitive to others' needs, and have healthy and respectful relationships with others, and they have high academic performance, are healthy, and productive (Dalgas-Pelish, 2006). According to Dere (2015), strong self-esteem can indicate a person's worth as a person, as well as correct and fair judgments of his or her accomplishments, but it can also be a symptom of pride, boasting, and unfairness as a superiority feeling.

Theoretical Framework

The Two-Factor Theory

In 1959, Frederick Herzberg created the well-known Two-Factor Theory. Motivation and Hygiene Elements, as established by Herzberg, are two sets of factors that influence an employee's working attitudes and level of performance (Casey & Robbins, 2009). Motivation factors are inner variables that improve employee job happiness, whereas cleanliness factors are extrinsic factors. He claims that intrinsic variables such as motivation would promote employee job happiness, while extrinsic factors such as hygiene will prevent employee dissatisfaction. According to the principle, enhancing the environment in which employees conduct their jobs drives them to perform better.

Internal job characteristics are important motivating influences for employees, according to Herzberg's theory. He desired to provide employees the opportunity to participate in the planning, execution, and evaluation of their job (Schultz et al. as cited in Nazushi, 2015). The theory's substance has been universally regarded as useful in inspiring individuals to give their all in the workplace. Further research has shown that intrinsic variables, as defined by Herzberg's motivational needs, motivate employees more than anything else. Other schools of thought, on the other hand, disagree with Herzberg's viewpoint.

King (as cited in Nazushi, 2015) is one of these experts who aimed to eliminate and analyze five different variants of the Two Factor theory. He came to the conclusion that two versions are flawed since no empirical investigations back them up. The two-factor theory, on the other hand, can be considered a truly exceptional creature for its ability to withstand criticism for such a long time. It has had a significant impact on the body of knowledge in the field of workplace motivation and performance. Many scholars have conducted additional research as a result of it. Herzberg went on to say that having a full supply of hygiene components does not guarantee employee contentment. Motivational variables must be addressed in order to improve employee performance or productivity. The Two-Factor Theory is similar to Maslow's hierarchy of requirements, but it adds more aspects to determine how people are motivated at work. Individuals' lower-level demands (extrinsic or hygiene aspects) would not encourage them to invest effort, but would just keep them from being unhappy, according to this view (Wan-Yusuf, Kian, & Idris, 2013).

Higher-level needs (intrinsic or motivation elements) must be met in order to motivate employees. The result for firms using this theory is that addressing employees' extrinsic or hygienic criteria will simply keep them from

being actively dissatisfied, not drive them to put in extra effort to improve performance. Organizations should focus on providing intrinsic or motivating factors to motivate employees (Casey & Robbins, 2009). Extrinsic elements, according to the theory's setting, are less likely to contribute to employees' motivating demands. These features were present solely to prevent any dissatisfaction from developing in their workplaces. Extrinsic factors, also known as employment context factors, are external satisfactions provided to employees by others (Casey & Robbins, 2009).

These extrinsic variables serve as a guide for businesses in creating a pleasant working atmosphere in which employees feel at ease. Employees will be free of unpleasant external working conditions that will banish their feelings of dissatisfaction when all of these external factors are met, but they will remain neutral in terms of satisfaction and motivation; however, when employers fail to meet employees' extrinsic factors needs, employees' job dissatisfaction will arise. The actual variables that contribute to an employee's degree of job satisfaction are known as intrinsic factors. It's commonly referred to as job content factors, and it aims to give employees with meaningful work that allows them to feel personally satisfied by their work outcomes, distributed responsibilities, gained experience, and achieved goals (Casey & Robbins, 2009).

Intrinsic variables, which are human basic needs for psychological growth, are particularly helpful in producing and maintaining more enduring favorable effects on employees' performance towards their professions. Employees are motivated by intrinsic causes to take a greater interest in their work. Employees' productivity and efficiency will improve if their motivational demands are met. The inner and extrinsic elements, according to this view, are

interdependent on one another. Extrinsic elements will only reduce employee dissatisfaction with their jobs; they will not provide job satisfaction. On the other hand, a significant supply of intrinsic factors will foster employees' inner growth and development, resulting in increased productivity and performance; while, a lack of this element will just neutralize their feelings of neither satisfaction nor dissatisfaction at work (Wan-Yusuf, Kian & Idris, 2013).

Employees' propensity to work is determined by extrinsic factors, but their quality of work is determined by intrinsic elements. These two sets of extrinsic and intrinsic elements are not always diametrically opposed, because the reverse of satisfaction isn't discontent, but rather no satisfaction. Similarly, not satisfaction is the polar opposite of dissatisfaction, but no discontent is the polar opposite of pleasure (Casey & Robbins, 2009). In a research of 124 employees from Malaysian electronic industries conducted by Wan and Tan (2013), it was discovered that the employees' intrinsic and extrinsic incentive components differed. As a result, businesses should adjust their operations and procedures to meet employees' intrinsic and extrinsic incentive needs.

Maslow's Hierarchy of Needs theory (Motivation)

Human needs, according to Maslow (1943), emerge in a predictable order. As a result, Maslow developed a hierarchy of human requirements as the foundation of his behavior motivation theory. There are five types of wants in his model: physiological, safety, love, esteem, and self-actualization. Maslow divided these requirements into two categories: deficiency and progress (Huitt, 2000 as cited in Awabil, 2002). Physiological requirements, safety needs, social needs, and esteem needs are all considered deficiency needs, which means that an individual feels nothing if they are met but uneasy if they are not, whereas

growth needs are met. Self-actualization, knowledge, and comprehension all have the potential to make one feel useless.

Maslow's proposed hierarchy of needs with five categories is explained below:

The Physiological Needs: The physiological need, according to Maslow (1943), is the most basic collection of human requirements, including eating, drinking, breathing, and excretion. Physiological needs are those that are required to keep life going. If such requirements are not met, according to Maslow's theory, one's motivation will stem from the desire to meet them. When the basic requirements are not supplied, the body is entirely dominated by Maslow's hierarchy (Maslow, 1943). As a result, physiological requirements are widely regarded as the most fundamental driver of human behaviour. Humans seek for homeostasis, which is characterized by physiological stability and psychological constancy (Maslow, 1943). Higher wants, such as self-esteem and self-actualization, are not felt until the basic demands of one's biological functioning have been addressed (Adu-Yeboah & Forde, 2011).

Safety Needs: When physiological demands are met, a new set of safety needs develops as the dominant driver of behavior (Maslow, 1943). Physical safety, financial security, protection from harm, and obtaining adequate materials to support survival are all examples of safety demands. When one's safety is in jeopardy, the individual becomes fully focused on averting the threat and restoring security as swiftly as possible. As a result, the satisfaction of the safety demand necessitates security, stability, protection, structure, order, and the absence of anxiety-inducing terror. In relation to the current study, when an individual is threatened by failure in

school, he or she would be more likely to take measures to study and avert the danger of the anticipated failure.

Social Needs / Love or Belonging Needs: If the physiological and safety needs are met, the love, affection, and belongingness needs emerge to motivate behavior, according to Maslow (1943). This need refers to one's relationship with others. The indication is that every human being must socialize with friends, community and family which are his or her first contact. Maslow (1943) attempted to distinguish between love needs and sexuality by claiming that love needs are more than just a physiological drive to reproduce because they represent a human desire for emotional connection. This emotional bond has a distinct dimension to it than sexual desire. Overall, the love or belonging needs influence how the teacher relates in the school and family environments which can have an impact (direct or indirect) on the professional self-esteem and competence.

Esteem Needs: After physiological, safety, and love requirements are met to some extent, esteem and self-respect needs emerge as the key determinants of human behavior. People in society, according to Maslow (1943), want to be valued by others and for their appraisal to represent their genuine worth. The desire for a high and accurate evaluation of oneself, as well as the need for others to regard one as worthy, are all esteem wants. According to Maslow's hypothesis, a higher level of human need beyond mere human touch is the opinion of others about an individual.

Self-actualization: Self-actualization, also known as self-realization, is the process of selecting what you want out of life and then taking the steps necessary to achieve it. Self-actualization needs emerge as the primary motivators of behavior once physiological, safety, love, and esteem

requirements have been met. Self-actualization demands are the highest level of need, and only a select few people or individuals can meet them. fulfillment of wants is as important as deprivation in Maslow's model, because gratification is the way through which higher demands arise. Maslow defines self-actualization as an individual's progress toward the fulfillment of their highest wants, such as a sense of purpose in life. As a result, Maslow (1943) stated that if physiological, safety, love, and esteem requirements are met, they no longer serve as key motivators of behavior. As a result, even if fundamental needs are the primary motivators of behavior, once those needs are met, higher needs become the primary motivators of behavior. In light of the current study, it is clear that instructors' needs eventually serve as a motivator for their activities and behaviors. A self-actualized student, for example, is driven to continuous improvement, is aware of his fundamental life goals, and is committed to achieving them, both for his own benefit and in service to others.

Empirical Review

Teachers' Levels of Work Motivation

Improvements in teacher motivation have been found to help both students and teachers in studies (Unsar, 2011; Kurt, 2005). High levels of teacher social interaction on the job, on the other hand, are likely to be associated to high motivation levels. As a result, the idea that increased teacher motivation leads to higher student accomplishment cannot be discounted. According to Rothman (1981), this link exists because instructors function as more than just educators; they also serve as role models for students. Similarly, the roles and contexts of educational motivating strategies and tools cannot be

overstated because high motivation boosts productivity, which is in all educational systems' best interests (Ololube, 2005).

Almost every aspect of a teacher's role in the educational system is influenced by his or her motivation (Tecer, 2011). Teachers' motivation levels are known to be lower than those of other professions (Kurt, 2005). The number of studies in which teachers consider incentives to be significant is quite small (Cemaloglu, 2002). According to Unsar (2011), occupational motivation is linked to a variety of elements that influence work life. When you consider the drawbacks of delivering the same reward to employees who do a good job in the organization and those who don't, you can see how important incentive is (Gokay & Ozdemir, 2010). Teachers become more motivated as their productivity increases (Ayaydin & Tok, 2015). In this sense, educational administration should guarantee that resources are used in the most effective and efficient manner possible, together with motivation (Genc, 2005).

The shift to automation and mass production in notably modern industrial cultures is one of the causes for the fall in motivation, which is one of the fundamental parts of management psychology. Employees don't like their employment as much as they used to, and they feel compelled to develop something new as a result of the reduction of human labor and automatic machining of occupations. Another key element affecting employee motivation is the existence of a communication gap between senior and lower management levels in large firms, which encourages employees to be hesitant. Employees who are unable to engage in decision-making are likely to become lethargic over time. Organizational managers have a lot of work to do as a result of these factors, and they need to motivate their personnel with certain motivating methods (Eren, 2015).

Erturk (2014) reported that as managers motivate their employees by providing the necessary values, encouraging successful employees, encouraging employees to improve themselves, treating them equally and criticizing without humiliating them, being an example to employees, they should try to find common solutions in the case of failures, according to (Tunger, 2013). This is due to the fact that employees who receive managerial support are more likely to focus on achievement and problem-solving. Employees who adapt to the organization and support organizational principles are also more motivated and successful (Ozturk & Dundar, 2003).

In a study conducted by Erdener and Dalkiran (2017) on teacher job motivation, it was discovered that instructors working in schools have higher job motivation. The level of work motivation of teachers and administrators was found to be high in the team cohesion and integration into work sub-dimensions and low in the commitment to the organization and personal development sub-dimensions when the sub-dimensions of the work motivation scale were assessed (Ate & Yilmaz, 2018). As a result, it's critical to boost teachers' motivation levels (Yalcin & Korkmaz, 2013).

Kumar (2017) found that 23.67 percent of secondary school teachers have a low level of work motivation, 47 percent secondary school teachers have an average level of work motivation, and 29.33 percent secondary school teachers have a high level of work motivation in a study of teachers. As a result of examining the level trend, it can be concluded that the majority of instructors' average levels of work motivation were declining.

Levels of Self-esteem among Teachers

Rogers (1969) shown that when teachers demonstrate high self-esteem in their regular teaching, their students will develop high self-esteem as well.

According to Lensen-Botter (n.d.), teachers with high self-esteem can impact their students' self-esteem. They went on to say that by accepting self-esteem as a dynamic system, teachers can really influence their students' self-image. This can be done by improving teachers' competencies to influence self-esteem in students as a dynamic system, equipping teachers to deal with cultural and personal differences of students, assisting teachers and students in developing in the right way, and enhancing interpersonal cohesion.

