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ASSESSING THE INFLUENCE OF TEACHER MOTIVATION ON TEACHING AND LEARNING IN SELECTED SENIOR HIGH SCHOOLS IN THE TAMALE METROPOLIS

YENSU ASUAMA DORIS

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BY

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(UDS/MEP/0023/22)

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MARCH,2025

DECLARATION

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original work and that no part of it has

been presented for another degree in this University or elsewhere:

Signature:.. Date:......14 - 03 - 2025

Candidate's Name: Yensu Asuama Doris

Candidate's ID: UDS/MEP/0023/22

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised following

the guidelines on supervision of thesis laid down by the University for Development Studies.

Signature:.. Date:......14 - 03 - 2025

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ABSTRACT

This study examined the influence of teacher motivation on teaching and learning in selected senior high schools in the Tamale Metropolis. Using a case study and a qualitative approach supported by an interpretative paradigm, the study sample was selected from 7 public Senior High Schools in the Metropolis. Convenient and purposive sampling were used to select 15 teachers and the data was collected using semi-structured interviews. Thematic analysis was used to analyze the gathered data. The findings indicated that teachers felt that they were not motivated because there were no rewards and incentives at the school level. The study revealed that the majority of teachers said that inadequate infrastructure and learning materials demotivated them. Finally, the finding indicated provision of professional development to teachers to learn new skills, knowledge, methodologies etc. was one of the strategies to motivate teachers .Based on the findings, the study recommended that the Ministry of Education should institute rewards and incentives packages at the end of every academic year to appreciate teachers for good work done in schools and provide adequate infrastructure and learning materials to enable and motivate teachers in lesson delivery

Keywords: Assessing Influence, Learning, Motivation, Senior High School, Teacher, Tamale Metropolis.

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this thesis to my loving mother and siblings.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This research section outlines and focuses on the background, problem statement, objectives, research questions, significance, delimitations, limitations, definitions of terms, and study organization.

1.1 Background of the Study

Teacher motivation remains a concern as teachers are one of the most important factors in ensuring successful teaching and learning in schools (Mohammed & Abdulai, 2022; Owusu-Acheaw & Bakker-Edoh, 2020; Salifu, 2014). The more motivated the teachers are at school, the more effective the school becomes, and the more successful schools are, the faster the country will progress. According to Nurdin (2022), he key to the success of education depends on the quality of the teachers. It is commonly established that an individual's motivational orientation plays a key role in establishing effective engagement. Globally, developing nations, such as Ghana, have struggled to ensure adequate teacher quality at the pre-tertiary levels. (Opoku-Amankwa, Brew-Hammond & Mahama 2015).

According to UNESCO (2016), teachers are the most important factor in determining the quality of education that children receive. In fact, teachers' high-performance rates, their desire to impart knowledge effectively, and their attempts to guarantee a high standard of professionalism in the educational system are all strongly correlated with their levels of motivation and pleasure (Chireshe & Shumba, 2011). Academic accomplishment, student interest, and the creation of an engaging learning environment are all more likely to come from a motivated instructor.

A survey of the literature reveals varied definitions of the term motivation. Motivation is an encouragement for individuals, internally and externally that can affect work ethic or individual work quality (Amna & Syahputra, 2022). Motivation is a general term that sometimes refers to people's needs, desires, or internal strengths. Man is driven by his needs, whether they are aware of them or not. Again, the forces that push someone to accomplish their goals and act in a certain manner in a particular circumstance are known as motivation.

Moreover, for teachers, motivation is that it is the force or desire that propels them to act well in school. According to Owusu-Acheaw & Bakker-Edoh (2020), a lot of studies have been done on teacher motivation in so many countries, in Europe, Asia, and Africa. For instance, according to Kingira and Muammar (2019), for South African schools to continue operating effectively and to guarantee effective teaching and learning, they must raise the motivation of their teachers.

While it may be challenging to fulfill every teacher's desire, it is crucial to inspire them in the classroom, where they carry out their professional duties. Haule, Mkude and Wandela (2024) have noted that Sub-Saharan African nations are said to have low teacher quality and youth literacy rates of less than 50%, contentment at work. This led numerous nations to enhance their educational system to provide motivation elements. For instance, an appealing job, a competitive salary, receiving recognition, excellent working circumstances, prospects for advancement, decision-making chances, and manager-staff relations have been included in education reforms to motivate teachers (Mohammed & Abdulai, 2022). The importance of motivation to teachers cannot be overemphasized.

Research on teacher motivation has demonstrated that ''The teacher's performance will be at its highest level in carrying out their responsibilities if motivation is maintained'' (Brandmiller,

Dumont & Becker, 2020, p. 223). Furthermore, studies show that 20% effort and 80% employee motivation are key factors to success in any organization. When teachers are provided with the means to meet their basic needs such as food, water, shelter, healthcare, and other necessities, their motivation levels may increase. It also increases when teachers feel that their work is worthwhile and that they are doing a good job.

Teacher motivation is determined by a wide range of factors. Class size, workload, teacher rank, professional development, pay, and incentives are some of these drivers. Highly motivated teachers are more likely to perform at a very higher. This would be reflected in the quality of interactions that teachers have with students, other teachers, and administrators in the school. On the other hand, unmotivated teachers exhibit low-quality interaction. Evans and Yuan (2018) recounting factors that breed unmotivated teachers noted that inadequate pay , unfavorable working conditions, and exhausting work are the reasons why instructors lack motivation in schools. Also, many secondary school teachers have reported dissatisfaction with their jobs due to a shortage of housing and inadequate salaries/incentives that should inspire and improve teacher performance (Kingira & Muammar, 2013). In addition, another crucial result that emerged from other studies is that a relatively large percentage of Senior High School teachers, particularly in Sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated (Atia, 2021; Salifu, 2014; Wahab, 2012).

 Often, teachers in African countries embark on strike action due to low motivation and the condition of service, and Ghana is not exempted. In the past three years, Ghana has witnessed frequent industrial strikes on the labor front by teachers following a lack of motivation in the profession (Wahab 2012). Undoubtedly, teachers are one of the most significant and valuable resources in the educational system; their motivation and satisfaction are closely correlated with

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high-performance rates, efficient work, and the ability to guarantee the continuous delivery of effective teaching and learning in schools. (Haule, Mkude, & Wandela, 2024). The motivation of teachers is a concern in Ghana. For instance, Seniwoliba 2013; Kingful & Nusenu,(2015) discovered that in Ghana, the ten most important factors of motivation for teachers were salary, working conditions, incentives, and medical allowance. Teacher motivation remains a huge challenge, especially in the aftermath of the Covid-19 pandemic. Nadif, (2021). This study is revisiting teacher motivation in our secondary schools. Thus, the purpose of this study is to assess the influence of teacher motivation on teaching and student learning in selected Senior High Schools located in the Tamale Metropolis.

1.2 Statement of the Problem

It is reported that many Ghanaian teachers have been quitting their jobs in search of positions that they believe would earn them higher incomes (GES, 2022). In fact, the incomes of teachers are among the lowest in the country, and this accounts for the high attrition rates in recent times (Vulley, 2021). The Ghana Education Service (GES) estimates that about 10,000 teachers leave the classroom yearly for various reasons. And about 80% of these teachers leave because they are dissatisfied or demotivated with their jobs. (GhanaWeb, 2022). This has seen the motivation of teachers to become a topical issue in Ghana. Undoubtedly, a plethora of research has been conducted on motivation in several fields particularly in education across the globe (Bergmark, Lundström, Manderstedt, & Palo, 2018; Filgona et al., 2020; Evans and Yuan 2018). Motivation has received enormous attention in the field of education in Ghana (Acheampong & Gyasi, 2019; Salifu, 2014;). For instance, Acheampong and Gyasi (2019), in their study explored the challenges of rural teachers and how motivation could entice them to stay and work in the rural areas. Their

findings revealed that providing professional development programs to rural teachers motivates and promotes teachers to live and work in rural areas.

