

Investigating Factors that Influence Job Performance of Junior High School Teachers in Gomoa East District, Central Region

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ABSTRACT

The study adopted a descriptive survey to investigate factors that influence job performance of junior high school teachers in Gomoa East District in the Central Region of Ghana. The population of the study was 60 junior high school teachers. Samples of 50 trained teachers were selected purposively. Data were gathered through the use of questionnaire. It was found that teachers were not regular in school, head teachers did not delegate responsibilities to teachers and students have learning difficulties. The study recommends that government reviews teachers' condition of service and incorporate certain elements of incentives to boost their morale to work effectively. Again, school authorities must mobilize funds internally to help support teachers whose performance happened to be extremely good. Head teachers must involve teachers in decision making process through dialogues and frequent organization of staff meetings for them to air their views on what is bordering them and ways of improving the school system as such. Students must be made to adhere to rules and regulations through proper orientation and induction during their first day in the school and periodically, a meeting between school management and the students to throw more light on ways to adhere to such rules.

Keywords: Teacher job performance, motivation, Job performance

INTRODUCTION

Generally, it is known that the teacher is the indispensable in growing the child for his total growth and development. It therefore stands to reason that teachers should be well positioned or motivated to achieve this task. Teacher motivation can be said as those petty things that boost and encourage the teacher and affect his or her attitude to work. It has to do with teachers' interest in students' discipline and control, particularly, in the classroom. It therefore enhances the teacher's participation in the pedagogic process within the school environment. Therefore, motivation could undermine their involvement or non – involvement in academic and non – academic activities which are carried out in the school. When the teacher fails to perform them, the process and the system in particular goes down with him or her as he or she is the one that translate educational philosophy and objective into knowledge in the classroom (Ofoegbu, 2004).

This rest on the minds of individuals that teachers perform vital roles in influencing people's lives in the society. All stakeholders must therefore appreciate and see teachers as career elements for development. Awoniyi cited in Kocabas (2009) indicate that job satisfaction determines teachers' effectiveness. The success of teachers' role in any meaningful society depends on the degree of satisfaction they derive from their job. Teachers' remuneration had been viewed to be very low and due to that they lack a lot of incentives for living. Afful – Broni (2012) indicates that teachers have served and continue to serve under deplorable circumstances but despite all these, teachers are still satisfied with their job since they are respected in the society.

The ingredients of motivation lie within all and the internalized drive toward the dominant thought of the moment (Rabby, 2007). Motivation directly links to individual performance that gain to organization performance and as a catalyzer for all individual employees working for an organization to enhance their working performance or to complete task in much better way than they usually do. This could have been

considered in the teaching profession as other professions such as lawyers, Medical Doctors, Accountants always appreciate and become satisfied with their standards of living.

Every organization runs because of people working for it, and each person contributes toward achieving the ultimate goal of an organization. Mertler (2002) concluded that factors affecting staff motivation at a period where the financial rewards are kept to the least leads to stimulate employee performance. Therefore, management personnel's responsibility to motivate their employees to work as per the expectation to enhance the organization's performance is paramount. Similarly, Dysvik and Kuvaas (2011) concluded that intrinsic motivation was the strongest predictor of turnover intention and relationship between mastery-approach goals and turnover intention was only positive for employees, low in intrinsic motivation. The only thing organization needs to do is to give employees with ample resources and platform to do.

Motivation is one of the most important factors for any organization. According to Thompson and McHugh (2002), it is one of the five factors that determine the existence of any organization, as they put motivation on an equal footing with men, money, machines, and morale. Determining and understanding the factors that motivate employees is an essential need, since the performance of any organization depends on the availability of a satisfied and motivated workforce. Moreover, motivation can influence managers' effectiveness as, according to Analoui (2000), motivation is one of the parameters of managerial effectiveness. Consistent with the previous opinion, Gage and Berliner (1992) consider motivation as the engine and the steering wheel of a car as they believe that motivation generates the energy and controls the behavior of any person. Because, if we discover and understand what motivates an employee, we will then be able to know the correct button to press to make him work harder, the correct levers to drag to make him change his behavior, and the correct rewards that can be used to direct his attitudes.