Teachers should engage in unconditional teaching of all pupils in order to improve their students' self-esteem and academic accomplishment. As a result, welcoming students for who they are without conditions; this entails teaching the entire class. Students are “more likely to be truly interested in learning and to enjoy tough academic tasks” when they sense they are completely accepted by their teachers (Makri-Botsari, 2001). Furthermore, teachers that are concerned about their students' well-being in the process of self-esteem and learning are adaptive, passionate, fair, have high standards for their students, have excellent humour, patience, responsibility, agreeable, caring, kind, honest, and respectable (Gao, & Liu, 2013; Zhang, 2007; Gao & Liu, 2012). Desirable personal features, communication, desired teaching style, and everyday contacts are all areas that teachers might explore in the process of embracing high self-esteem in and beyond the workplace.

Influence of Work Motivation on Teachers' Professional Self-esteem

Motivational dispositions are extremely important in the realm of teacher competence and professional growth. Work motivation and job happiness, as well as teaching social interaction, professional self-actualization, and professional development, are moderating elements in the teaching process (Bjekic, Vucetic, & Zlatic, 2014). Gokce (2010) also reports the findings of a

study that found that job motivation levels, rather than teachers' professional competency, play a larger impact in student learning.

According to Bishay (1996), research has shown that increasing teachers' job motivation benefits both students and teachers (for example, teachers with strong positive attitudes about teaching had students whose self-esteem was high). He identified elements such as professional responsibility, social norms, and several educational disciplines as sources of motivation and job satisfaction. Low levels of work motivation in teachers have a negative impact on both student achievement and teacher self-esteem.

Feeling safe in school, student success, enjoying their job, high self-esteem, believing they have a respectable status in society, good inspection results, self-realization, a positive climate in school, cooperation, positive relations, and solidarity with colleagues, the perception of themselves as competent in their field, and self-worth are some of the motivational sources for teachers (Kocabas, 2009).

Academics and practitioners alike are studying one of the most fundamental elements in psychology: work motivation (Gomes & Borba, 2011). This concept, according to Gomes and Borba (2011), is prevalent in all work environments, including schooling. One idea, teacher work motivation, is a critical determinant for teachers' self-esteem and school achievement in this setting (Jesus & Lens, 2005). Several research, including Cardelle-Elawar, Irwin, and Lizarraga (2007), Santisi, Mag- Nano, Hichy, and Ramaci (2014), have shown that work motivation is important for instructors' self-esteem, student motivation, and school performance.

In comparison to student motivation, Addison and Brundrett (2008) suggest that teacher work motivation is neglected in terms of research. Despite

this, a number of factors point to the importance of teacher motivation at work. Work motivation has a big impact on student motivation, especially when it comes to: (a) teaching quality, (b) student performance, (c) class well-being, (d) student self-efficacy beliefs/self-esteem, and (e) teacher-student relationship growth (Santisi et al. as cited in Viseu, Neves, Rus & Canavarro, 2016). Teachers' job motivation is critical in the implementation of educational policies in terms of school functioning (Jesus, 1996).

Influence of Work Environment on Teachers' Self-esteem

Given widespread teacher shortages and high turnover rates, especially in the areas of mathematics and science, and among teachers working in high-poverty schools, educators and policymakers are keen to learn more about what influences teachers to stay in the profession (Ingersoll, Merrill, & Stuckey, 2014; Organisation for Economic Co-operation and Development, 2011). A growing body of research has looked into what factors influence teachers' motivation to choose and stay in the classroom (Kitching, Morgan, & O'Leary, 2009; Low, Ng, Hui, & Cai, 2017; Watt & Richardson, 2007).

Learning takes place within a web of social relationships, according to the National Council of Educational Research and Training (2005), when teachers and students interact both formally and informally. Schools are places where students and instructors come together to learn as a community. Free time to sit on the benches and chat with one's friends during breaks, meeting together for morning assembly and other festive and significant occasions in the school. When such possibilities are limited, it goes against the norm of a positive work atmosphere in schools, potentially affecting teachers' self-esteem.

Bulach, Boothe, and Pickett (1999) explored the positive and negative effects of work environment on teachers' work motivation and self-esteem in

their study from the University of West Georgia. The study found good outcomes, with the work environment having an impact on instructors' job motivation and self-esteem. Pardhan (1991) investigated the organizational environment and gathered information using a questionnaire. He attempted to link organizational atmosphere to academic performance. The findings revealed that school climate has a beneficial impact on academic accomplishment, which improves teachers' self-esteem because a better environment leads to better results.

Bulach and Ronnie (2002) investigated the relationship between the school environment and the self-esteem of teachers. They used 25 schools and 1163 teachers as a sample for their study. The findings revealed a link between the school atmosphere and instructors' self-esteem. Holt, Smith, and Roland (2002) investigated the relationship between teachers' work environments and school facilities. For the Stanford Achievement Test, they selected 20 top-ranking schools and 20 low-ranking high schools. The findings revealed that there was no link between the school environment and the self-esteem of teachers.

Work Environment and Work Motivation

Various studies have been carried out on workplace environment as a factor that determines employee motivation. In his study, Temessek (2009) analysed the extent to which employees perceive their workplace environment as fulfilling their intrinsic, extrinsic, and social needs and their need to stay in the organization. He also analysed the impact of perception of workplace environments on employee commitment and turnover in the organization. He concluded that if employees are provided with enabling workplace environmental support, they will be highly motivated, satisfied and show high

level of commitment towards their organization and hence low turnover rate. Various research have been conducted on the impact of the workplace environment on employee motivation. Temessek (2009) investigated how well employees view their workplace environment to meet their intrinsic, extrinsic, and social requirements, as well as their desire to stay with the company. He also looked at how employee commitment and turnover are affected by perceptions of workplace settings. He came to the conclusion that if employees are given enabling workplace environmental assistance, they will be highly motivated, satisfied, and committed to their firm, resulting in a low turnover rate.

Employees are more equipped to do what is required of them when environmental supports are sound, according to a study by Chevalier (2004). Chandrasekar (2011) discovered in her research that the office environment has a significant impact on employee motivation and performance. According to Ajala (2012), workplace environmental factors such as enough lighting, lack of noise, correct ventilation, and layout arrangement significantly boost employee motivation and productivity. Khan et al. (2011) evaluated the impact of the workplace environment and infrastructure on employees' performance from the perspective of education in Pakistan, and found that workplace incentives had a beneficial impact on employee performance.

In a survey of 31 bank branches, Hameed and Amjad (2009) discovered that comfortable and ergonomic workplace design inspires employees and improves their performance significantly. In their study "Effects of working ability, working condition, motivation, and incentive on employees' multi-dimensional performance," Aisha, Hardjomidjojo, and Yassierli (2013) discovered that the variables incentives, motivation, and working conditions

have a significant effect on employee performance in an Indonesian university. These studies show that a positive work atmosphere is critical for enhancing job motivation, which in turn boosts employee performance.

Work Environment and Teachers Competence

Workplace competency has a substantial impact on a company's profitability (Bevan, 2012). Inefficient work competence will be a disaster for the company, as it will result in poorer production, profitability, and overall organizational effectiveness (Okoyo & Ezejiofor, 2013). Work competence is the essential component of today's workplace, according to Viswesvaran and Ones (2000). Work competence is described as actions or behaviors that contribute to the achievement of an organization's goals and objectives (Motowidlo, Borman, & Schmit, 1999). Competence is important for organizations because employee performance contributes to corporate success, and it is also significant for individuals since completing tasks can provide a sense of accomplishment (Muchhal, 2014).

There is a relationship between working circumstances and job competence, according to existing studies (Mohapatra & Srivastava, 2003; Naharuddin & Sadegi, 2013; Chandrasekarr, 2011; Vischer, 2008). Having the correct physical and psychosocial environment variables will lead to improved performance (Chandrasekarr, 2011).

Khan et al. (2011) examined the impact of the workplace environment and infrastructure on employee performance in a sample of 150 respondents from Pakistan's education sector, concluding that workplace incentives had a positive impact on employee performance while workplace infrastructure had no significant impact. In office contexts, a great number of work environment studies have been undertaken; for example, one study proposed that

management invest more in ergonomic tables and chairs to boost worker productivity (Miles, 2000).

In addition, some studies have looked at how work environment characteristics including workstation partition height and thickness, furniture measurements, and the amount and availability of file and task storage affect individual and team performance (Visher, 2008).

According to Kahya's (2007) research, job features and working environment have an impact on work competency in a manufacturing setting. Working conditions in the hotel industry have been shown to be terrible, according to studies (Wight & Pollert, 2006). The link between motivation and work competence is strengthened by one of the most well-known conceptions of work competence. Motivation is the process of directing one's behavior toward reaching a specified objective (Sansone & Harackiewicz, 2000).

According to Bibi (2005), teacher competence refers to the teacher's ability, expertise, or capability to accomplish his work well, as well as a consistent characteristic that does not alter from one setting to the next when the instructor teaches. Teacher competence refers to a teacher's capacity to educate effectively in a certain work environment (De-Ketele, 1996).

According to a study by Deakin and Waer (2011), the work environment is a composite collection of knowledge, diverse skills, understanding, beliefs, and attitude that enforces successful action in order to address an issue. This is referred to as a teacher's competency. According to Rychen and Salganick (2003), the ability to do complicated activities with ease, precision, and adaptability is linked to teacher competency. In the educational framework, the working atmosphere and skill of teachers are extremely important. According to Selvi (2010), the work environment has an impact on

teacher competency in terms of values, behavior, communication, goals, and instruction, as well as curriculum and professional development.

Work Motivation and Teacher Competence

Employees who are motivated are more productive than employees who are not motivated, according to previous research (Chaudhary & Sharma, 2012; Afful-Broni, 2012). Previous research has looked into the impact of motivation's moderating and mediating function on workplace characteristics and results. Kuvaas (2006) discovered, for example, that intrinsic motivation regulated and mediated the link between performance, assessment, satisfaction, and competence. In addition, Geister, Konradt, and Hertel (2006) discovered that initial motivation influenced the relationship between online feedback and performance improvement. The study by Guo and colleagues (2014) looked at the function of intrinsic motivation in mediating the relationship between developmental feedback and employee work competency.

Sukrapi, Muljono, and Purnaningsih (2014) found that professional competence and work motivation of teachers are significantly correlated and have a close relationship with teacher performance, ranging from learning plan with value $r=0.573$ (sufficiently strong or moderate), and implementation of learning with value $r=0.661$ (successfully strong or moderate) (strong). This could imply that teachers' professional competence and job motivation are among the factors that impact their performance in carrying out their responsibilities, such as lesson design, implementation, and evaluation of learning.

Teachers' views about their skills to plan and engage in various activities are required to reach the established performance or achievement, according to Bandura's (1977) theory of self-efficacy. Teachers tend to avoid work and

situations that are beyond their skills, according to this hypothesis. When they are competent, on the other hand, they are confident in their ability to carry out and accomplish the tasks. Furthermore, according to Deci and Ryan's (2000) self-determination theory, motivated behavior stems from fundamental psychological requirements for competence (self-efficacy), relatedness (connection to the outside world), and autonomy (feeling of control). This is corroborated by prior research (Aziz, Akhtar, & Rauf, 2014; Wetipo, Rante, Wambraw, & Bharanti, 2015), which found a link between teachers' competency and their job motivation.

Relationship between Self-esteem and Teacher competence

Self-esteem has long been thought to be a necessary component of mental wellness. It is a widely used concept in both popular and psychological language. It refers to a person's perception of his or her own worth or value, or the degree to which a person values, approves, appreciates, prizes, or likes himself or herself (Blascovich & Tomaka, 1991). It comprises views about whether he or she can expect success or failure, how much effort should be invested in, whether failure at a task will 'hurt' him or her, and whether unpleasant experiences will make him or her more capable (Coopersmith, 1967, 1981).

In its most fundamental form, self-esteem refers to an individual's internal belief system about himself or herself. Several social scientists have studied the idea of self-esteem. The relationship between self-esteem and competence, which is linked to a teacher's ability to deliver, has been the subject of research. Self-esteem, according to Branden (1969), is a standard by which a person measures herself or himself, as well as an assessment, a feeling, and an emotion. This self-evaluation of one's competence is the single most important

factor in behavior, since it influences one's thought processes, emotions, wants, values, and aspirations.