In a related study, Abonyi, Awhireng, and Luguterah (2021) investigated motivation among pre-service teachers in Ghana. The study indicated that pre-service teachers are motivated and attracted to the teaching profession based on factors including job tenure and the opportunity to train future leaders. It is significant to note that teacher motivation plays a crucial role in enhancing the quality of teaching and learning outcomes in senior high schools. Although several studies have been done on teacher motivation in Ghana, teachers' perceptions about the influence of motivation have been overlooked (Adarkwah, 2023; Dewi, Bundu, & Tahmir, 2016; Esia-Donkoh & Baffoe, 2018; Forson, et al., 2021; Seniwoliba, 2013; Senyametor et al., 2019). In addition, recent global crises and hikes in the cost of living caused by the COVID-19 pandemic have coalesced to make teacher motivation a significant concern. Against this backdrop, this study explores teachers' perceptions of the influence of teacher motivation on teaching and learning in selected Senior High schools in the Tamale Metropolis

1.3 Objectives

The study addresses the following objectives:

1. To identify the perceptions of teachers on motivation in Senior High Schools in the Tamale Metropolis.

2. To examine the influence of teacher motivation on their commitment to teaching and learning in Senior High Schools in the tamale Metropolis.

3. To suggest strategies for enhancing motivation among teachers.in Senior High Schools in the Tamale Metropolis.

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1.4 Research Questions

Based on the above objectives, the following questions were posed

1. What are the perceptions of teachers on motivation in selected Senior high schools in the Tamale Metropolis

2. What influence does teacher motivation have on their commitments to teaching and learning in selected Senior High Schools in the Tamale Metropolis.

3. What strategies can be put in place to motivate teachers to influence students' academic work in selected Senior High Schools in the Tamale Metropolis.

1.5 Significance

This study is significant in many ways. First, the results of this study would add to existing knowledge on teacher motivation and how it affects teaching and learning in the senior high schools in the Tamale metropolis. Secondly, the results of this study can be applied to develop motivational techniques that will encourage and push teachers to dedicate themselves to creating teaching and learning environments that are effective. Thirdly, the findings of the study might be communicated through meetings, publications, and seminars with the Ministry of Education, the Ghana Education Service, and the society as a whole to develop policies to enhance teacher motivation. Lastly, the findings of findings would serve as the basis for future research.

1.6 Limitations

The study adopted a qualitative approach. The findings and subsequent interpretations of this study are necessarily context-bound, limiting their generalizability. While the results may provide a microcosm of the broader phenomenon, it is essential to acknowledge the potential limitations. Notably, the sample size and selection process may not accurately represent the entire population of senior high school teachers in the Tamale Metropolis. Furthermore, the study's reliance on self-

reported data from teachers may introduce biases, which must be considered when interpreting the results. As such, the findings and the interpretation are quite limited to the study context. The findings can be taken as a microcosm of the bigger picture. Also, the sample size and selection process don't accurately reflect all senior high school teachers of Tamale Metropolis. The study is based on teachers' self-reported data, which could be biased.

1.8 Delimitations

This study focuses on motivation among teachers within Tamale Metropolis Senior High School's teaching and learning environments. Geographically, it is limited to Senior High Schools in Tamale Metropolitan Assembly. This study explores the viewpoints and experiences of senior high school teachers in the Tamale metropolis, delving into the complexity of teacher motivation.

1.9 Organization of the Study

This study is fashioned into five chapters. Chapter one includes the background to the study, statement of problem, objectives of the study, research question, significance of the study, delimitations, and limitations. The literature reviews are covered in chapter two. The third chapter addresses the methodology of the study. The presentation, analysis, and discussion of the data gathered are covered in chapter four, summary and findings, conclusions, and recommendations are covered in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter focuses on reviewing relevant literature related to this study. The literature review is conducted on the following themes: theoretical frameworks, conceptualizations of the key concepts, and empirical studies.

2.1. Theoretical Framework

This section presents the theories used in this study.

2.1.1 Motivation Theory

One of the theories used to anchor this study is the motivational theory propounded by Maslow's hierarchy of wants (1945) and Herzberg's motivator-hygiene theory (1959). Motivation is essential in the workplace and everybody's life. Motivation increases job satisfaction and lowers stress, absenteeism, and turnover rates. Also, increased dedication, focus, and energy are all boosted by motivation, which raises output and efficiency. Interpersonal connections are improved by motivation, which encourages cooperation, teamwork, and effective communication. According to Jinendra et al. (2019), several factors cause employees to leave the organization, those factors associated with job dissatisfaction of the employees, are dissatisfaction caused by an unfair pay system, unrewarding jobs, lack of skill variety, lack of performance standards and feedback; dissatisfaction caused by lack of career prospect, unfair supervision, and bad relationships with supervisors and co-workers. Motivation theory explains why workers make certain decisions and exert particular efforts at work. It describes the steps that companies can take to encourage people to use their abilities and efforts in ways that will further the company's goals and satisfy their own needs. According to some views, motivation usually results from internal cravings that force a

person to act to satiate such demands. The main content theories mostly focus on what seems to drive human motivation.

Figure 1: Maslow Hierarchy of Needs

2.1.2 Maslow Hierarchy of Needs

Abraham Maslow's hierarchy of needs is among the most well-known theories explaining why people are motivated, which was developed by the renowned psychologists, Smith and Cronje (1995). Two key tenets of Maslow's hypothesis are as follows:

Instructors' needs vary depending on what they already have, and they are constantly seeking more. Only unmet wants have the power to motivate conduct; needs that have already been met do not function as motivators. The needs of teachers are listed in priority order. The next need will emerge to be met when the previous one has been partially met.

Based on the illustration of the Maslow hierarchy of requirements below, the physiological

demands for food, drink, shelter, oxygen, sleep, and possibly sex are the initial and most crucial needs. Within the educational setting, this would entail the requirement for pay, incentives, and perks so that instructors could provide for their families and themselves with clothing and food. Safety needs come in at number two on the list. These include the need for consistency, relief from pain or the fear of physical injury, security and safety, and defense against hardship or deprivation. The demand for a safe working environment and job stability is how the safety needs in the classroom setting show themselves (Dartey-Baah, & Harlley, 2010). Such needs in the Ghanaian educational system are often addressed by fringe benefits, retirement or pension plans, insurance benefits, medical or health services, job security, and safe working conditions, among other things. Without a doubt, the current study, which aimed to determine whether teachers were content with additional advantages like reimbursements for medical expenses, transportation allowances, and other things, has implications for this stage of the theory. Love, belonging, or social needs are the terms used to refer to the third need on the needs ladder. This includes participating in social events, feeling a part of the community, and giving and receiving love and affection. These expectations are evident in the classroom as teachers work in teams and participate in both formal and informal groups. Are Ghanaian teachers, for example, happy with their relationships with their colleagues, teachers, headteachers, bosses, and circuit supervisors?