The performance of teacher is directly linked to motivation which forms part of the process and product of education. Therefore, the performance of teachers is emphatic for the improvement of education. According to Okeniyi (2005) performance may be described as the ability to combine skilfully the right behavior towards the achievement of organizational goals and objectives. Obilade (2010) states that teachers job performance can be described as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Okeniyi (2005) says that it could be described as "the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes". Peretomode (2006) adds that job performance is determined by the worker's level of participation in the day to day running of organization.

Afful-Broni (2012) examined the relationship between motivation and job performance of staff at the University of Mines and Technology, Tarkwa and the leadership lessons to be derived. He established that low monthly salaries and the general lack of motivation were the major factors that reduced morale for high performance at the University.

According to Aguinis (2012), one of the main duties of successful managers is to aid their employees increase job performance on a continuous basis. Ohemeng (2011) posits that performance management has become an important aspect to enhance the efficiency, effectiveness, and accountability of public organizations in the past 30 years. In view of Osman (2012), performance management as a process helps organizations to identify their objectives, the necessary results to achieve these objectives, and the drivers that enable them to achieve these goals. Simply, performance management includes all activities that ensure the organization's objectives are being met effectively.

Griffin (2005) explored that the performance of an individual is determined by three factors i.e. motivation, work environment and ability to do work. Chandrasekar (2011) examined that the workplace environment impacts on employee morale, productivity and job performance both positively and negatively. If the work place environment is not liked by the employees they get de-motivated and their performance also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of personal decision making opportunity. People working in such environment are not satisfied, they feel stress on themselves and it impacts on employee's job performance.

The Government of Ghana in recent times has demonstrated with ample evidence the commitment to improve education delivery through policy interventions like the school feeding programme, capitation grant and free school uniforms and exercise books. The universally subscribed goal is that by 2020 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, will have access to complete free and compulsory basic education of good quality. This can only be achieved if students can have access to motivated teachers; however, a cursory observation reveals that the concerns of teachers who are pivotal in the education delivery process have not been properly addressed. It is this gap in knowledge that has given the researchers the impetus to conduct a survey to investigate the factors that influence job performance of junior high school teachers at Gomoa East District in the Central Region of Ghana. The study was guided by the research questions below:

1. What teacher related factors influence job performance of teachers in Gomoa East?
2. How do head teacher's attitudes influence job performance of teachers in Gomoa East?
3. What students' behaviors influence job performance of Gomoa East teachers?

THEORETICAL FRAMEWORK

McGregor's Theory X and Y

Douglass McGregor is perhaps the most well-known scholar to evolve Maslow's needs hierarchy into a "cogent articulation of the basic assumptions of the organizational behavior perspective". McGregor outlined two theories of how managers view and hence treat employees. Each theory is a managerial assumption regarding employees. McGregor main point seem to be that depending on the accepted assumption, those beliefs tend to be a self-fulfilling prophesy.

McGregor cited in Chisato (2010) states that people inside the organization can be managed in two ways. The first is basically negative, which falls under the category X ways and the other is basically positive, which falls under the category Y. McGregor, after viewing the way in which managers dealt with employees, concluded that managers' views of the nature of human beings are based on a certain negative grouping of assumptions and that managers tend to mold their behavior toward employees according to those assumptions. He labeled these negative assumptions theory which viewed workers as naturally lazy and wish to avoid responsibility (Afful-Broni, 2012).

Under the assumptions of Theory X

- i. Employees inherently do not like work and whenever possible, will attempt to avoid it.
- ii. Because employees dislike work, they have to be forced, coerced or threatened with punishment to achieve goals.
- iii. Employees avoid responsibilities and do not work till formal directions are issued.
- iv. Most workers place a greater importance on security over all other factors and display little ambition.

Managers who have these assumptions believe that it is their job to structure their subordinates work. These assumptions can lead to mistrust and eventually cause diseconomies of scale. This theory is well aligned with the works of Simon (1997) as he focused on organizations as purely rational systems (Scott & Davis, 2007).