Purky (1970) discovered that self-esteem is linked to various aspects of academic and verbal success. He explained that self-esteem is fully dependent on what we believe we can be and do. Because self-esteem is dependent on a specific form of activity, namely competence, it is determined by the ratio of our actualities to our projected potentialities. As a result, success/prentensions equal self-esteem.

According to Kernis (2003), self-esteem encourages people to take the risks necessary to realize their intrinsic values and grow their self in those ways. When a relationship is threatened, those with higher self-esteem appear to concentrate their efforts on devising effective solutions or dealing with the problem more proactively (Aron, Ketay, Riela& Aron, 2008; Sciangula & Morry, 2009). In either scenario, those with greater levels of self-esteem appear to be more confidence in their abilities (competence), but also have a larger emotional buffer (worth) that allows them to better endure taking risks associated with progress, as well as deal more successfully with threats to self-esteem. Even the field's harshest opponents acknowledge the "buffering impact" of self-esteem (Baumeister et al., 2003).

Gender and Teachers' Professional Self-esteem

Men and women may be drawn to teaching for different reasons, according to some studies. Men often say they want to be teachers because they appreciate the subjects they plan to teach or because they want to advance in their careers in education. Women, particularly those who chose primary education, usually opt to teach because they want to help others or nurture children (Lortie, 1975). Females are more likely to choose female stereotyped

occupations because they are favourably drawn to them, rather than because they are avoiding male stereotyped occupations, according to Eccles (1986).

It's crucial to remember that almost all teacher candidates were formerly students in public schools before enrolling in college. Males and females have different experiences in public education. Kelly (1988) discovered that boys in the same class consistently received greater attention from their teachers than girls in the same class across a variety of countries, ages, dates, subjects, and social groupings. Male students have better self-esteem and a more positive self-image than female students, according to studies, especially once they reach puberty (Marso & Pigge, 1989). Males are also more prone to attribute their success in the classroom to their own abilities, whilst females are more likely to attribute success to external factors such as effective instruction (Eccles, 1986). According to research, the college experience has varied effects on male and female students (Anderson, 1988). Below are studies of this sort that are directly relevant to this inquiry.

A lot of research have looked into the relationship between gender and self-esteem. As sex stereotype goes hand in hand with self-esteem, it is thought that there is a direct link between the self and the gender. The environment, according to Marsh (1989), determines how an individual should behave. As a result, sex disparities in self-esteem are linked to sex stereotypes that last from childhood to maturity. Furthermore, according to Katz and Ksansnak (1994), gender differences are linked not just to biological differences but also to the socialization process.

Gender plays an influence on self-esteem, according to Brogan and Jackson (1998). Boys, for example, have a better chance of forming positive self-images through activities like sports or academic performance, but girls

rely on the organizations they belong to and engage with to do so. For example, it is fine for a male to be a sports superstar while also being intelligent, as long as athletics is his primary passion. Females may act intelligently if their circle of acquaintances values academic aptitude over physical looks. Block and Robins (1993) found that adolescent females' self-esteem is more interpersonally oriented, whereas males' self-esteem is more self-focused.

Studies that looked at gender disparities in self-esteem came up with a variety of conclusions and outcomes. Teenage females have lower self-esteem than adolescent males, according to the majority of studies (Cairnes, McWhirter, Duffy, & Barry, 1990). During middle and late adolescence, Rosenberg and Simmons (as described in El-Rafei, 2008) discovered that more girls than boys had low self-esteem. Chubb, Fertman, and Ross investigated gender inequalities in high school (1997). Males' self-esteem was much higher than females', but there was no significant change in self-esteem during high school, according to their findings. According to Rosenberg (as described in Reasoner, 1994), the psychological changes that occur throughout puberty affect girls more than boys, with girls reporting decreased self-esteem. In their study on teacher self-esteem, Richman, Clark, and Brown (1985) discovered interactions of gender, race, and social class: white females had significantly lower general self-esteem than white males and black males and females.

A number of studies, on the other hand, have found no significant gender differences. In the 5th and 6th grades, Coopersmith (1967) observed no difference in the means of the Self-Esteem Inventory (SEI) between males and females. Furthermore, Skaalvik (1990) showed no statistically significant difference between males and females in overall academic self-esteem for pupils in grade six, while Dockter (1991) and Collien (1991) found no

statistically significant difference between males and females among teachers (1995).

In a study of children and adolescents across all grade levels conducted by Wilgenbusch and Merrell (1999), male participants reported higher levels of self-esteem than female participants in the global, mathematics, physical appearance, psychomotor coordination, and emotional domains, while females only reported higher levels of self-esteem in the verbal domain. Similarly, Cram (1996) found evidence for gender variations in domain specific domains of self-esteem, such as physical attractiveness and physical ability, in her review of gender and self-esteem. Her conclusion, however, was that the differences between boys and girls are not big enough to be useful.

Gender and Teacher Competence

Adegbile and Adeyemi (2008) conducted research to determine the effectiveness of teachers as a quality assurance indicator. The study's participants were primary school teachers. Purposive random sampling was used to pick 100 elementary school teachers in the Ife East and Ife Central Local Government Areas of Osun State, Nigeria. The classroom interactive sheet (CIS) was utilized as an observational instrument for assessing teacher effectiveness and as a quality assurance measure. In each area of observable behavioral indicators, their research found no significant differences between male and female teachers.

Similarly, Akiri and Ogborugbo investigated the impact of gender on teacher productivity in secondary schools in Delta State (2008). Nine hundred and seventy-nine (979) teachers participated in the study, with four hundred and sixty (460) men and five hundred and nineteen (519) women. The data for the study was collected using two questionnaires and a rating scale. According to

their findings, there was no difference in productivity between male and female professors. To put it another way, the variations in mean productivity were not statistically significant. In a similar vein, Odogwu (2000) discovered that instructors' computer skills were unaffected by their gender or the subject they taught. In other words, computer usage was unaffected by gender.

Holm, Lund, and Sund (2006) studied if academic success can be linked to the fact that the teaching profession is dominated by women, that is, whether having a single-sex instructor has a direct effect on student outcomes. Gender had no effect on students' outcomes, according to data collected from upper-secondary school pupils and their teachers in Stockholm, Sweden. Olibie and Ezeoba (2014) found that there was no significant difference in competence between men and women. In contrast, Akpochafo (2003) found a substantial difference in academic achievement between male and female students in his study. In other words, gender has a role to play in academic achievement of students.

Holm, Lund, and Sund (2006) studied if academic success can be linked to the fact that the teaching profession is dominated by women, that is, whether having a single-sex instructor has a direct effect on student outcomes. Gender had no effect on students' outcomes, according to data collected from upper-secondary school pupils and their teachers in Stockholm, Sweden. Olibie and Ezeoba (2014) found that there was no significant difference in competence between men and women. In contrast, Akpochafo (2003) found a substantial difference in academic achievement between male and female students in his study.

Gender and Teachers' Levels of Work Motivation

Female teachers were shown to be more motivated to their profession than male teachers, according to Saeed and Muneer (2012). According to Gupta

and Gehlawat (2013), there was no significant difference in work motivation between male and female teachers, private school teachers had significantly higher work motivation than government school teachers, and less experienced teachers had significantly higher work motivation than more experienced teachers. Teachers with graduate degrees were much more motivated to work than those with post-graduate degrees.

Female instructors were more motivated in their employment than male teachers, according to Gupta, Pasrija, and Bansal (2012). Male instructors have higher levels of job motivation than female teachers, according to Kaur and Sidana (2011). According to Srivastava and Krishna (1994), the need for performance and self-control were the most powerful motivators for both male and female teachers, whereas monetary gain was the least effective motivator.

Kumar, Udayasuriyan, and Vimala (2008) found that demographic characteristics such as age, gender, teaching experience in the current organization, marital status, and monthly income all had a substantial impact on job motivation. According to Kumar's (2017) findings, 20% of female teachers have a low level of work motivation, 48% have an average level of work motivation, and 32% of female secondary school teachers have a high level of work motivation. Similarly, 27.33 percent of male secondary school teachers report having a low level of work motivation, 46 percent report having a medium level of work motivation, and 26.67 percent report having a high level of work motivation (Kumar, 2017).

CHAPTER THREE

RESEARCH METHODS

Introduction

The chapter describes the methods employed in conducting the study. It includes the research design, population, sampling procedure, data collection instrument, validity and reliability of instrument, pre-testing, data collection procedure and data processing and analysis.

Research Design

Research design is the plan for the research work, which serves as the foundation for the study. Polit, Beck and Hungler (2010) defined research design as the researcher's overall framework for answering the research question or testing the research hypothesis. The study was intended to investigate the influence of work environment and work motivation on the professional self-esteem and competence among Basic Education teachers in the Berekum Municipality.

This invariably involved finding out the opinions of teachers on how they were influenced by their work environment and work motivation in relation to their self-esteem and competence. Against this background, the descriptive survey was used for the study because the researcher intended not to manipulate any variable under investigation. The descriptive survey design was used because it has the advantage of producing good responses from a wide range of people. It also provides a picture of a situation as it naturally occurs or happens. At the same time, it provides a meaningful picture of events and explains

people's opinions and behaviour on the basis of the data gathered at a point in time (Best & Khan, 1993; Burns & Grove, 2003).

To Shaughnessy, Zechmeister and Jeanne (2011), surveys include the use of questionnaire and interview and these are essential tools for descriptive research. Descriptive research can provide information about naturally occurring health status, behaviours, attitudes or other characteristics of a particular group. Descriptive studies are conducted to demonstrate associations or relationships between things in the world. The use of descriptive survey allows for multifaceted approach to data collection. However, confidentiality is the primary weakness of descriptive research. Often subjects are not truthful as they feel the need to tell the researcher what they think the researcher wants to hear. Participants may also refuse to provide answers to questions they view to be too personal. Due to the nature of the research problem, the descriptive design will offer the researcher the opportunity to get valuable insight about the situation.

Study Area

Berekum-Jaman District is a former district council that was located in Brong-Ahafo Region (now currently in Bono Region), Ghana. Originally created as an ordinary district assembly in 1975. However in 10 March 1989, it was split off into two new district assemblies: Berekum District (capital: Berekum) and Jaman District (capital: Drobo). The district assembly was located in the western part of Brong-Ahafo Region (now western part of Bono Region) and had Berekum as its capital town.