The fourth is what we call distinguished needs. These comprise one's regard as well as other people's esteem. The desire for self-assurance, fortitude, independence, freedom, and success is a component of self-respect. Others' regard for you is based on your reputation, standing, attention, and admiration from others. These needs show themselves in the educational setting when head teachers acknowledge the role their teachers play in the day-to-day operations of the institution. Teachers who produce high-achieving pupils on exams ought to be acknowledged and rewarded

(Ingersoll, 2001). Accordingly, this theory can assist us in determining whether or not primary school teachers are satisfied with the degree of autonomy they enjoy in their classrooms, the recognition they obtain for their efforts, and the professional standing that the country grants them. The need for self-actualization is the last and fifth necessity." Realizing personal potential, self-fulfillment, seeking personal growth, and peak experiences. This is the process of growing into one's highest self and potential. It's about realizing one's potential and becoming all that one can be.

Finally, teachers would do their best if their needs are met, it would lead to effective teaching and learning. Kumedzro, (2018) propounded that, encouraging teachers to remain in their positions, better working circumstances will also make them more dedicated to their profession, which will eventually boost student achievement and school efficacy.

2.1.3 Implications of the Theory for Teachers

This approach applies to teachers working in the field since, in many nations, providing for students' fundamental needs such as food, shelter, and security is a daily struggle. These have the potential to significantly impede the fulfillment of higher-level demands, which are necessary for achieving good teaching performance. Also, if teachers' needs are satisfied it might reduce retention and absenteeism which would lead to effective teaching and learning. For instance, teachers who are overly focused on providing for their family's basic requirements and who are exhausted, hungry, and sleep-deprived are unlikely to find much motivation to participate in professional development activities.

2.1.4 Critics of Maslow's Need Hierarchy Theory

Cultural Bias: The theory is based on Western cultural values and may not be universally applicable. It assumes that everyone prioritizes needs in the same way, which may not hold across

different cultures.

Lack of Empirical Evidence: Some critics argue that Maslow's theory lacks empirical evidence. While it is influential, there is limited scientific research supporting its hierarchical structure and the progression from one need level to another.

Overemphasis on Individualism: The theory focuses primarily on individual needs and personal growth. Critics argue that it neglects the importance of social and collective needs, which are significant in many cultures.

Rigid Hierarchy: Maslow's theory suggests a rigid hierarchy where one need must be satisfied before moving to the next. However, real-life experiences often show that people can simultaneously pursue multiple needs.

Self-Actualization as Elitist: The concept of self-actualization, the highest level of need, has been criticized as elitist. It implies that only a select few achieve this state, leaving others feeling inadequate.

Neglect of Negative Motivation: The theory focuses on positive motivation (growth and self-improvement) but does not adequately address negative motivation (fear, anxiety, and avoidance Individual Differences: People have unique needs and motivations. Maslow's theory does not account for variations in personality, life circumstances, or personal goals.

In summary, while Maslow's Need Hierarchy Theory has been influential, it is not without its limitations and criticisms. We proposed that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem, and self-actualization.

2.1.5 Maslow's Theory is Based on the Following Assumptions

People's behavior is based on their needs. Satisfaction of such needs influences their behavior. Maslow believed that human behavior is based on their needs. Man is a wanting being, that is, his

wants are growing continuously even when some wants are satisfied. Satisfaction of such needs influences their behavior. When one need is satisfied, they will move to strive for other needs. Human needs are of a varied and diversified nature.

A satisfied need does not motivate. People's needs are in hierarchical order, starting from basic needs to other higher-level needs. Needs have a definite hierarchy of importance. A satisfied need can no longer motivate a person to work; only next-higher-level needs can motivate him. As soon as needs on lower levels are fulfilled, those on the next level will emerge and demand satisfaction. This suggests that bread (food) is essential and is a primary need of every individual. According to Maslow, "Man does not live by bread alone". This conclusion of Maslow is a practical reality and needs to be given adequate attention while motivating employees.

A satisfied need can no longer motivate a person; only the next higher-level needs can motivate him. A satisfied need does not act as a motivator. A person moves to the next higher level of the hierarchy only when the lower need is satisfied. The needs network for most people is complex, with several affecting the behavior of each person at any one time.

As one need is satisfied, another replaces it. A person moves to the next higher level of the hierarchy only when the lower need is satisfied. When one need is satisfied another need emerges to take its place, so people are always striving to satisfy some need. In general, lower-level needs must be satisfied before higher-level needs are activated sufficiently to drive behavior.

According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge.

2.2.1 Motivator-Hygiene Theory 1966

The Two-Factor Theory, referred to as Herzberg's Motivation-Hygiene Theory, was put out by psychologist Frederick Herzberg in the 1950s. The notion emerged from a study conducted by

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Herzberg in Pittsburgh on 200 engineers and accountants. During the study, participants were asked to recount instances in which they felt particularly good or unhappy about their professions. As suggested by his theory, Herzberg recognizes that there are two components. Jobs that, when provided, increase motivation or satisfaction but, when absent, do not always result in discontent are known as motivators or satisfiers. Islam & Ali (2013) "Motivation factors" is what Herzberg called the sources of work fulfillment. These consist of the actual work, accomplishment, acknowledgment, accountability, and chances for progress and development. Positive thoughts about their employment are linked to these elements, which are related to the content of their jobs. The figure below is a diagram of Herzberg's motivator theory

Figure 2: Herzberg Motivator Theory
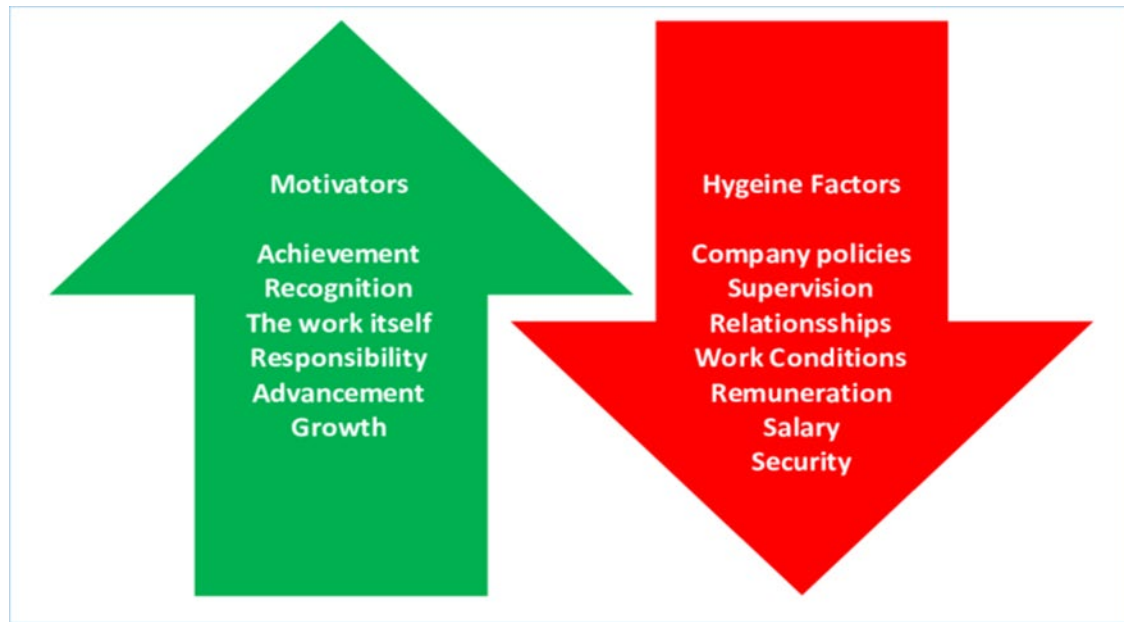
Moreover, because of this, Herzberg asserts that "the opposite of job dissatisfaction is not job satisfaction but no satisfaction, and the opposite of job satisfaction is not job dissatisfaction but no satisfaction." (Dugguh & Dennis 2014). However, aspects that make employees happy include things like achievement, responsibility, progress, the work itself, and the chance for personal development. These elements have an effect on motivation and job satisfaction. Salary, status, job security, working conditions, organization policy and administration, supervision, and interpersonal interactions with peers, superiors, and subordinates are other elements that have a detrimental effect on employees' performance and productivity. The phrase "hygiene factors" describes aspects of the workplace, including policies and procedures, stringent oversight, interpersonal dynamics, and adverse working conditions, that can lead to employee unhappiness. In the classroom, elements like achievement, progress, and acknowledgment at work are referred to as motivators or satisfiers since they can boost job satisfaction. It is important to provide teachers with motivating elements (satisfiers) that will boost their productivity, competence, and