In contrast to this theory, McGregor listed four positive assumptions that he called Theory Y. Theory X assume that lower- order needs dominate individuals. Theory Y assumes higher- order needs dominate individuals. McGregor held to the belief that the assumptions of theory y were more valid than theory X. Therefore; he proposed such ideas as participative decision- making, responsible and challenging jobs, and good group relations as approaches that would maximize an employee's job motivation (Robbins & Judge, 2008).

The Theory Y has the following principles:

- i. Physical and mental effort at work is as natural as rest or play.
- ii. People do exercise self- control and self- directed and if they are committed to those goals.

- iii. Average human beings are will it take responsibility and exercise imagination, ingenuity and creativity in solving the problems of the organization.
- iv. That the way the things are organized, the average human being's brainpower is only partly used.

Managers under the Theory Y assumption believe that good work itself is motivating. Managers are also more likely to develop positive interpersonal relationships with their workers (McGregor, 1967).

Ouchi cited in Mankoe (2007) states that, taking a cue from McGregor's Theory X and Theory Y further by presenting Theory X which emphasizes team effort, the generalization of duties and responsibilities, and a coordinated effort to have employees meet the goals of the organization for reasons of capability with their own interests and obligation.

Shah (2007) on analysis of the assumptions detected that an organization that is run on Theory X lines tends to be authoritarian in nature, the word "authoritarian" suggests such ideas as the "power to enforce obedience" and the "right to command". In contrast Theory Y organizations can be described as "participative," where the aims of the organization and of the individuals in it are integrated; individuals can achieve their goals best by directing their efforts towards the success of the organization.

METHODOLOGY

A. Research Design

The descriptive survey design was adopted for the study. Creswell, (2005) defined descriptive survey as a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. Kerlinger and Lee (2000) posit that survey research attempts to determine the incidence distribution and inter-relatedness among sociological and psychological variables and usually focus on vital facts, beliefs, opinions, attitudes, motivations and behavior of people. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 2008). An advantage of surveys is that it enables many questions to be asked on a given topic, thereby giving flexibility to the analysis.

B. Participant and Sampling procedure

A target population of 30 public junior high schools in the District was considered for the study. 10 basic schools with a population of 60 teachers were selected randomly. Random sampling was used for the schools because they had the same characteristics, therefore each member of the population in the group had an equal chance of being selected (Cohen, 2000). Purposive sampling procedure was adopted to select the trained teachers from the accessible population. Therefore Out of the population of 60 teachers, 50 trained teachers were selected purposively as sample size for the study. Mellenberg (2008) also defined purposive sampling as a non-probability that is selected based on characteristics of a population and the objective of the study. Purposive sampling can also be referred to as judgemental sampling because it is based the notion or the objective of the researcher to manipulate the variables of the study. Train teachers were selected using purposive sampling. This is because the study was focused mainly on teachers and appropriate information and responses were derived from them for the purpose of the study in order to get leadings to the first contact of the respondents.

C. Instrument, validity, and reliability

Questionnaire was used as instruments for the study. The questionnaire was prepared in four Likert point scale. Close - ended Likert scale format was constructed to guide respondents to ensure that the objectives of the study were closely hinged to the outcome of the research findings or study. Since respondents were required to answer question on attitude, it was more appropriate to use Likert scale since it has been found to be an effective method of measuring attitude (Linn & Gronlund, 1995).The questionnaire was divided into three parts with four items for each. The first part focused on research question one (teacher related factors that contribute to poor job performance of teachers in Gomoa East). The second part dealt with the research