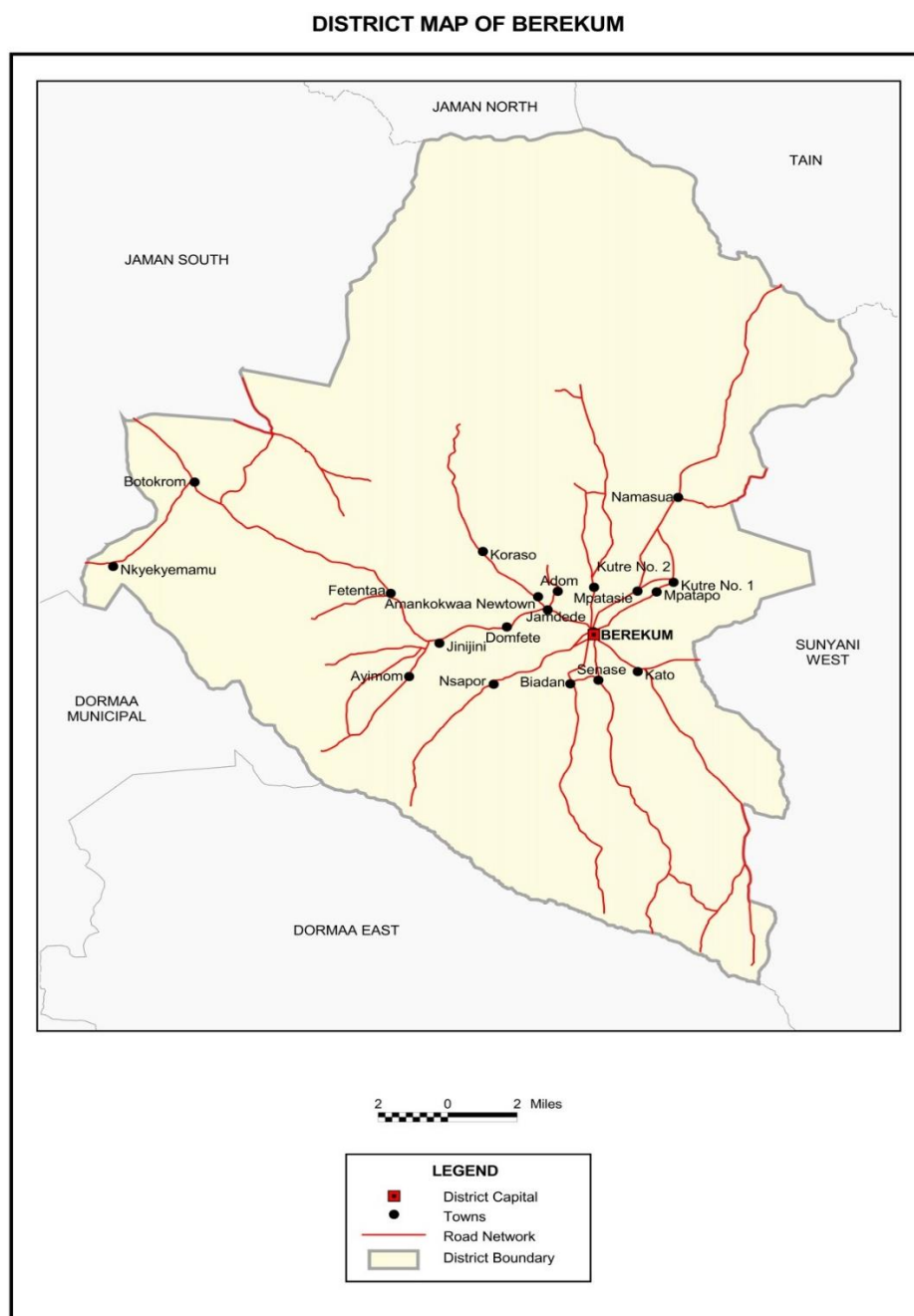


Figure 1: Map of Berekum Municipality

Population

The target population comprised all Public Basic School teachers estimated at 990 (males=522; females=468) in the Berekum Municipality of the Bono Region of Ghana (Ghana Education Service Data-Berekum Municipal, 2018). The teachers were basically, those that were regarded as professional teachers in the public schools (from creche to junior high school) within the Municipality. They are termed professionals in the sense that they possessed the

required certification such as diploma, degree and masters' in education that gave them the opportunity to teach in government assisted public schools. Burns and Grove (2003) define population as the entire set of individuals that meet the sampling criteria for a study. A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait (Explorable.com, 2009). McMillan (1996) defined population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which researchers intend to generalize the results of the study. This group is also referred to as the target population or universe. Polit (2001) defined a sample as a proportion or a subset of the target population that serves as true representative of the target population.

Sample and Sampling Procedures

The sample size was nine hundred and ninety (990) respondents as a replication of the target population (Ghana Education Service Data-Berekum Municipal, 2018). The decision for this sample size was based on Polit (2001) definition of a sample as a proportion or a subset of the target population that serves as true representation of the target population. All teachers in the eight (8) educational circuits within the Berekum Municipality were used as census because they were not many to call for any laborious sampling procedures. The researcher also wanted an objective view of the situation by engaging all teachers so that clear case could be made using the study findings. According to U.N. (2008), census is the procedure of systematically acquiring and recording information about all the members of a given population.

Data Collection Instruments

The instruments used for the data collection were entirely close-ended questionnaire measuring work environment, work motivation, teachers' competence and self-esteem.

Work Environment

With the work environment questionnaire, an adapted 4-point Likert-type scale, 9-item Working Environment Scale [WES; Moos,1994] on the basis of a physical comfort of the work environment with a Cronbach's alpha of .76, was used. The adopted scale was uni-dimensional and solicited information concerning the environment teachers work in. The scale was adopted because no major changes were affected except the response set, where it was changed from its original format to Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). It had items like "It sometimes gets too hot (Room Conditions).

Work Motivation

With work motivation, an adapted 18-item work extrinsic and intrinsic motivation scale (WEIMS) with a 4-point likert scale developed by Tremblay, Blanchard, Taylor, Pellertier and Villeneuve (2015) with a reliability coefficient of .75(Intrinsic=.77 [3]; integrated regulation=.84 [3]; identified regulation=.74 [3]; introjected regulation=.71 [3]; external regulation=.81 [3]; amotivation=.60 [3]) was used for the study. The scale was adopted because the content of the items was appropriate for the current study. In this regard, few items were rephrased from general to specific and the response set with the scoring were changed to Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). The scale had items like "I work because this is the type of work I chose to do to attain a certain lifestyle".

Professional Self-esteem

With the self-esteem, an adapted 4-point scale 37-item self-esteem questionnaire developed by Aricak (1999) with a reliability coefficient of .75 (acceptance of profession=.83 [12]; pride in profession=.85 [5]; value of profession=.88 [11]; Belief in professional capabilities=.59 [4]; and Belief in functionality of profession=.61 [5] was used for the study. The scale was adopted because no major changes were affected on the items. Only few words were made simple and the response set with scoring were changed from its original format to Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). The scale had items like “I chose my profession reluctantly”.

Competence

With the competence, an adapted 4-point scale 8-item self-competence questionnaire developed by Tafarodi and Swann (2001) with a Cronbach's alpha coefficient of .83 was used for the study. The scale was adopted because the content of the items was appropriate for the current study. In this regard, few items were rephrased from general to specific and the response set with the scoring were changed to Strongly Disagree (1), Disagree (2), Agree (3) and Strongly Agree (4). The scale had items like “I am highly effective with the things I do”.

Validation and Reliability of the Instrument

The questionnaire was given to my supervisors to make their inputs. To ensure the validity of the construct, the questionnaire was evaluated by researcher's supervisors as their vast knowledge in research studies is enormous. The face validity of the instrument was determined by the supervisors after construction to make sure it measured what it was supposed to measure. The questionnaire was pre-tested among 40 basic school teachers in

the Dormaa Municipality to establish its reliability using the Cronbach Alpha. All adapted scales provided consistent reliability coefficients above .6 as the threshold (work motivation=.70, work environment=.69, professional self-esteem=.73 and teacher competence=.77). The choice of this area was based on the fact that the municipality similar in terms of educational characteristics to that of the study area.

Ethical Considerations

Ethical protocols were observed in as much as this study was concerned. Ethical consideration is a matter of necessity due to the nature of this research. In conducting research, there are ethical principles that must be considered, some of these are informed consent, assuring anonymity and confidentiality. Informed consent is the major ethical issue in conducting research. Armiger (1997) stated that, informed consent is a means that a person knowingly, voluntarily and intelligently, and in a clear and manifest way, gives his or her consent. The consent of respondents was first sought through a consent letter, stating the purpose of the research. The respondents were constantly assured of anonymity by asking them not to write their names or anything that could reveal their identity and the information they provided will be kept confidential. Thus, keeping private information by the researcher in order to protect the respondents' identity since this research was a highly sensitive one and that the ethical clearance form was taken from the Institutional Review Board, University of Cape Coast to ascertain the possibility of the study.

Data Collection Procedure

Permission was sought from authorities of the various schools, after being cleared by the Department of Education and Psychology and the Institutional Review Board to carry out this study. The purpose and significance

of the research were clearly explained to the respondents and the various school authorities. Respondents were made aware that their participation was voluntary and that they had the will to withdraw freely from the research along the study period. The researcher used two months to collect data with the help of two research assistants who have much knowledge in research studies. The questionnaires were distributed to the teachers in their various schools by the research team and were retrieved when they were filled by the teachers withing a period of three months.

Data Processing and Analysis

Data on research question one was analysed using frequencies and percentages as well as means and standard deviations because the objective was to measure levels of professional competency of teachers. Data for research question two was analysed using frequencies and percentages as well as means and standard deviations because the objective was to measure levels of self-esteem of teachers. Data for research question three was analysed using frequencies and percentages as well as means and standard deviations because the objective was to measure levels of work motivation of teachers. Research hypothesis one was tested using regression because of the objective to find out the impact among variables. Research hypothesis two was tested using regression because of the objective to find out the impact among variables. Research hypothesis three was tested using Multivariate Analysis of Variance (MANOVA) because the objective was about finding differences among multiple variables.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter covers the analyses, presentation and interpretation of the findings resulting from this study. The purpose of the study was to investigate the influence of work environment and work motivation on teachers' professional self-esteem and competence in the Berekum Municipality. The analyses and interpretation of data were carried out based on the research questions set for the study. The analyses were based on the 911 out of 990 respondents sampled (92% return rate) for the study. The data was analysed using descriptive statistics (frequencies and percentages, means and standard deviations) and inferential statistics (Multiple Regression and Multivariate Analyses of Variance). The first part of this chapter described the demographic characteristics of the participants. In the second part, the results are presented based on the research questions and hypotheses formulated to the study.

Presentation of Demographic Results

This aspect of the questionnaire was designed to elicit the personal information of the participants. These demographic data included the participants' gender and qualification. Tables 1 and 2 present the information on the demographic information of the respondents:

Table 1: Distribution of Respondents based on Gender

Gender	Frequency	Percentage
Male	483	53.0
Female	428	47.0
Total	911	100.0

Source: Field Survey (2019)

The study considered gender of the respondents and it was revealed that male respondents dominated the sample with a frequency of 483 (53.0%) while female respondents had a frequency of 428 (47.0%). Therefore, there were more male respondents than female respondents in the Berekum Municipality.

The study considered qualification of respondents as a determining factor to their profession as teachers. Table 2 presents the results:

Table 2: Distribution of Respondents Based on Qualification

Qualification	Frequency	Percentage
Certificate A	210	23.1
Diploma	347	38.1
Bachelor	354	38.8
Total	911	100.0

Source: Field Survey (2019)

The study espoused information in terms of teacher qualification. The data in Table 2 reveals that respondents with bachelor's degree and diploma degrees dominated the sample with 354 (38.8%) and 347 (38.1%) respectively while respondents with Certificate 'A' were 210 (23.1%). It can be said that no teacher used for the study at the Basic Level in the Berekum Municipality possessed any certificate above the first degree.

Main Results

Research Question One: *What is the competency level of teachers in basic schools in the Berekum Municipality?*

The question sought to find out the competence level of Junior High School teachers in the Berekum Municipality. In answering the research question, eight (8) items under the competence scale were used and scored using agreement and disagreement dimensions but determination of competence level was based on low (8-16), moderate (17-24) and high (25-32). Some items were negatively stated, as such, reverse coding was used for those items because of respondents' tendency to agree or not to agree to some statements that could meddle with measuring the actual behaviour or attitude. In this sense, observed mean similar to determination range becomes the description of teachers' competence level in the study. Table 3 presents the results:

Table 3: Results for Competence Level of Teachers

Score Range	Frequency	Interpretation
8-16	231	Low
17-24	478	Moderate
25-32	202	High

Source: Field Survey (2019)

Table 3 shows results on competence level based on score range. Looking at the outcome, it could be deduced that most of the teachers' competence level was moderate as the observed mean score significantly fell between moderate score range of 17-24 (478). Table 4, gives descriptive evidence of the statements confirmed by the respondents:

Table 4: Competence (N=911)

SN	Statements	Mean	SD
1	I am highly effective with the things I do	3.46	.606
2	I am almost always able to accomplish what I try for	3.29	.556
3	At times, I find it difficult to achieve the things that are important to me	2.47	.865
4	I sometimes deal poorly with challenges	2.30	.861
5	I perform very well at many things	3.31	.590
6	I sometimes fail to fulfil my goals	2.40	.855
7	I am very talented	3.28	.561
8	I wish I were more skillful in my activities	3.18	.624

Source: Field Survey (2019)

Table 4 shows descriptive results on the competence level of teachers. For instance, respondents with (M=3.46, SD=.606) agreed that they were effective with the things they engaged in at school while respondents with (M=3.31, SD=.590) agreed that they performed very well in their profession. Again, respondents (M=3.28, SD=.561) agreed that they were talented in their profession while respondents (M=3.29, SD=.556) agreed that they were able to accomplish what they do at school and as well, agreed they wished to be more skillful (M=3.18, SD=.624). Conversely, respondents (M=2.47, SD=.865) disagreed that they found it difficult to achieve the things that are important to them while respondents disagreed that they failed to fulfill their goals and as well, respondents (M=2.40, SD=.855) disagreed that sometimes they dealt poorly with challenges in their profession.