performance all of which will improve the quality assurance of the educational system. Employees will feel satisfied when motivational variables are present and utilized positively in a work environment; however, if these factors are absent, workers will not be satisfied. (Donyina, Opoku, & Kwapong, 2015).

2.2.3 Implication of Herzberg's Theory to Teachers

Herzberg's Two-Factor theory is closely related to Maslow's Needs theory in that they both identify and classify human needs and state that these human needs have to be satisfied for the employees to be motivated (Rasheed, Aslam & Sarwar, 2010). The main distinction between these theories is that the lower-level needs of the individual, such as food, shelter, job security, are regarded by Maslow as having the power or potency to motivate workers. However, to Herzberg, these are just hygienic factors; if they are absent there is dissatisfaction but their presence does not provide any motivation. This study is of the view that teachers are likely to be motivated to effectively perform their jobs if both intrinsic and extrinsic factors are satisfied, and this can enhance effective teaching and learning.

2.2.4. Critics of Herzberg Motivator Theory

Subjectivity of Workplace Satisfaction and Dissatisfaction: Critics argue that the factors leading to overall workplace satisfaction and dissatisfaction are subjective. Different individuals may perceive the same factor differently, making it challenging to generalize across all employees. Restricted Methodology: Herzberg's theory has been criticized for its limited methodology. It does not account for situational variables or contextual nuances that can significantly impact employee motivation and satisfaction.

Reliability of Methodology: Researchers question the reliability of Herzberg's methodology. The methods used to develop the two factors (hygiene and motivators) have faced scrutiny. For

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instance, factors like pay can be both hygiene factors and motivators, leading to ambiguity.

Lack of Strong Research Support: While the theory makes intuitive sense, it has not received robust empirical support. Few independent research studies have successfully replicated the findings obtained by Herzberg and his colleagues.

Assumption of Job Satisfaction Leading to Productivity: Herzberg's theory tends to assume that job satisfaction automatically translates into improved productivity. However, this relationship is more complex, and other situational factors play a role

2.2.5 Assumptions of Herzberg Motivator Theory

Mutually Exclusive Factors: Herzberg proposed that there are two distinct sets of factors in the workplace:

Motivators: These intrinsic factors (such as challenging work, recognition, and growth opportunities) directly contribute to job satisfaction.

Hygiene Factors: These extrinsic factors (including company policies, supervision, and salary) prevent job dissatisfaction but do not necessarily lead to satisfaction.

Non-Interdependence of Satisfaction and Dissatisfaction: Unlike the traditional view that job satisfaction and dissatisfaction are interdependent, Herzberg's theory asserts that they operate independently. Enhancing motivator increases satisfaction, while addressing hygiene factors prevents dissatisfaction.

Influence on Self-Actualization: Motivators align with an individual's self-growth and self-actualization needs. They drive intrinsic motivation and personal fulfillment.

Inspired by Maslow's Hierarchy of Needs: Herzberg was influenced by Maslow's hierarchy of needs. He sought to identify factors that contribute to higher-level needs (motivators) and those that address basic needs (hygiene factors).

Frequency and Duration of Impact: Herzberg and his colleagues explored the impact of fourteen factors on job satisfaction and dissatisfaction.

2.2 Teacher Motivation in Ghana

Teacher motivation is the cornerstone of a successful educational system, driving, innovation, dedication, and student achievement. Motivated teachers are not only more effective in the classroom. Since teachers are the backbone of any country's success, it is essential to have competitive pay scales, enticing incentive programs, and sufficient facilities to motivate educators and boost output (Abazaoglu & Aztekin, 2016). Another scholar, Oko (2016) propounded that teacher motivation refers to all of the impulses, needs, wishes, and other similar pressures that are imposed on teachers to encourage them to act in ways that will be beneficial to their students' academic performance. Again, it is described as the act of organizing continuing action and directing it down a particular path. It is the process of encouraging, guiding, and upholding conduct. In light of this, teacher motivation could be defined as those elements of the educational system that, if they are not made available to teachers, could impair their effectiveness in the classroom and result in stress, dissatisfaction, and frustration. When used in a more technical sense, teacher motivation is best understood as a psychological concept. The president of GNAT stated on October 10, 2023, that educators in Ghana have to be highly driven to improve their instructional skills. Teachers in public schools in Ghana, like some other professionals, are frequently reminded that their recompense is in heaven; but, not on earth, and particularly in Ghana, a number of them stay unhappy due to bad working conditions.

Teachers in public schools in Ghana, like some other professionals, are frequently reminded that their recompense is in heaven; but, not on earth, and particularly in Ghana, a number of them stay unhappy due to bad working conditions. In general, a large majority of Ghanaians who enter the

teaching profession do so because they are unable to pursue their desired professions and later quit when those occupations flourish (Agezo, 2010). Last but not, least teachers are however valued in society, but they are not satisfied with their pay. They just take up the teaching profession to survive and take care of their families since most teachers are breadwinners at home. Osei (2006), also argued that teachers are allegedly under financial pressure to find alternative means of income, which hinders their ability to influence the quickly changing Ghanaian state. Many teachers who teach big classes are treated unfairly since they could be worn out by the sheer volume of students. A key component of teacher motivation is ensuring that the instructor is content with the necessities of life, such as food, drink, and shelter. Basic needs including insurance, medical benefits, and retirement benefits should be within the teacher's means. However, when educators have a beneficial impact on the educational system, they plan to carry out their duties successfully and efficiently, achieving all educational objectives with favorable results and producing competent and vibrant outputs.

2.2.1. Teacher Incentives and Rewards

Even so, the Ghanaian government has made an effort to boost teachers' status and morale by improving their competencies and rewarding them for their efforts. It is evident that when teachers feel good about themselves, they are willing to complete the duties that have been given to them to boost output. According to Akpan (2013), the prosperity of any country depends on its teachers, wHich is why teacher motivation and job satisfaction are essential. Teachers with sufficient motivation, fair pay, and comfortable working conditions are more likely to be dedicated to their work. According to a study by Gafa (2021), instructors who were recognized for their exceptional teaching demonstrated greater levels of job satisfaction and self-efficacy. However, some research has also pointed out the drawbacks of teacher rewards and incentives. Incentives may inspire

teachers at first, but they might not result in long-term motivation, according to (Adarkwah, 2023). In addition, emphasizing individual incentives could overshadow the value of unionization and collective bargaining in advancing the welfare of teachers. Ghana's government is a strong supporter of the incentive theory. The National Best Teacher Award Scheme (NBTAS), established in 1995 to recognize teachers' diligence and committed stewardship, is one of these programs. Professional competitions at the school, district, regional, and national levels are included in this reward. The heads of the schools nominate worthy educators to compete at the district level in the race for this award.