question two (head teacher’s attitudes and contribution to poor job performance of teachers in Gomoa East). The part three of the questionnaire deals with research question three, (students’ behaviour and its contributions to poor job performance of teachers in Gomoa East). Four Likert scale items were used to determine the level of agreement to each response given. The instrument was subjected to validity and reliability tests. The instrument was given to experts and research fellows in the University of Education, Winneba to check their validity. The suggestions given by them were used to effect the necessary changes to improve upon the instruments. A pilot test of the questionnaire was conducted using 30 respondents from three Junior high schools in the Central Region of Ghana. The reliability of the instruments was estimated on scale with the help of Statistical Package for Social Sciences (SPSS) version 26.0 software. Cronbach alpha reliability co-efficient values were obtained for the following sections of the questionnaire. Items measuring teacher related factors had a Cronbach alpha value of 0.819, head teacher related factors had a Cronbach alpha value of 0.826, and students’ related factors had a Cronbach alpha value of 0.892. A total reliability of 0.815 was obtained for all the items on the questionnaire. This support the view of Sekaran (2013) who suggested that ‘alpha value less than 0.60 is considered to be poor, those in 0.70 range, acceptable and those over 0.80 high. Therefore, with reference to the above the instrument was considered reliable and valid for the main data collection

D. Data Collection Procedure and analysis

An introductory letter was obtained from the Department of Psychology and Education, University of Education, Winneba stating the purpose and objectives of the study. The introductory letter was copied to the Gomoa East District Educational Directorate and the Head teachers of the selected Junior High schools to seek their approval and access to the teachers of the school. The Head teachers of the school conveyed a meeting with teachers to inform them about the purpose, objectives, date and time of the research and to ask for their cooperation. This allowed the researcher to gain the permission, support and cooperation of the entire body of teachers in the schools. On the day of the exercise, questionnaires were distributed to the respondents (teachers) and the processes involved in answering the questionnaire items were accordingly explained. Respondents were allowed to raise questions about aspects of the questionnaire they seemed not to understand. All respondents were assured of the fact that the exercise is only for an academic and policy making purposes however their confidentiality was assured. The data gathered for the study were also analyzed using frequency counts and percentages to answer the research question 1, 2 and 3. On answering the research questions, the strongly agreed (SA) and agreed (A) responses were collapsed into agreed (A) while strongly disagreed (SD) and disagreed (D) were merged into disagreed (D).

RESULT AND DISSCUSSION

This section deals with the discussion of data from the field to addressed the research questions that were formulated to guide the study.

Research Question 1: What teacher related factors influence job performance of teachers in Gomoa East?

Research Question 1 sought to find out ways by which teachers attitudes influence job performance of teachers in Gomoa East District. Table 1 presents the information of the responses to the items that were used to answer Research Question 1.

Table 1: Frequency Analysis of Teachers’ Related Factors Influencing Job Performance of Teachers

Items	SA (%)	A (%)	D (%)	SD (%)	Total (%)	INT
I come to school punctually	2 (4%)	1(2%)	29 (58%)	18 (36%)	50(100%)	D
I come to school regularly	1(2%)	0 (0%)	30 (60%)	19 (38%)	50 (100%)	D
I mark class exercises and provide feedback to students promptly	32 (64%)	15 (30%)	1 (2%)	2 (4%)	50 (100%)	A

I participate fully in school extra – curriculum activities	6 (12%)	9 (18%)	15 (30%)	20 (40%)	50 (100%)	D
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Source: Field Survey 2017.

Note: INT = Interpretation.

Table 1 shows that majority of the respondents who participated in the study, thus 47 representing 94% disagreed that they come to school punctually whilst 3 representing 6% of the teachers agreed.

As to whether teachers come to school regularly, 49 of the respondents representing 98% disagreed that they come to school regularly while 1 representing 2% agreed that they come to school regularly.

The Table also revealed that majority of the respondents, thus 47 representing 94% agreed that they mark class exercises and provide feedback to students promptly whereas 3 of the respondents representing 6% disagreed.

The Table further revealed that 35 of the respondents representing 70% disagreed to the fact that they participate fully in extra curriculum activities whilst 15 representing 30% agreed. However, majority of the respondents, thus 47 representing 94% agreed that they mark class exercises and provide feedback to students promptly while 3 representing 6% disagreed.

Evidence from this study suggests that, majority of the teachers were not punctual, regular and do not participate fully in extra curriculum activities in the school.