Research Question Two: *What is the level of professional self-esteem of teachers in basic schools in the Berekum Municipality?*

The question sought to find out the level of professional self-esteem of Basic School teachers in the Berekum Municipality. In answering the research question, thirty-seven (37) items under the self-esteem scale were used and scored using agreement and disagreement dimensions but determination of self-esteem level was based on low (37-74), moderate (75-112) and high (113-148). Some items were negatively stated, as such, reverse coding was used for those items because of respondents' tendency to agree or not to agree to some statements that could meddle with measuring the actual behaviour or attitude. In this sense, observed mean similar to determination range becomes the description of teachers' professional self-esteem level in the study. Table 5 presents the results:

Table 5: Results for Level of Professional Self-esteem of Teachers

Score Range	Frequency	Interpretation
37-74	239	Low
75-112	543	Moderate
113-148	129	High

Source: Field Survey (2019)

Table 5 show results on professional self-esteem level based on score range. Looking at the results in the table, it could be deduced that most of the teachers had professional self-esteem level to be moderate with a score range of 75-148 (543).

Research Question Three: *What is the work motivation level of teachers in basic schools in the Berekum Municipality?*

The question sought to find out the work motivation level of Junior High School teachers in the Berekum Municipality. In answering the research question, eighteen (18) items under the work extrinsic and intrinsic motivation scale were used and scored using agreement and disagreement dimensions but determination of work motivation level was based on low (18-36), moderate (37-55) and high (56-72). Some items were negatively stated, as such, reverse coding was used for those items because of respondents' tendency to agree or not to agree to some statements that could meddle with measuring the actual behaviour or attitude. In this sense, observed mean similar to determination range becomes the description of teachers' work motivation level in the study. Table 6 presents the results:

Table 6: Results for Level of Work Motivation of Teachers

Score Range	Frequency	Interpretation
18-36	185	Low
37-55	528	Moderate
56-72	198	High

Source: Field Survey (2019)

Table 6 show the work motivation level based on score range as low, moderate and high. Looking at the results, it indicated that most of the teachers experienced moderate level of work motivation with a score range of 37-55 (528).

Research Hypothesis 1: *There will be a significant influence of (a) work environment and (b) work motivation on teachers' self-esteem in the Berekum Municipality*

The study sought to determine whether the work environment and work motivation had an influence on teachers' self-esteem. To test this hypothesis, standard multiple regression was deemed appropriate for the analyses. Proceeding to performing the regression, certain assumptions needed to be met. This included normality test, linearity and multicollinearity test. The researcher checked these assumptions before conducting the main regression test. The graphs below showed the normality and linearity test for the test variables:

Normal P-P Plot of Regression Standardized Residual

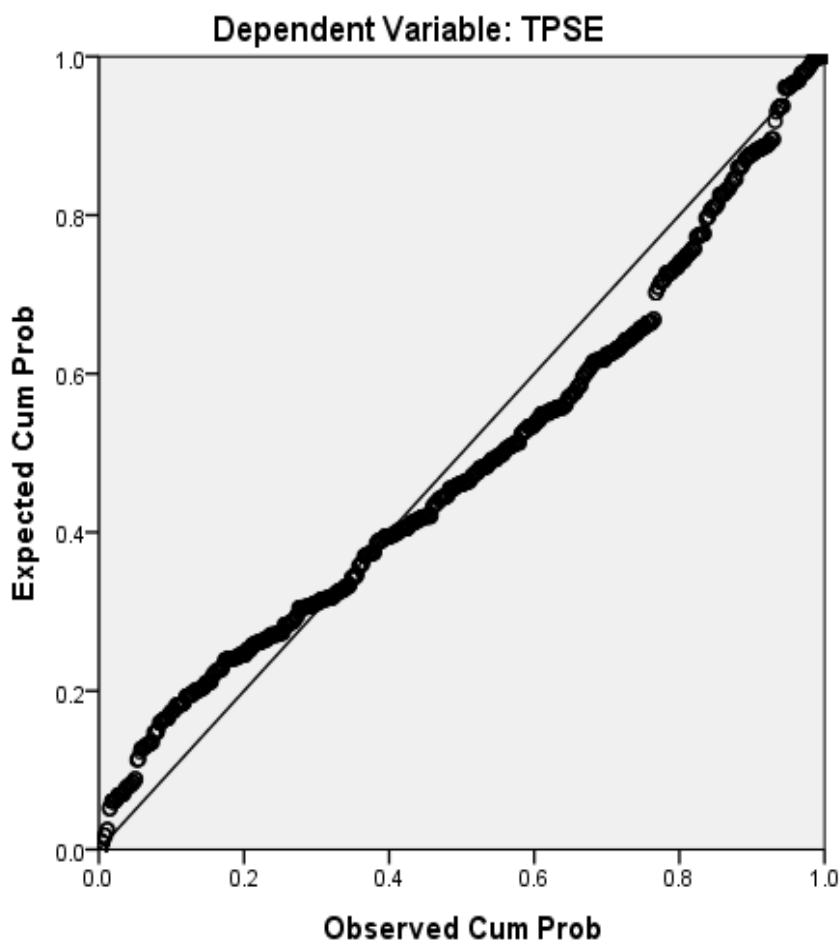


Figure 2: Normal P-P Plot

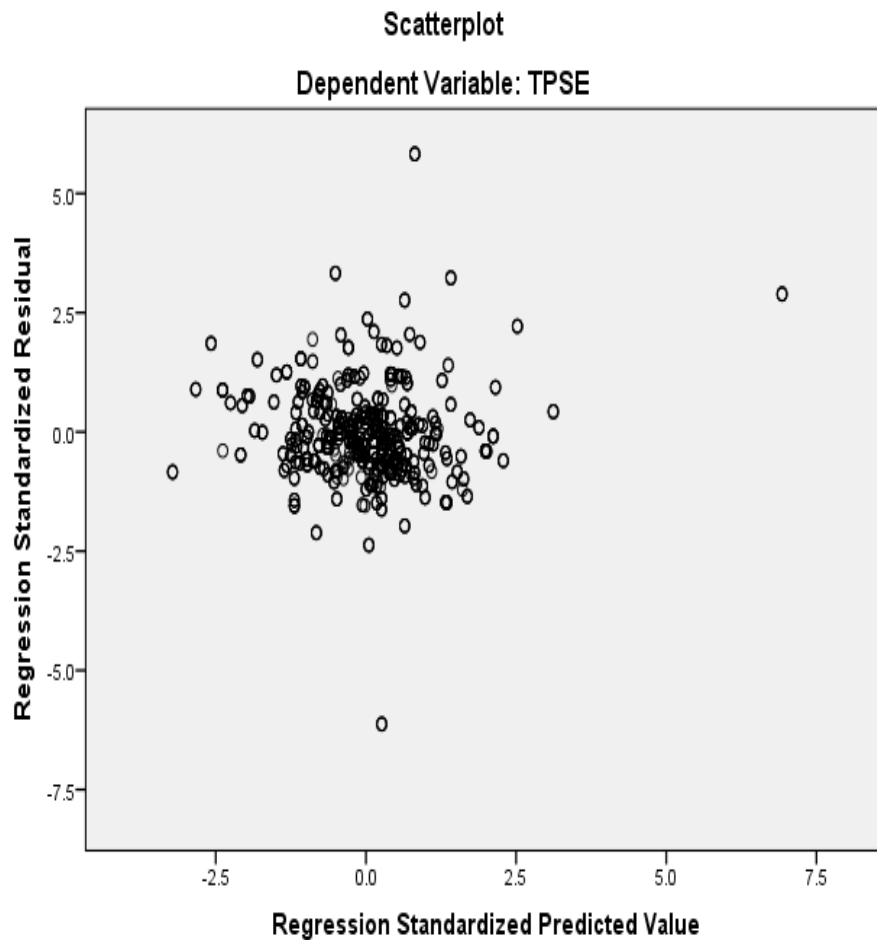


Figure 3: Linearity Graph

With Figure 3, the data was normal as a diagonal line run through a bunch of little circles from down left to up-right. This indicated that the data met the requirement for regression analyses. With Figure 2, there was a linear regression relationship between the independent and dependent variables as the scatter-plot indicated with convergent observation of cases. This equally catered for homoscedasticity. Concerning the multicollinearity, the coefficient output of the collinearity statistics produced Variable Index Factors (VIF) of 1.037 that falls between 1 and 10. This indicated that there was no multicollinearity observation among the variables.

Table 7: Results of Descriptive Statistics (N=911)

Test Variable	Mean	SD
Professional SE	99.44	9.02
Competence	23.69	2.51
Work Environment	22.61	3.81
Work Motivation	53.30	6.77

Source: Field Survey (2019)

Table 7 showed the descriptive statistics (means and standard deviations) of the test variables. The results indicated that teacher professional self-esteem produced the highest mean and standard deviation (M=99.44, SD=9.02) followed by work motivation (M=53.30, SD=6.77) with competence recording a mean and standard deviation (M=23.69, SD=2.51) while work environment recorded a mean and standard deviation of (M=22.61, SD=3.81).

Table 8 presents regression results:

Table 8: Results of Regression Analysis of Influence of Work Environment and Work Motivation on Teachers Professional Self-esteem

Variable	B	SEB	B	R	t	Sig.	R ²	Ad R ²	F	p
WKENV	.377	.077	.159	.197	4.91	.000*	.079	.077	38.71	.000
WKMOT	.270	.043	.203	.233	6.25	.000*				

Source: Field Survey (2019)

*Significant @ 0.05 level

- a. Predictors: (Constant), (Work Environment and Work Motivation)
- b. Dependent Variable: Teacher Professional Self-esteem

Table 8 indicates the result of regression analysis of work environment and work motivation against teachers' professional self-esteem.

The result showed that work environment (r=.197) and work motivation (r=.233) have significant positive relationship with teachers' professional self-

esteem. The results of the regression indicated the two predictors (work environment and work motivation) explained 7.9% of the variance ($R^2=.079$, $F(2, 908) = 38.71$, $p=.001$). It was found that work motivation significantly predicted teachers' professional self-esteem ($\beta = .203$, $p=.000$), as work environment did ($\beta = .159$, $p=.000$).

Research Hypothesis 2: *There will be a significant influence of (a) work environment and (b) work motivation on teachers' competence in the Berekum Municipality*

The study sought to determine whether the work environment and work motivation had an influence on teachers' competence. To test this hypothesis, standard multiple regression was deemed appropriate for the analyses. Proceeding to performing the regression, certain assumptions needed to be met. This included normality test, linearity and multicollinearity test. The researcher checked these assumptions before conducting the main regression test. The graphs below show the normality and linearity test for the test variables:

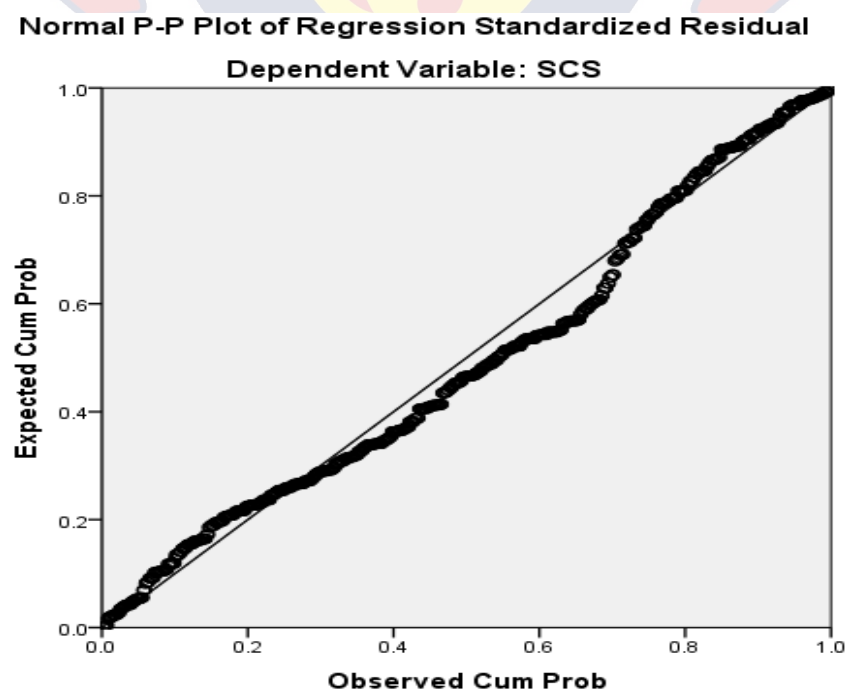


Figure 4: Normal P-P Plot

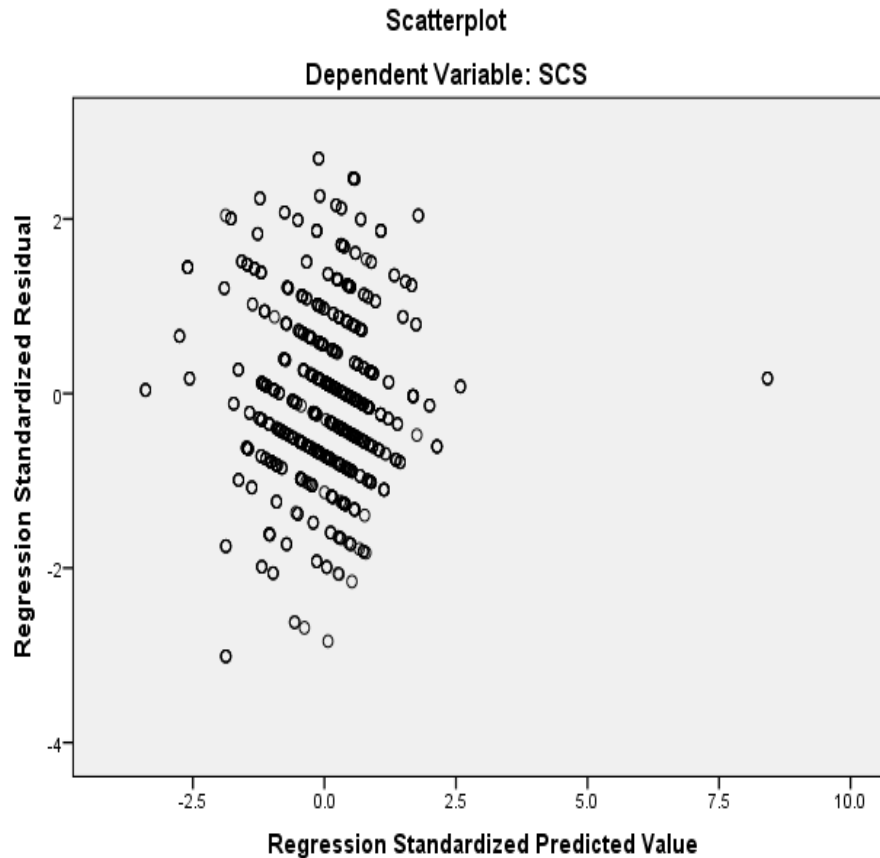


Figure 5: Linearity Graph

With Figure 5, the data was normal as a diagonal line run through a bunch of little circles from down left to up-right. This indicates that the data met the requirements for regression analysis. With Figure 4, there was a linear regression relationship between the independent and dependent variables as the scatter-plot indicated with convergent observation of cases. This equally catered for homoscedasticity. Concerning the multicollinearity, the coefficient output of the collinearity statistics produced Variable Index Factors (VIF) of 1.037 that fall between 1 and 10. This indicates that there was no multicollinearity observation among the variables.

Table 9: Results of Regression Analysis of the Influence of Work Environment and Work Motivation on Competence

Variable	B	SEB	B	R	t	Sig.	R ²	Ad R ²	F	p
WKENV	.042	.021	.064	.122	1.99	.047*	.106	.104	54.03	.000
WKMOT	.114	.012	.308	.320	9.64	.000*				

Source: Field Survey (2019)

*Significant @ 0.05 level

- a. Predictors: (Constant), (Work Environment and Work Motivation)
- b. Dependent Variable: Teacher Competence

Table 9 indicated the result of regression analysis of work environment and work motivation against teachers' competence.

The result showed that work environment ($r=.122$) and work motivation ($r=.320$) have significant positive relationship with teacher's competence. The results of the regression indicated that the two predictors (work environment and work motivation) explained 10.6% of the variance ($R^2=.326$, $F(2, 908) = 54.03$, $p=.001$). It was found that work motivation significantly predicted teacher competence ($\beta = .308$, $p=000$), as work environment did ($\beta = .64$, $p=.047$).

Research Hypothesis 3: *There will be a significant gender difference in the (a) work motivation, (b) competence and (c) professional self-esteem of teachers*

One of the objectives of the study was to determine whether male teachers differed from female teachers in terms of work motivation, teachers' competence and teachers' professional self-esteem. Based on variable combination, MANOVA was deemed appropriate for the analysis because the dependent variables were three levels against gender (male and female). Table 10 presents the results on the descriptive statistics:

Table 10: Descriptive Statistics

Variable	Gender	Mean	SD	N
Teachers Work Motivation	Male	53.42	7.36	541
	Female	53.13	5.79	370
	Total	53.30	6.77	911
Teachers Competence	Male	23.70	2.27	541
	Female	23.68	2.83	370
	Total	23.69	2.51	911
Teachers Professional Self-Esteem	Male	100.62	9.28	541
	Female	97.70	8.34	370
	Total	99.44	9.02	911

Source: Field Data (2019)

Table 10 shows the descriptive results of the study variables. The results that there were differences in some mean scores based on gender of teachers and no differences in some mean scores of the gender of teachers based on their work motivation, professional competence and professional self-esteem. The result suggested that, male respondents (M= 53.41, SD = 7.36) were not different from female respondents (M=53.13, SD= 5.79) at .05 level of significance in work motivation. In terms of teacher competence, the result suggested that male respondents were not more competent (M= 23.70, SD = 2.27) than female respondents (M=23.68, SD= 2.83) at .05 level of significance. It implied that male teachers were not more competent than female teachers'. Therefore, the alternate hypothesis was rejected.

Again, the result suggested that, male respondents had a high professional self-esteem (M= 100.63, SD = 9.28) than female respondents (M=97.70, SD= 8.34) at .05 level of significance. It implied that male teachers

were having high professional self-esteem than female teachers as the results indicated. Therefore, the alternate hypothesis was not rejected. Due to the differences observed descriptively, there was the need for further examination using the Multivariate Test from the MANOVA analysis. Table 11 presents the results:

Table 11: Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	P E S
Intercept	Pillai's Trace	.994	53383.311 ^b	3.000	907.000	.000	.994
	Wilks' Lambda	.006	53383.311 ^b	3.000	907.000	.000	.994
	Hotelling's Trace	176.571	53383.311 ^b	3.000	907.000	.000	.994
	Roy's Largest Root	176.571	53383.311 ^b	3.000	907.000	.000	.994
Gender	Pillai's Trace	.027	8.349 ^b	3.000	907.000	.000	.027
	Wilks' Lambda	.973	8.349 ^b	3.000	907.000	.000	.027
	Hotelling's Trace	.028	8.349 ^b	3.000	907.000	.000	.027
	Roy's Largest Root	.085	16.617 ^b	4.000	789.000	.000	.078

Source: Field Data (2019)

Table 11 presents the results of the multivariate test (MANOVA) which checked for statistical differences between male and female teachers concerning work motivation, teacher competence and professional self-esteem. In examining table 11, the Wilks' Lambda results showed a statistically significant differences in work motivation, competence and professional self-esteem of male and female teachers, $F(3, 907) = 8.35$, $p = .001$ Wilks' Lambda = .97, partial eta squared = .027. Based on the statistically significant difference detected, there was the need to find out which dependent variable contributed to that

difference using the Tests of Between-Subjects Effects. Table 12 presents the results:

Table 12: Tests of Between-Subjects Effects

Source	Dependent Variables	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	WMOT	1	18.571	.405	.524	.000
	TPC	1	.157	.025	.875	.000
	TPSE	1	1877.218	23.652	.000	.025
Intercept	WMOT	1	2494278.254	54462.292	.000	.984
	TPC	1	493214.120	78131.494	.000	.988
	TPSE	1	8642242.148	108889.36	.000	.992
Gender	WMOT	1	18.571	.405	.524	.000
	TPC	1	.157	.025	.875	.000
	TPSE	1	1877.218	23.652	.000	.025
Error	WMOT	909	45.798			
	TPC	909	6.313			
	TPSE	909	79.367			
Total	WMOT	911				
	TPC	911				
	TPSE	911				
Corrected Total	WMOT	910				
	TPC	910				
	TPSE	910				

Source: Field Data (2019)

Table 12 shows the results for the Tests of Between-Subjects Effects to substantiate the differences observed in the multivariate analysis. Before going further to report, it was important for protocols to be followed in order to avoid statistical errors in terms of Type I Error (getting a difference where indeed there is none). In controlling for Type I Error, according to Tabachnick and Fidell (2013) simple formula ($.05/4=.0125$) was considered to arrive at a new alpha level of .0125 purposely for establishing a genuine difference. After that, the results for the dependent variables were separately considered using the new

alpha level of .0125. Careful examination showed statistical differences in professional self-esteem, $F(1, 909) = 23.65$, $p = .001$, partial eta squared = .025). With this, the effect size established was small, according to Cohen's (1988, pp. 284-287) suggestion.

Discussion

Research Question One: Levels of Professional Competence

The study revealed that majority of the teachers' competency level was neither low, nor high but moderate because it was placed between low and high. The revelation may not be surprising because the situations teachers face in the municipality might be one of the few problems faced by public school teachers generally. Per the findings, teachers can exhibit their professional competences when helped in terms of good environment, adequate motivation and a little bit of self-esteem. Ideally, every teacher is supposed to exhibit competence in his or her area of expertise, but then, when they become overwhelmed by the rudiments of their work, hardly could they exhibit competency in its acceptable level. Notwithstanding, teachers in the Berekum Municipality could make positive impact in the academic lives of those they teach with their average level of professional competence because their case is not extreme to negative dimension. As noted, the findings can be based on the empirical review of teacher competence that could emanate from the initial teacher training, and in-service programmes. Indeed, these opportunities to learn will influence teachers' professional competences on an ongoing basis throughout their careers. Within this, opportunities to learn will influence teachers' content and pedagogical knowledge and have affective motivational competences and beliefs. Guerriero and Revai note the work of Shulman (1986, 1987) to show how content and pedagogical knowledge have three specific categories such as

subject knowledge, knowledge of teaching, and knowledge of learning, including knowledge of teaching and learning processes particular to both the subject and general teaching. Guerriero and Ravai (2017) state that affective motivational competences include aspects such as career choice motivation, achievement motivation and goal orientation, but also teachers' belief about their subject area, about teaching and learning, as well as their perceptions of teaching and of the profession.

Research Question Two: Levels of Professional self-esteem

The question seeks to establish the level of professional self-esteem of teachers in basic schools in the Berekum Municipality. The study revealed that teachers' level of professional self-esteem was moderate as the observed mean score fell between low score range and high score range. Looking at the revelation, it is possible that teachers who possessed appreciable level of self-esteem were likely to exert professional competence. Siding with Rogers (1969), teachers who demonstrate high self-esteem in their daily teaching could stimulate high self-esteem in their own students but not only in themselves. With this outcome, teachers in the Berekum Municipality could positively influence teaching and learning activities in their schools because they cherish the profession and could go all out to deliver. As it is, once an individual view the 'self' as a fit for the chosen profession, the likelihood of exhibiting competency and improving performance becomes higher because less negative feeling is shown. Having noted appreciable level of professional self-esteem from the findings, it is important to declare that teachers' professional self-esteem, however, also influenced by how teachers view the extent to which they have self-efficacy. But teacher knowledge, motivational competences and beliefs are not in themselves enough to lead to teacher competence by the ability

to meet complex demands in a given context by mobilizing various psychosocial (cognitive, functional, personal and ethical) resources' (Guerriero & Revai, 2017). As such, teachers also need to be able to use their knowledge and expertise to make quick decisions in response to what they see within the classroom and other settings. To this end, Guerriero and Revai (2017), who identify three aspects of the decision-making and reasoning process in terms of their ability to describe what has been noticed, teachers having higher-order processes to connect the observed classroom event to prior knowledge and understanding of teaching and learning and teachers knowledge-based reasoning processes to evaluate and predict what might happen as a result of connecting the observed situation to prior knowledge of teaching and learning. As such, decision-making and professional judgement provide the connection between formal knowledge, competencies and teaching, as noted by Guerriero and Revai (2017) in the context of teachers' professional self-esteem.