At the regional level, the district is represented by the overall winner of a district competition. The ten areas are usually represented by ten candidates at the national level. The organizers select the location for the national tournament, which can take place in any of the ten regions but is typically held in Accra, in contrast to district and regional competitions, which typically have designated locations in the district or regional capitals. The recipient of this prestigious award is chosen based on some factors related to professional skill and dedication. Depending on the stage of the competition, the prizes up for grabs in this tournament vary in size and quality. For instance, winners at the school level would receive merit certificates along with a little payment, usually one hundred Ghana Cedis. District-level winners usually get tape recorders, bicycles, refrigerators, and roofing sheets. At the regional level, winners usually receive prizes that range from tiny cars to motorcycles. The ultimate winner of the Best Teacher Award at the national level usually gets a more costly and sophisticated car than the regional level, along with a lovely two-bedroom house or cash equivalent. According to Scheme, choosing teachers for this honor is a contentious process. Many instructors have expressed concerns about the selection procedure, claiming that the award does not recognize all teachers who contribute to the country's educational development

(UNESCO, 2006). The Ghanaian government has responded positively, suggesting a more transparent selection procedure and expanding coverage to include not only teachers but also the schools that assisted the award recipient (UNESCO, 2011). However, the government has yet to adopt the suggestion.

2.2.2 Factors Influencing Teacher Motivation

Good and efficient leadership is crucial to improving teacher morale. A more approachable, sympathetic, and friendly school administration encourages instructors to work toward the institution's goals, which in turn increases student achievement. Depending on what matters to each person, many traits can support and sustain teacher morale. Teachers' motivation is influenced by school administration as well. Teachers who are allowed to be heard and involved in the development of the school mission significantly improve their professional development and performance (Hargreaves & Fullan ,2015).

Engaging teachers in advancing the school's mission guarantees their full dedication to their positions. Teachers who are committed to the mission will put in a lot of effort to see it through to completion. Delegating tasks to coworkers motivates them to work enthusiastically (Armstrong, 2015). Employee productivity and teamwork are increased in an accommodating environment, which leads to greater commitment to work. Given that vague work goals impede the provision of high-quality training, having specific, quantifiable goals is essential for workplace happiness. Teachers and parents can work together more effectively when they communicate effectively. This allows for the discussion of strengths and problems and encourages student ownership and engagement. According to Babagana and Dungus (2011), having enough teaching and learning resources increases students' interest in learning, which improves performance. The availability of

adequate facilities and educational resources motivates educators to carry out their responsibilities, whereas a lack of them impedes efficient instruction.

Qualifications, acknowledgment, or verbal or written praise are examples of extrinsic incentives. Extrinsic drive is caused by external factors such as a competitive compensation structure, chances for promotion, recognition, and a positive work environment. These incentives provide a sense of fulfillment and happiness that the task alone cannot provide. Workers who are extrinsically driven work hard in the expectation of gaining something in return; if this is not the case, they may become disinterested in their job (Armstrong, 2015). Nyakundi, Raburu & Okwara, (2019) propounded that teachers are encouraged to give their best effort when completing assigned tasks when their hard work is acknowledged and appreciated, which results in high productivity. Intangible and psychological incentives like praise and recognition are crucial tools for boosting teacher passion and, consequently, accomplishing goals.

Babagana and Dungus (2011) found that benefits have a significant impact on employee performance. As a result, the government is asked to ensure that there is a robust structure that inspires teachers to continue in the profession. Offering the required incentives can motivate professionals to deliver high-quality teaching. However, the main things that depress teachers' self-esteem and demotivate them to perform their jobs successfully are salary delays and the absence of teachers' representation in the formulation of policy. Poor teacher motivation has a detrimental impact on performance and poses a challenge to achieving high-quality education, claim (Alderman, 2013). Teachers who experience job unhappiness may quit their jobs or engage in unethical behaviors such as tardiness, absenteeism, and failing to finish tasks on time. According to Sogoni (2017), working conditions can have a favorable or negative effect on teachers' job performance, productivity, and morale. According to him, an uncomfortable environment

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demotivates educators, which negatively affects their output. Lack of appreciation and recognition for employees is a sign of a toxic work environment. Risks to curriculum delivery efficacy include poorly designed schedules, a lack of authority, a failure to recognize the value of teachers' work, and their exclusion from decision-making.

In addition to working alone and without self-monitoring, demoralized teachers are constantly distracted by trivial issues that hinder the teaching and learning process. The appropriate delivery of the curriculum is put at risk by these subpar professional conducts.

Lastly, ineffective leadership and a lack of accountability cause teachers to be unproductive and commit grave misconduct. According to Bennell and Makyunuzi (2005), low teacher morale is indicated by high turnover, inappropriate behaviors, and absenteeism. Giving teachers more authority is essential for motivating staff. Teacher empowerment, according to Bogler and Nir (2012), is a workable way to address issues with educational efficacy.

2.3.3 Other factors that influence teacher motivation

Teachers' Pay and Remuneration

Effective teaching and learning are based on the motivation and compensation of teachers. Teachers feel safer and more secure when they are commended and given more credit. Stakeholder and teacher interviews in all but two of the 12 case study countries revealed a resounding consensus that the main factor affecting teachers' motivation and morale is their extreme underpayment. Most survey school teachers in the five other extended case study countries, except India, rated their pay as low or extremely poor. According to Ephrahem, Okendo & Salema, (2023) paying teachers well is essential to maintaining their morale. A solid compensation plan serves as the cornerstone for encouraging staff members to devote their time and effort to finishing the tasks at hand. The basis for successful teaching and learning is the compensation and motivation of teachers. Giving

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educators greater recognition and praise will help them feel safer and more at ease. A minimum of five direct dependents are typically present among African educators. Shafiwu & Salakpi, (2013) argued that trained teachers can only make a good living salary that covers seven of their most basic subsistence needs in India and Lesotho. The situation is far worse for the large number of newly trained and unqualified instructors. They continued to say that like many of their students, teachers receive little pay and don't eat enough before class. Since well-paid teachers are more likely to carry out their responsibilities effectively, acknowledging their positive contributions through fair compensation is important for high-student academic accomplishment. The degree of job satisfaction among teachers determines student achievement.

According to Hoy and Miskel (2006), instructors are driven by the chance to earn more money, particularly those whose earnings are insufficient to cover their basic physiological and security demands. Although they are not usually driven by money, teachers may become frustrated and demotivated if they cannot afford their basic needs. He also observed that the majority of teachers leave the field due to poor pay and narrow salary ranges; as part of their incentive package, teachers in Ghana's public pre-tertiary schools receive allowances for housing, uniforms, and utility costs. As a result of this program, the government does not pay for teachers' housing, uniforms, or electricity costs. Teachers who can provide valid medical records are also eligible for an annual medical stipend of about fifteen Ghana Cedis, which is not enough to cover one doctor's visit. As previously mentioned, the low pay may force the majority of teachers to work part-time jobs and engage in other activities, such as selling general goods at the market, to supplement their state funding, which may be detrimental to their students (Okorley & Cofie, 2013).