One reason that could be used to explain the above attitude is that when teachers are not regular and punctual their contact hours with students will be reduced making teaching and learning ineffective as teachers will not be able to complete their syllabus and this will affect their job performance.

The findings of this study confirms what Okendu (2012) revealed that teachers are not punctual and did not participate fully in extra – curricular activities in school and this has come as a result of teachers not been motivated very well and these have affected students’ performance massively. Teachers’ level of commitment and ethics on the job has become questionable thereby creating unfavorable environment for the students to learn effectively.

Research Question 2: How do head teacher’s attitudes influence job performance of teachers in Gomoa East?

Research Question 2 brought to bear how head teachers attitudes influence job performance of teachers in Gomoa East District. Table 2 also shows the information of responses to the items that were used to answer Research Question two (2).

Table 2: Frequency Analysis of Head Teachers’ Attitudes Influencing Job Performance of Teachers

Items	SA (%)	A (%)	D (%)	SD (%)	Total (%)	INT
He does not give teachers opportunity to participate in decision making process	26 (52%)	11 (22%)	4 (8%)	9 (18%)	50 (100%)	A
Head teacher doesn’t supervise my work	4 (8%)	8 (16%)	12 (24%)	26 (52%)	50 (100%)	D
He does not delegate responsibilities among teachers	11(22%)	26 (52%)	9 (18%)	4 (8%)	50 (100%)	A
Incentives, allowance and rewards are not given for special effort	23 (46%)	15 (30%)	8 (16%)	4 (8%)	50 (100%)	A

Source: Field Survey 2017.

Note: INT = Interpretation.

The data in Table 2 shows that majority of the respondents who participated in the study, thus 47 representing 74% agreed that their head teachers do not give them opportunity to participate in decision making process whilst 13 representing 26% of the teachers disagreed. On whether the head teachers supervise their work, 38 of the respondents representing 76% agreed whilst 12 representing 24% disagreed.

The Table also revealed that majority of the respondents, thus 37 representing 74% agreed that head teachers do not delegate responsibilities among teachers whereas the minority, thus 13 of the respondents representing 26% disagreed.

The Table further revealed that 38 of the respondents representing 76% agreed incentives, allowance and rewards are not given for special effort whilst 12 representing 24% disagreed.

Evidence from this study suggests that, the head teachers do not give teachers opportunity to participate in decision making process and do not delegate responsibilities among teachers. It is also confirmed that Incentives, allowances and rewards are not given to teachers for special effort. From the above evidence, head teacher’s attitudes could demotivate teachers’ commitment and hence contributing to poor job performances of teachers. Dessler (2007) has observed that allowing staff to have inputs into policy formulation and to participate in educational decision making can be a source of intrinsic motivation. He further argued that, in a situation where school managers retain all major making powers, some teachers will be resentful and feel a sense of neglect. On the other hand, where decisions making of important issues are discussed by all concerned, teachers will feel that they are part of the school management. In such situation, teachers will be supportive in enforcing school rules and regulations that might emanate from the decision taken by the school. Participation in decision making gives teachers the feeling that their contributions are valued and this fulfills the teacher needs for belonging and self-esteem. Kadzamira (2006) has conceded that teachers are more productive when they are provided with the opportunity to participate in the decision making process of the school.

On the objectivity of head teachers given teachers Incentives, allowances and rewards for special effort, majority of the teachers, thus 76% strongly agreed as aspect of head teachers contributing to poor job performance of teachers. Cory (2006) warns that when workers perceive inequity, they try to re-establish equitable changes by efforts if they perceive unjust appraisal system. Employees crave for a job well done including being noticed and acknowledged when they do something well (Blanchard and Witts, 2009). Heller (1998) contends that research on rewards and recognition finds that positive reinforcement on a timely basis will affect performance.

Research Question 3: What students’ behaviour influence job performance of teachers in Gomoa East?

The objective of this research question was to find out students behaviour that influence job performance of teachers in Gomoa East District. Table 3 presents the information on the responses to the items that were used to answer Research Question 3.