Research Question Three: Levels of work motivation of teachers

The study revealed that teachers' level of work motivation was moderate as the observed mean score fell between low and high. The study supports the findings of a study conducted by Erdener and Dalkiran (2017) which found that job motivation of teachers working in schools be higher but not moderate. Conversely, the findings of Kumar (2017) study refuted the current findings of moderate level of work motivation among teachers. Indisputably, motivation is an important aspect of every activity provided the plan for the activity is about success.

When teachers become motivated in their profession, all other things in the job become active because the zeal they will attach to the job will be highly invigorating towards success. Based on the revelation, teachers may possess a

focused mind and it may not be surprising that students' performance will improve despite other structural challenges in most schools within the Berekum Municipality. The finding is underpinned by the self-actualization concept of Maslow and as such, motivated teachers would strive for higher prospects in their chosen fields. When physiological, safety, love, and esteem needs are fairly well satisfied; self-actualization needs emerge as the main motivators of behaviour. For example, a self-actualized teacher is motivated to continual growth, he or she is aware of his primary goals in life and is devoted to fulfilling them, both for personal benefit and as service to others.

Despite this, it is not conclusive to state that the review of teacher work motivation theories indicates attempts have been made to use different motivational approaches but have achieved no agreement on generally applicable motivation theories for teacher motivation research. This challenging attempt has been identified by Dornyei (1996) as he claimed that it was not the lack of theories but rather the abundance of approaches to explain motivation.

A number of limitations have already been pointed out (Dornyei, 2003; Noels, Pelletier, Clement, & Vallerand, 2000; Vandergrift, 2005). One of the major challenges discussed by researchers is the overlap of motivation constructs that constitute different motivation theories. Moreover, overlap is also found among the constructs within one particular theory. The linear models of motivation theories and the direct cause-effect could not provide a holistic picture to view the relationship between related variables in motivation research (Dornyei & Ushioda, 2011). In fact, the dispute between considering motivation as an independent variable to predict behaviour and viewing it as a dependent variable of performance has never ceased. As motivation is usually associated with a series of complicated cognitive process, a possible reason for the

disagreement among various motivation theories might be their particular focus on different phases of motivation process (Jiying & Hongbiao, 2016).

Influence of work environment and work motivation on self-esteem

The study revealed that work environment and work motivation significantly and positively related to teachers' professional self-esteem. The findings of the current study are contrary to the findings of Bulach and Ronnie (2002) that school environment had no role to play in teachers' self-esteem but school motivation had.

Similarly, the study of Holt, Smith and Roland (2002) study revealed that work environment and teachers' self-esteem did not relate in anyway and as such, no influence could be established. It is evident from the above that work environment cannot always relate to one's self-esteem because one can have a lower or high in self-esteem irrespective of the environment he or she works. In terms of work motivation and teachers' professional self-esteem, the findings of the current study revealed a significant relationship. This finding is consistent with the findings of Cardelle-Elawar, Irwin and Lizarraga (2007), and Santisi, Mag-Nano, Hichy and Ramaci (2014). These researchers found in their various studies that work motivation was a crucial component for teachers' self-esteem. Per these remarks, there is no denying the fact that a motivated teacher is a happy teacher; a motivated teacher is a result-oriented teacher because with motivation, teachers may be moved to exhibit their best in teaching and show potential of reaching high self-esteem and develop confidence in their chosen area.

Influence of work environment and work motivation on competence

The study revealed that work environment and work motivation significantly and positively related to teachers' competence positively. The

findings of the current study corroborate the findings of Kahya (2007) and Wight and Pollert (2006). The results of their studies revealed a positive relationship between work environment and competence among workers in a manufacturing setting. In that study, the likes of infrastructure and conducive environment predicted significantly the competence of the workers.

Conversely, Khan et al. (2011) study debunked the notion that work environmental infrastructure has no relation with competence of workers but the availability of incentives has such power to control employees' competence. Based on these diverse reports, it is appropriate to accept that relationship between work environment and competence are not always same because situations may be different with different employees' expectations, hence the varied predictions among them.

Likewise, work motivation and professional competence as correlated in this study confirm a similar study by Sukrapi, Muljono, and Purnaningsih (2014). In their study, it was indicated that a close relationship existed between work motivation and professional competence among teachers in Indonesia. Again, the findings of the current study support the findings of Guo et al. (2014), and Kuvaas (2006). The results of their studies found motivation as a moderator and a mediator in the relationship between teachers' performance, appraisal, satisfaction and competence. These revelations and supports are not surprising because every human being need a bit of motivation to be able to accomplish a task or work at their peak stage.

Gender Differences in Professional Self-Esteem

The study revealed significant differences in the self-esteem of male and female teachers. The findings are in part supported and in part refuted in earlier studies. For instance, Cairnes, McWhirter, Duffy, and Barry (1990) in their

study among teachers in relation to self-esteem revealed that male teachers were a bit higher in self-esteem than female teachers were. Likewise, Rosenberg and Simmons, as cited in El-Rafei (2008) found that female teachers reported lower self-esteem than their male counterparts. Contrary to this, Coopersmith (1967), Skaalvik (1990), Dockter (1991) and Collien (1995) studies found no significant gender difference between males and females' teachers in their various studies.

Gender Differences in Competence

The study revealed no significant differences as male teachers were not competent than female teachers. The findings of the current study are in tandem with Odogwu (2000) that showed that male teachers and female teachers did not differ when it came to issues of professional competence. In that regard, discussing teachers' competence and relating it to gender may become a misleading venture in as much as the teaching profession is concerned.

Gender Difference in Work Environment and Work Motivation of Teachers

The study revealed no significant differences as male teachers were not motivated than their female counterparts. The findings debunked findings in a study by Kumar (2017) and Kaur and Sidana (2011), which revealed that female teachers had a low level of work motivation as compared to their male counterparts. Contrary to that, Saeed and Muneer (2012), Gupta, Pasrija and Bansal (2012) indicated that female teachers were found to be more motivated in their work than male teachers were. Based on this, one can be convinced that work motivation among teachers is not one sided. It is possible in some situations that male teachers can surpass female teachers in terms of work motivation while some other times the table might turn in favour of female teachers. Probably, there may be instances where no differences could be

established between male and female teachers when it comes to work motivation because the teaching profession is virtually the same in Ghana.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents an overview of the study, methodology, summarizes the major findings of the study, draws conclusions and makes relevant recommendations for further research.

Overview of the Study

The study sought to investigate the influence of work environment and work motivation on the professional self-esteem and competence of teachers. The study adopted a descriptive survey research design procedure with a quantitative approach. The was guided by three research questions and three research hypotheses. All the 990 public basic school teachers in the 8 circuits of the Municipality were involved in the study because the researcher felt it was appropriate to have an objective insight using all the teachers. A four set of adapted questionnaires for teachers in terms of work environment (9-items), work motivation (18-items), teachers' professional self-esteem (37-items) and professional competence (8-items) were used to collect data for the study. The questionnaires were the closed ended type that were sub-divided into five (5) sections (A-E) and comprised 72 items. Section "A" solicited demographic information of respondents. Section "B" sought information from the respondents on the work environment of teachers. Section "C" gathered information on work motivation of teachers. Section "D" targeted information on the professional self-esteem of teachers. Section "E" sought information about the professional competence of teachers. The data was analysed using

means, standard deviations, frequencies, percentages, regression and multivariate analysis of variance.

Summary of Key Findings

The study revealed that majority of the teachers' competence level was moderate.

The study revealed that teachers' level of professional self-esteem was moderate.

The study revealed that teachers' level of professional self-esteem was moderate.

The study revealed that work environment and work motivation significantly related to teachers' professional self-esteem positively, where work motivation predicted higher on teachers' professional self-esteem than work environment.

The study revealed that work environment and work motivation significantly related to teachers' professional competence positively, where work motivation predicted higher on teachers' professional competence than work environment.

Furthermore, the study revealed significant differences in self-esteem where male teachers had higher professional self-esteem than female teachers' but no differences existed between male and female teachers when it comes to professional competence and work motivation.

Conclusions

The study revealed that teachers had a moderate level of competence. The study further revealed that teachers' professional self-esteem level was moderate. Again, teachers' level of work motivation was moderate. Based on this, the researcher concludes that work motivation is a major determinant of

teachers' professional self-esteem and teachers' professional competence. This imply that work motivation of teachers could lead to a better work behaviour that can result in higher professional self-esteem and professional competence. People who are motivated are pampered in their effort to perform well in their roles. The needs and wants of teachers should be looked into. This means that more satisfied employees will get higher job performance. This also means that a more satisfied teacher will get higher job performance because of an appreciable level of his or her self-esteem and competence.

Again, work environment has a positive influence on teachers' professional self-esteem and teachers' professional competence. This imply that poor working conditions may restrict teachers to portray their capabilities and attain full potential in terms of self-esteem and competence. It is therefore vital that stakeholders in Ghana Education Service realize the importance of good working environment.

Recommendations

This study draws baseline information on the influence of work environment and work motivation on teachers' professional self-esteem and professional competence. Therefore, the following recommendations are proposed:

1. Berekum Municipal Education Directorate should make efforts to provide conducive working environment to teachers in terms of facilities, equipment, better interaction, opportunities and good refreshment.
2. Ghana Education Service as a manager of education in Ghana could actually look into environmental factors within the teaching and learning environment in order to improve teachers working

environment so that they can put up their best.

3. Berekum Municipal Education Directorate in collaboration with Ghana Education Service should identify ways to get the employees to feel motivated as they were before the changes. One of the many ways is to discuss with the employees and understand their needs and try to accommodate them.

Suggestions for Further Studies

Future research can be done on the influence of work environment and work motivation on teachers' job satisfaction and performance.



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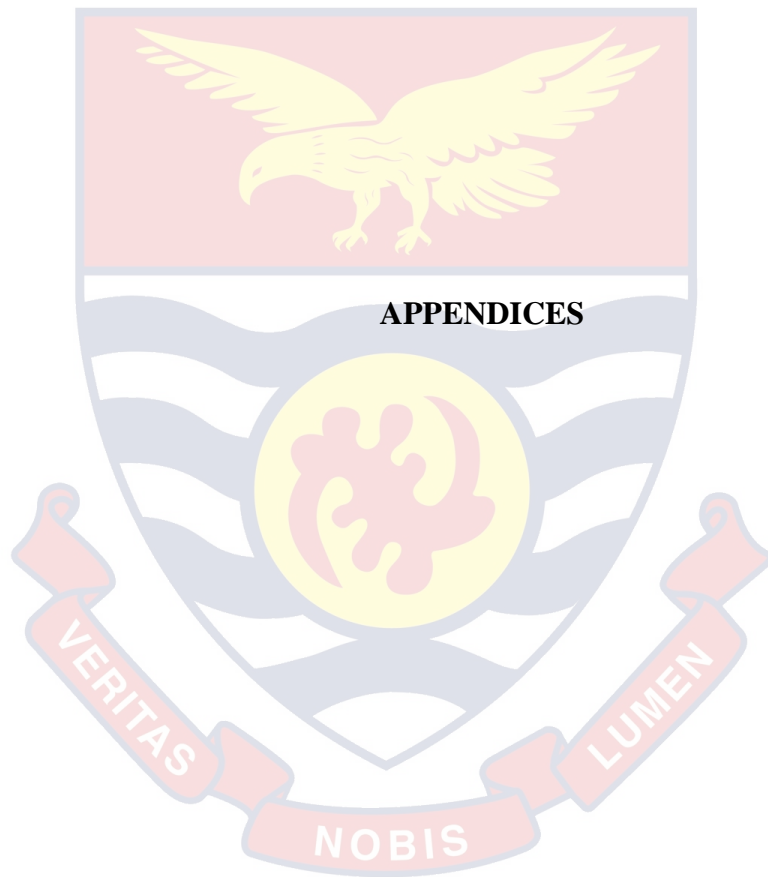
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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

QUESTIONNAIRE

Dear Respondent,

I am embarking on a study that seeks to find out “**Influence of work environment and work motivation on teachers’ self-esteem**”. I would be grateful if you could answer the questions below. There are no right or wrong answers. I am interested in your personal experience and opinion. The confidentiality of your information is guaranteed.