A housing allowance is a fringe benefit given to employees to help with housing costs. Teachers will feel valued and at ease if they receive housing assistance and they will be more dedicated to

doing their jobs well. Yet, teachers often leave the educational system due to appalling working conditions. Teachers are forced to quit teaching for higher-paying jobs due to unappealing remuneration, which results in the loss of competent employees.

2.3.1. Working Conditions

Workplace characteristics that either favorably or unfavorably impact teachers' work and their attitude toward it are referred to as working conditions (Adelabu, 2005). According to the Chartered Management Institute (2003), a work environment that has the necessities is a prerequisite for job happiness. Both classroom performance and teacher motivation are greatly impacted by working and housing conditions. Workload (number of pupils and working hours), general classroom conditions, managerial and collegial support, location, living circumstances, and commute to work are the primary factors. In practically every nation, housing and travel are the two biggest elements influencing teacher motivation and morale. For the majority of instructors, finding decent accommodation in rural areas is extremely difficult. Urban teachers face a far greater challenge when it comes to commuting to work. In metropolitan schools, the high cost of transportation raises teacher tardiness and absenteeism. The majority of educators in each of the case study nations instruct in extremely large class sizes. Rural schools in countries like India and Pakistan usually have only one or two teachers. The environment at work could be either enjoyable or annoying.

All staff members must collaborate and have a feeling of ownership over the organization's objective to create a pleasant environment. Because it fosters employee satisfaction, which in turn causes individuals to value their work and take responsibility for achieving the set goals, a pleasant workplace is an essential tool for employees. Employee satisfaction is significantly influenced by a company's work environment and relationships. (Rudancic, Sokcevic, & Maric 2021). Enough

housing and educational resources are essential for motivating staff. Teachers' morale will rise as a result of feeling as appreciated as their colleagues in other fields, which will improve instruction and learning.

2.3.2 Teaching and Learning Resources on Teacher Motivation

The teaching-learning process in educational environments is greatly influenced by the quality and accessibility of instructional materials and learning resources. Kitavi (2005) "defines learning resources as those that help students comprehend the concepts or ideas that are presented to them during the learning process." Although the impact of these resources on student learning outcomes receives a lot of attention, their influence on teacher motivation is just as important. In senior high schools, creating a favorable learning environment requires having access to sufficient infrastructure and educational materials. The importance of teaching and learning resources is demonstrated by the fact that between 30% and 60% of the content in today's textbooks is presented through dynamic and engaging visuals. Easy access to technology, textbooks, and other learning resources helps students interact with the curriculum and gain a deeper knowledge of the material. Modern infrastructure also makes it possible for teachers to use a variety of teaching approaches, including interactive classes, multimedia presentations, and hands-on activities that accommodate various learning preferences. Teaching and learning resources serve a variety of purposes, including promoting active learning, the development of various abilities, and the adoption of positive values and attitudes in students, in addition to making the educational process more appealing and engaging. (Bušljeta, 2013). Since it improves the atmosphere and produces positive outcomes, the availability of a broad range of educational resources is essential to students' active participation in the learning processes. Good infrastructure includes all aspects of the learning environment, not only the necessities. A campus that is attractive, well-kept, and has

secure facilities and cozy classrooms fosters a great learning environment. Studying in a neat, orderly, and friendly setting increases the likelihood that students will feel inspired and involved. Encouraging educators is crucial to upholding high standards in education and creating a supportive learning environment. Additionally, teachers who have access to educational resources are more motivated to educate, which benefits students' academic performance. The majority of Ghanaian schools lack furniture, textbooks, and other educational supplies. If there is insufficient infrastructure and learning resources or none at all, how can the instructor be motivated? Juma (2011) asserts that while a lack of textbooks hinders the efficient delivery of the curriculum, sufficient and high-quality instructional materials in a school are likely to produce positive outcomes.

2.3.3. Teacher-Parent Relationship and Teacher Motivation

Open communication, respect for one another, and trust are hallmarks of a healthy teacher-parent relationship (Henderson & Mapp, 2002). Positive relationships between teachers and parents have been linked to increased collaborative communication, information sharing, and parental involvement in their children's education, according to research. Student motivation and academic success may be impacted by this relationship. According to Gabathuse, (2010), effective parental involvement in children's learning is an important factor that encourages teachers to work hard and stimulate learners' interest in their learning. Because they inspire teachers to create responsible learners, parents are crucial to their children's education. Ghana's Parents Association (PA) ought to be actively collaborating with educators to allow parents to be completely involved in their children's education. A key component of better student behavior and academic achievement is active parental involvement. By helping students with their homework, parents

may actively participate in their children's education and encourage excellent behavior in the classroom.

A strong interest in teachers working tirelessly and providing students with a top-notch curriculum is reflected in teacher-parent collaboration. "Schools must engage parents in the day-to-day running of the school, through school visits and provision of resources. (Isaiah,2013). Parents visiting schools once or twice a month might inspire Ghanaian instructors since they can share with parents their children's strengths and weaknesses as well as their behavior and conduct in the classroom. These will make it possible to address these issues or challenges in ways that will improve teaching and learning. According to Pansiri and Bulawa (2013), "Parents' active involvement is a key aspect regarding teacher motivation." They contend that, given that parents serve as their children's primary teachers, their involvement in their academic success is an essential element that cannot be disregarded. Teachers' morale declines when parents act as back seats in their kids' education, which has a detrimental effect on the academic achievement of their kids in Ghana.

2.3.4. Teacher professional learning development

Teacher professional development refers to the process of improving teachers' knowledge, skills, and abilities through various forms of learning and training (Phillips, Desimone, & Smith, 2011). Improving teaching methods and student learning outcomes requires the use of efficient teacher-professional development strategies. Several factors at the school level (work and emotional pressure, colleague support, and principal leadership) and teacher level (prior experience with learning activities, teaching experience, self-efficacy, and learning conceptions) were linked to teachers' motivation to engage in professional learning, according to (Zhang et al., 2021) in China. There have been many different forms of teacher professional development over the years, and

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they can be categorized based on their delivery methods and approaches. One of the best strategies for teachers with comparable interests and goals to collaborate on learning is Collaborative Professional Learning. This tactic seeks to promote a culture of professional learning communities (PLCs), which give educators a platform to communicate, exchange ideas, and help one another become better educators. Pzandi, Thang, & Krish,(2014) propounded that PLCs have been demonstrated to increase student learning outcomes and teacher cooperation.

Two forms of specialized assistance for teachers looking to enhance their methods are coaching and mentoring. Teachers can work one-on-one or in small groups with mentors and coaches, who are seasoned educators or subject-matter or instructional style specialists. They provide teachers with coaching, feedback, and support to help them pick up new knowledge and abilities. Online communities known as professional learning networks allow educators from all over the world to connect and exchange resources and information. Teachers can improve their teaching methods by taking part in debates, webinars, and other cooperative activities made possible by PLNs. Baker-Doyle (2014) asserts that PLNs can support both teachers and students. Therefore, when properly conceived and executed, professional learning development encourages Ghanaian teachers to teach and learn effectively.