Table 3: Frequency Analysis of Students Behaviour Influencing Job Performance of Teachers

Items	SA (%)	A (%)	D (%)	SD (%)	Total (%)	INT
Students absenting from school/lesson	26 (52%)	11 (22%)	4 (8%)	9 (18%)	50 (100%)	A
Students refusal to do their assignment on time	3 (6%)	11 (22%)	5 (10%)	31 (62%)	50 (100%)	D
Students having learning difficulties	16 (32%)	26 (52%)	2 (4%)	6 (12%)	50 (100%)	A

Students don't engage in extra curriculum activities	14 (28%)	23 (46%)	10 (20%)	3 (6%)	50 (100%)	A
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Source: Field Survey 2017.

Note: INT = Interpretation

Table 3 shows that majority of the respondents who participated in the study, thus 37 representing 74% agreed that students absent themselves from school/lesson whilst 13 representing 26% of the teachers disagreed.

The Table also revealed that majority of the respondents, thus 42 representing 84% agreed that students are having learning difficulties whereas 8 of the respondents representing 18% disagreed.

The Table further revealed that 37 of the respondents representing 74% agreed that students do not engage in extra curriculum activities whilst 13 representing 26% disagreed. The findings from this study confirmed that majority of the students absent themselves from school/lesson and are having learning difficulties. The above behavior of students such as absenteeism will reduce their contact hours with teachers making teacher not able to complete their syllabus and hence contributing to poor job performance of teachers.

Akey (2006) was in support with a study conducted which also revealed that students absent themselves from school and have poor academic progress report. This is because Students beliefs about their competence and their expectations for success in school have been directly linked to their levels of engagement as well as to emotional states that promote or interfere with their ability to be academically successful. Akey (2006) was of the view that Students who believe that they are academically incompetent tend to be more anxious in the classroom and more fearful of revealing their ignorance.

The Table further revealed that 37 of the respondents representing 74% agreed that students do not engage in extra curriculum activities whilst 13 representing 26% disagreed.

Fredericks and Eccles (2006) established that students who participated in extracurricular activities were more academically successful than students who did not engage with extracurricular activities. This finding has implications for teachers supporting students in their learning. It could be suggested that if teachers have time scheduled in the teaching programme to engage with and promote extracurricular activities with their students, then there would be two benefits. One, it could enhance the teacher student relationship. Two it could lead to enhanced academic achievement for all students (Camacho & Fuligni, 2015).

LIMITATIONS

The findings of this study should be interpreted within the context of the following limitations. First, the study considered only ten public junior high schools in the district. Although the schools may have diverse individuals, they may not be representative of those in the public junior high schools as well as private junior high schools.

Again, there is no evidence to suggest that the study that sought the views of teachers in the 10 schools selected out of 30 schools for the study is representative of the situation in the entire nation or of a different setting.

CONCLUSION

Based on the key findings of this study, the following conclusions were made:

The study finds that teacher' irregular attendance to school influence teachers' job performance. Based on this finding teachers' job performance could be enhanced if they minimize absenteeism. Head teachers refusal to delegate responsibilities among teachers' influence job performance of teachers. In view of this, head teachers should delegate responsibilities among teachers to enhance teachers' job performance. Learning difficulty of

student's influence teacher's job performance. Teachers must involve students in teaching and learning to help build their confidence and understanding of the subject.

RECOMMENDATION

Based on the findings of the study, the following recommendations have been made:

Government must review teachers' condition of service and incorporate certain elements of incentives to boost their morale to work effectively. Again, school authorities must mobilize funds internally to help support teachers whose performance happened to be extremely good. This will then propel teachers to the higher grounds to perform very well and also allow them to devise and imbibe various facets of skills in teaching the students in the classroom very effectively to achieve excellent results. Head teachers must involve teachers in decision making process through dialogues and frequent organization of staff meetings for them to air their views on what is bothering them and ways of improving the school system as such. Again, head teachers must be very friendly and also up to their task of making sure that teachers do the right thing which is expected of them to do. Students must be made to adhere to rules and regulations through proper orientation and induction by the counselling unit of the school and periodically, a meeting between school management and the students to throw more light on challenges of students and ways of solving them.

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