SECTION A: Demographic Data

Instruction: For each item, please choose the answer which best describes your sex and qualification by ticking [√]

- 1. Gender/Sex:** Male [] Female []
- 2. Educational Qualification:** Certificate A [], Diploma [], Bachelors [], Masters/PhD []

SECTION B: The Working Environment Scale

Instruction: In the table below, for each statement, mark the answer you think best describes conditions in your school with a tick [√] in the box to the right of each statement. The responses are on the scale 1-4, where **1** = Strongly Disagree [SD], **2** = Disagree [D], **3** = Agree [A] and **4** = Strongly Agree [SA].

SN	Statements	SD	D	A	SA
1	It sometimes gets too hot (Room Conditions)	1	2	3	4
2	The lighting is extremely good(Room Conditions)	1	2	3	4
3	The work place is awfully crowded	1	2	3	4
4	The work place has stylish and modern appearance	1	2	3	4
5	The place has some interior decorations	1	2	3	4
6	The colors and decorations make the place warm and cheerful to work in.	1	2	3	4
7	The place is rather drafty(disorganized) at times	1	2	3	4
8	The furniture is usually well arranged and in good condition	1	2	3	4
9	The rooms are well ventilated	1	2	3	4

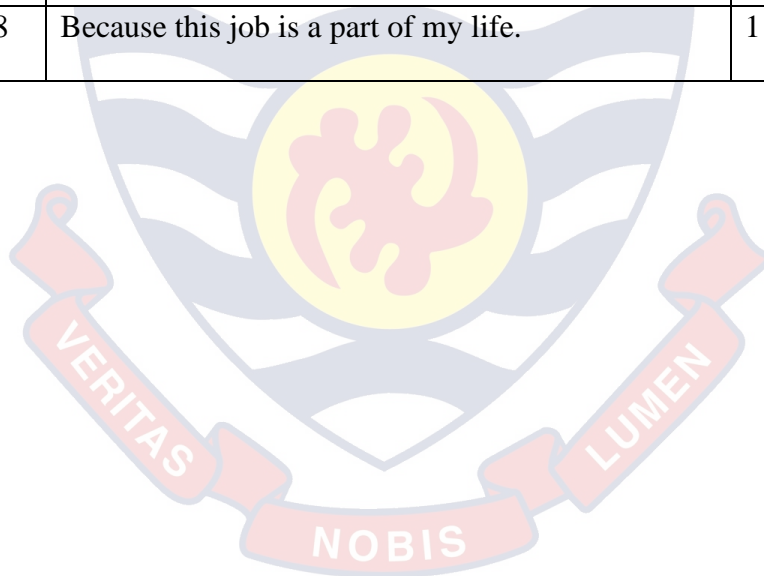
SECTION C: Work Extrinsic and Intrinsic Motivation Scale

Instruction: Using the scale below, please indicate to what extent each of the following items corresponds to the reasons why you are presently in your work.

The responses are on the scale 1-4, where **1** = Strongly Disagree [**SD**], **2** = Disagree [**D**], **3** = Agree [**A**] and **4** = Strongly Agree [**SA**].

SN	Statements	SD	D	A	SA
1	Because this is the type of work I chose to do to attain a certain lifestyle.	1	2	3	4
2	For the income it provides me.	1	2	3	4
3	I ask myself this question, I don't seem to be able to manage the important tasks related to this work.	1	2	3	4
4	Because I derive much pleasure from learning new things	1	2	3	4
5	Because it has become a fundamental part of who I am.	1	2	3	4
6	Because I want to succeed at this job, if not I would be very ashamed of myself.	1	2	3	4
7	Because I chose this type of work to attain my career goals	1	2	3	4
8	For the satisfaction I experience from taking on interesting challenges	1	2	3	4
9	Because it allows me to earn money.	1	2	3	4
10	Because it is part of the way in which I have chosen to live my life.	1	2	3	4
11	Because I want to be very good at this work,	1	2	3	4

	otherwise I would be very disappointed.				
12	I don't know why, we are provided with unrealistic working conditions.	1	2	3	4
13	Because I want to be a "winner" in life.	1	2	3	4
14	Because it is the type of work I have chosen to attain certain important objectives.	1	2	3	4
15	For the satisfaction I experience when I am successful at doing difficult tasks.	1	2	3	4
16	Because this type of work provides me with security.	1	2	3	4
17	I don't know, too much is expected of us.	1	2	3	4
18	Because this job is a part of my life.	1	2	3	4



SECTION D: Self-Competence Scale

Instruction: In the table below for each statement mark how much you agree with a tick [✓] in the box to the right of each statement. The responses are on the scale 1-4, where **1** = Strongly Disagree [**SD**], **2** = Disagree [**D**], **3** = Agree [**A**] and **4** = Strongly Agree [**SA**].

SN	Statements	SD	D	A	SA
1	I am highly effective with the things I do	1	2	3	4
2	I am almost always able to accomplish what I try for	1	2	3	4
3	At times, I find it difficult to achieve the things that are important to me	1	2	3	4
4	I sometimes deal poorly with challenges	1	2	3	4
5	I perform very well at many things	1	2	3	4
6	I sometimes fail to fulfill my goals	1	2	3	4
7	I am very talented	1	2	3	4
8	I wish I were more skillful in my activities	1	2	3	4

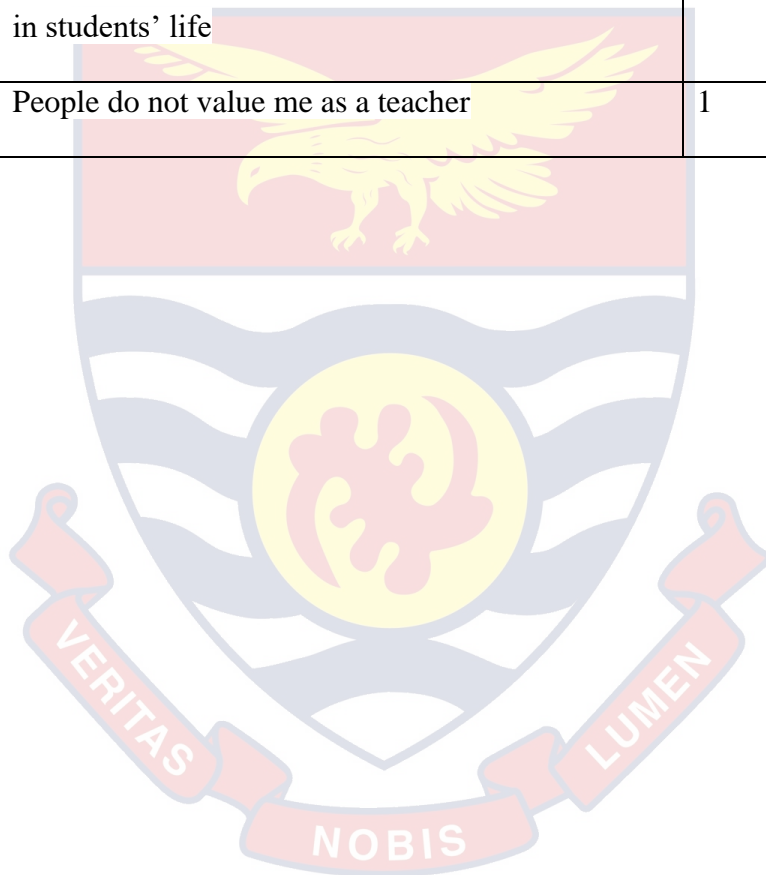
SECTION E: Teacher Professional Self-esteem Scale

Instruction: In the table below for each statement mark how much you agree with a tick [√] in the box to the right of each statement. The responses are on the scale 1-4, where 1 = Strongly Disagree [SD], 2 = Disagree [D], 3 = Agree [A] and 4 = Strongly Agree [SA].

SN	Statements	SD	D	A	SA
1	I deserve better professions than my current one.	1	2	3	4
2	My profession is very important for me.	1	2	3	4
3	I don't find my profession to be suitable for my personality.	1	2	3	4
4	I cannot respond proudly when my profession is asked.	1	2	3	4
5	I think I can be productive and efficient in my profession.	1	2	3	4
6	I chose my profession reluctantly.	1	2	3	4
7	My profession is a part of myself.	1	2	3	4
8	Cannot concentrate on the intellectual activities that my profession requires.	1	2	3	4
9	I respect my profession a lot.	1	2	3	4
10	Because of a preference error, currently I hold a profession that I do not want.	1	2	3	4
11	I think my profession is a preferred and desired profession.	1	2	3	4
12	I could not yet adopt the values of my profession.	1	2	3	4

13	I am happy with my profession.	1	2	3	4
14	My profession has the attributes to affect people.	1	2	3	4
15	I despise my profession.	1	2	3	4
16	I can give myself emotionally to my profession.	1	2	3	4
17	There are times I live conflict in myself because I chose this profession.	1	2	3	4
18	I can succeed important and beneficial things for humanity by means of my profession.	1	2	3	4
19	I think that my abilities are not suitable for my profession.	1	2	3	4
20	I think that my profession has a brilliant future.	1	2	3	4
21	I consider changing my profession.	1	2	3	4
22	I believe that my profession cannot meet my needs.	1	2	3	4
23	I wish I had a profession that I can proudly tell.	1	2	3	4
24	I will pursue my profession because I want to.	1	2	3	4
25	When I receive a negative critique about my profession, I have the tendency to perceive it worthless.	1	2	3	4
26	I can advocate my profession easily if needed.	1	2	3	4
27	I think my interests are not suitable to my profession.	1	2	3	4
28	I think my profession is prestigious.	1	2	3	4
29	I look as if I enjoy my profession, although I do not.	1	2	3	4
30	My profession has the attributes that my ideal profession would have.	1	2	3	4

31	I can perform well my professional responsibilities	1	2	3	4
32	I think my standards of life is better than other professionals	1	2	3	4
33	I think I have some professional deficiencies	1	2	3	4
34	I think people do not want to meet me	1	2	3	4
35	I think I am a reasonably good teacher	1	2	3	4
36	In my opinion I can bring about a positive change in students' life	1	2	3	4
37	People do not value me as a teacher	1	2	3	4



APPENDIX B

Pre-testing Reliability Statistics

Cronbach's Alpha	N of Items
.702	72

Main Study Reliability Statistics

Cronbach's Alpha	N of Items
.772	72



APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
ETHICAL REVIEW BOARD

UNIVERSITY POST OFFICE
CAPE COAST, GHANA



Our Ref: CES-EEB/ucc.edu/13/19-27
Year Ref:

Date: March 4, 2019

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

Chairman, CES-ERB
Prof. J. A. Omotosho
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0243784739

Vice-Chairman, CES-ERB
Prof. K. Edjah
kedjah@ucc.edu.gh
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Secretary, CES-ERB
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

The bearer, John Oppong-Adjei, Reg. No EE/PPE/17/0006 is an M.Phil. / Ph.D. student in the Department of Education and Psychology in the College of Education Studies, University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Influence of work environment and work motivation on the self-esteem of teachers in the Berekum Municipality

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)

APPENDIX D

INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF EDUCATIONAL FOUNDATIONS

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

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UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref:

6th February, 2020

Your Ref:

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

THESIS WORK LETTER OF INTRODUCTION: MR. OPPONG-ADJEI JOHN

We introduce to you Mr. Oppong-Adjei, a student from the University of Cape Coast, Department of Education and Psychology. He is pursuing Master of Philosophy Degree in Educational Psychology; he is currently at the thesis stage.

Mr. Oppong-Adjei is researching on the topic: **“INFLUENCE OF WORK ENVIRONMENT AND WORK MOTIVATION ON THE SELF-ESTEEM AND COMPETENCE OF BASIC SCHOOL TEACHERS IN THE BREKUM MUNICIPALITY.”**

He has opted to collect or gather data at your institution/establishment for his Thesis work. We would be most grateful if you could provide him the opportunity and assistance for the study. Any information provided would be treated strictly as confidential.

We sincerely appreciate your co-operation and assistance in this direction.

Thank you.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Theophilus A. Fiadzomor'.

Theophilus A. Fiadzomor (Mr.)
Principal Administrative Assistant
For: **Head**