2.4. Perceptions of teachers on Motivation in schools

According to Pieter, et al. (2006), dissatisfied employees may cause costly problems. Employees who are dissatisfied with their occupations often experience significant absenteeism, attrition, and grievance rates. They further explained that an employee experiences job discontent when their impression of their actual or expected value output is different from what they really receive. Therefore, an employee is upset when things are not going as they should. Generally speaking, factors including pay and benefits, supervision, coworkers, the work itself, and the company as a

whole affect whether an employee is happy or unhappy in their job. Furthermore, Employers must hire workers who are willing or able to tolerate dissatisfaction and ensure that management addresses workers' concerns and expectations to reduce employee unhappiness. According to Pieter, et al. (2006), motivation is the energy that drives behavior, offers direction for actions, and highlights the tendency to keep going despite one or more failures.

Teacher motivation is greatly impacted by the degree to which educators are held responsible to their clients (parents and kids) and supervisors (head teachers, district and national level managers). Ghana's culture of accountability is weak. The politics of the teaching profession, which impact almost every aspect of job motivation, such as hiring, deployment, promotion, and management control, are probably the main factors contributing to Ghana's low teacher responsibility. Surprisingly, Sub-Saharan Africa has a far lower systemic problem with a lack of accountability. Patron-client relationships are less common than in Ghana, and teachers have not been heavily involved in party politics. The accountability of non-formal "community" schools is higher. The Ghanaian educator believes that individuals in authority treat them unfairly when it comes to accountability. Some educators also claim that they lack transparency regarding the decisions they make. However, according to Bennell and Acheampong (2007), these schools only make up a small portion of all enrolled students. In rural schools, teachers face the challenge of providing for their basic physiological needs, including clothing, food, and lodging. Physical issues associated with poverty make it more difficult to get daily necessities.

Teachers in rural locations might have to deal with a lack of educational materials and transportation. There are usually few opportunities for personal growth, enrichment, and recreation. Teachers in under-resourced schools in developing nations have significant challenges due to community poverty, as they lack basic infrastructure and instructional supplies (Kadzamira,

2006). In rural schools, teachers face the challenge of providing for their basic physiological needs, including clothing, food, and lodging. Physical issues associated with poverty make it more difficult to get daily necessities. Teachers in rural locations might have to deal with a lack of educational materials and transportation. There are usually few opportunities for personal growth, enrichment, and recreation.

Teachers' perceptions of themselves are greatly influenced by their relationship with their parents and they believe that they are more likely to be motivated when their social distance from their students is little, but they are more likely to be unhappy when their social distance from their students is large. It makes sense that teachers are more likely to be motivated when there is a small social gap between them and their students, but they are more likely to be unsatisfied when there is a wide social distance. Teachers in Ghana can continue their education, mostly at universities and other post-secondary institutions, while still getting paid for their time away thanks to the study leave with pay concept. Teachers believe that numerous procedures must be followed before a study leave with pay is granted. Sometimes, teachers who go on to study do not receive their pay and are ultimately dismissed from their jobs. Teachers are demotivated by this, and as a result, they stop studying. This is because a teacher cannot instruct when feeling angry and hungry. A true shift in status that is achievable is referred to as advancement. For teachers, it provides a strong incentive to perform better and reach their greatest potential. A teacher advances when they are appointed assistant headteacher or headteacher. Promotion is seen as a critical component of job satisfaction because of its long-term effects. According to Salifu and Agbnyega (2013), the need for status, respect, and security in the form of increased money, esteem, and social recognition is the driving force behind the need for promotion, which fosters a sense of growth.

While it might seem logical for an employee to appreciate the opportunity for growth offered by his employer or company, other employees might not be content with promotion prospects simply because they aren't available. People's values are impacted by their career and personal objectives.

2.5.1 Concept of Motivation

According to Urhahne & Wijni (2023) the word "motivation" comes from the Latin word "movere," which means "to move," because motivation gives people the energy they need to do things. The verb "motivate" is derived from the verbs "move," "push," or "influence" to get someone to do something to fulfill a desire. According to this reasoning, people need to be sufficiently motivated and have a clear idea of what they want to do to achieve their goals. Therefore, motivation is the inner drive to fulfill an unfulfilled need and achieve goals. The way managers foster and encourage their employees to become passionate about their work is considered motivation (Njiru, 2014).

According to Kingira and Muammar (2010), a high level of employee motivation is necessary to maintain service quality. The term "motivation" describes the factors that influence people to act in particular ways. Motivating people entails convincing them to take the required steps to accomplish a goal. One definition of motivation is a certain behavior aimed at achieving a goal. Generally speaking, people are more motivated by pursuits or connections that offer the greatest perceived return. For instance, instructors are motivated to put in more effort when they want to win the district, regional, or national best teacher award (Armstrong, 2007). Desire and ambition are tightly linked to motivation; if one is lacking, the other is as well. A person frequently lacks the drive, initiative, and willingness to take action while having the ambition and desire to complete a task or accomplish a certain objective. This results from a lack of internal drive and motivation. In addition to providing direction, confidence, energy, and persistence in pursuing

one's goals, motivation also boosts initiative and ambition. A clear mental picture of what one wants to accomplish and a strong desire to make it a reality are prerequisites for strong motivation (Dessler, 2005). Motivation awakens and drives one forward in this situation, promoting action and bringing the vision to life. Any action or goal can benefit from motivation. One may be inspired to learn a foreign language, perform well in school, bake a cake, write a poem, take a daily walk, earn more money, land a better job, buy a new home, launch a business, or pursue a career in writing, medicine, or law.

One of the key components of success is motivation. One gets no results at all or only bad results when they are not motivated, but they get better and higher results when they are motivated. Lack of motivation demonstrates a lack of excitement, zest, and desire, whereas motivation indicates a strong drive, energy, and passion as well as a determination to go above and beyond to achieve one's goals. A motivated individual sees the favorable outcome in their thoughts and is happier and more energized. According to Dessler (2001), companies that have drastically altered the occupations that individuals perform, lowered the levels of hierarchy, and fired a significant proportion of employees are likewise more difficult to motivate. These actions have seriously damaged the trust and dedication needed for workers to go above and beyond the call of duty. Types of motivation will be discussed next.

2.5.2 Types of Motivation

In general, there are two categories of motivation: extrinsic and intrinsic. Everyone wants to be inspired, including educators. Teacher motivation is important since a lack of it leads to subpar work performance. Both intrinsic and extrinsic motivation enable teachers to think positively, be creative, and attempt to use novel teaching and learning strategies in order to achieve high performance, according to Mustafa and Othman (2010).

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2.5.3 Intrinsic Motivation

Intrinsic motivation is the state in which an individual is driven by self-satisfaction rather than by outside pressure to carry out an action or to receive a reward or punishment.(Davidovitch & Dorot, (2023) argued that intrinsic motivation is the desire to do something because it is enjoyable and is a natural component of people. According to Green (2009), employees are motivated by what they actually believe will happen rather than what their managers promise will happen. When someone is driven by internal motivation, they take action voluntarily rather than feeling pressured to do so. Bainbridge (2013) asserts that inherent advantages like recognition have the power to create role models and spread the norms of best practices for professionals. Teacher performance is also influenced by autonomy, authority, and independence, which are powerful motivators. Outstanding performance is a result of internal motivation. People who engage in an activity for its own sake, rather than for a separate outcome, are said to be motivated by intrinsic factors. In another sense, they contend that intrinsic motivation is a result of the relationship between people and activities.

In general, teachers' poor self-esteem, which is brought on by their living and working conditions, housing issues, and other factors, demotivates them (Bennell, 2004). Although P.T.A. facilities and teacher housing in the school district can contribute to low motivation, their existence does not ensure it (Herzberg, 1964). For this reason, Aacha (2010) emphasized that a small gesture of gratitude can greatly inspire employees to perform better and provide better outcomes. In conclusion, extrinsic motivators can have a big, quick impact that might not last. Since intrinsic motivators are innate in people rather than externally imposed, they are likely to have a deeper and longer-lasting impact on the quality of working life.

2.5.4 Extrinsic Motivation

Extrinsic motivation is the process by which someone is motivated to engage in a specific behavior or activity by outside forces. Extrinsic motivation is anything that is done to or for people to inspire them. According to Armstrong (2007), these include rewards like recognition, honors, or promotions as well as sanctions like suspension, wage refusal, or public criticism. Outside factors including compensation, the availability of better living and working conditions, and the availability of opportunities for in-service training also have an impact. Although the anticipated enjoyment might serve as a motivation even when the task at hand is insignificant or dull, it can have a powerful and immediate impact that might not last for very long (Armstrong, 2010). Nyarko, Twumwaa, and Adentwi (2014) list five factors that boost teachers' motivation and contentment: a positive school climate, chances for professional growth, acknowledgment and gratitude, teaching autonomy, and effective leadership.

The main causes of poor teacher performance, according to Ampofo (2012), include extrinsic motivators such as insufficient resources for instruction and learning, a lack of accommodations, and insufficient oversight by senior high school administrators. Bishay (2006), however, said categorically that studies have demonstrated that financial incentives do not increase motivation. Thus, a well-established system for teacher remuneration lowers teacher absenteeism and turnover while also promoting the sustainability of the educational system, as irregular or frequent withholding of compensation may have an impact on teacher motivation. In conclusion, extrinsic motivators can have a powerful, immediate impact, but they might not endure long. Intrinsic motivators, on the other hand, are likely more profound and long-lasting because they are centered around the quality of one's working life.

2.5.5 Importance of Motivation.

For both teachers and students, motivation is essential to efficient teaching and learning.

To begin with, enhanced teaching performance is one of the importance of motivation. Motivated teachers tend to be more dedicated and effective in their teaching, leading to improved instructional quality and student learning outcomes. For instance, a motivated teacher might invest extra time in lesson planning, incorporate diverse teaching strategies, and provide timely and constructive feedback to students.

Also, increased job satisfaction is another importance of motivation. Motivation influences the teacher to contribute to higher job satisfaction, fostering a positive work environment and reducing burnout, ultimately benefiting the overall well-being of educators. When teachers find personal fulfillment and a sense of accomplishment in their work, it reflects in their attitude, leading to a more positive and satisfying teaching experience.

Innovative and Creativity is another importance of motivation. Motivated teachers are more likely to explore innovative teaching methods, and new technologies and adapt their approaches to meet the diverse needs of senior high students. Motivated teachers are likely to experiment with innovative approaches such as project-based learning technology integration or interactive classroom activities to keep lessons engaging and relevant.

Furthermore, a positive classroom climate will influence the teacher to create a supportive and engaging environment that enhances student participation and interaction. A classroom with a supportive and inclusive climate, where students feel free to express themselves, is more favorable to learning when teachers are motivated to do so.

Finally, effective communication is often better communicators, fostering healthy relationships with students, colleagues, and parents which contribute to a positive school community.

2.6 Motivational Strategies

Assessing the influence of teacher motivation in senior high schools can be a complex task as it involves various factors**.**

To start with, designing and administering surveys or questionnaires to teachers can provide valuable insights into their motivation levels. Questions can focus on aspects such as job satisfaction, sense of accomplishment, commitment to teaching, and perceived level of support from the school. Another factor is classroom Observations: Conducting classroom observations allows administrators or researchers to directly observe teachers' behavior, instructional strategies, and overall enthusiasm. This can provide a more qualitative assessment of teacher motivation and its impact on student engagement.

Interview is not left out as a factor in influencing teacher motivation is also another motivational strategy. Conducting one-on-one interviews with teachers provides an opportunity to delve deeper into their motivations, challenges, and the factors that influence their level of dedication. Open-ended questions can be used to encourage teachers to share their perspectives and experiences. Moreover, attendance and retention rates cannot be underrated: Analyzing teacher attendance and retention rates can indirectly reflect their motivation levels. A high attendance rate and low turnover rate may suggest that teachers are motivated and committed to their work

 Last but not least, achievement and performance data cannot be left out.Analyzing student achievement and performance data can indicate teacher effectiveness and motivation. It indicates

that motivated teachers have a favorable effect on students' success if there is a positive link between teacher motivation and student outcomes.

Lastly, incentives are another issue to consider when looking at motivational strategies. As incentive value rises, so does motivation. One may be motivated by the prospect of winning money in the context of climbing contests. Most people find that the real motivation comes from crushing a difficult climb, taking first place in a competition, or, in Jerry Moffatt's words, "just burning someone off." The closer you are to the event or your objective, the stronger the incentive motivation becomes. Establish several short-term objectives as well as a few long-term targets that you will strive toward and ideally accomplish on a frequent basis. It is more difficult to remain motivated when there is an excessively large lag between your activities and their results. This explains why a detailed, ongoing "tick list" of routes to complete is such an effective motivator. The training process will be really simple if you send routes from that list regularly in between climbing vacations.

2.7. Empirical Review on Motivation

A lot of studies have been done on teacher motivation. For instance, in Acheampong and Gyasi (2019), in their study, they explored the challenges of rural teachers and how motivation could entice them to stay and work in the rural areas. Qualitative research method through semi-structured interviews and document analyses were used as data collection instruments. The participants for the study included six educational field workers which constituted a district education officer (Circuit Supervisor), two head teachers and four classroom teachers. Their findings revealed that providing professional development programs to rural teachers motivates and promotes teachers to live and work in rural areas.

Oloo, Robert, Nduku, and Koros (2022), in their study investigated the relationship between teachers' motivation and job performance in public secondary schools in Matayos Sub-County, Busia County, Kenya. The research question was what is the relationship between working conditions and teachers job performance in public secondary schools? The study adopted a mixed methods design. Target population was 340 teachers, 17 principals,17 board of management members, 3 teachers service commission officials, and 3 educational officers. In their findings, it was revealed that there is a moderate significant correlation between good working conditions and teacher performance.

Nyakundi (2012), conducted a study to determine the factors affecting teacher motivation in public secondary schools in Thika West District. The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Thika West District. The study was guided by the following objectives: to establish the effect of job satisfaction on teacher motivation in public secondary schools, to determine the effect of reward system on the motivation of teachers, to find the effect of training and development on teacher motivation and to determine the effect of work situational factors on teacher motivation in public secondary schools in Thika West District. A quantitative approach was used in his study. From the findings of the study, it was concluded that job satisfaction, reward systems, professional training and development, and work situational-factors affected teachers in the district.

Gyimah (2020), ascertains the factors that affect teacher motivation in Dompoase Senior High School. The target population was all teachers from Dompoase Senior High School. The study involved 50 teachers and also depended on both primary and secondary data. Questionnaires was used as a major instrument in collecting data. The major findings of the study demonstrated that

job satisfaction, reward systems, professional training and development, recognition were the major factors that really affect teacher motivation.

On the contrary, another study by Ahmad etal al. (2023) aimed to determine the factors that motivate teachers in the public sectors in Karachi district South secondary schools. A total of the teachers of the public sectors in District South, Karachi were taken as population, and 140 respondents constitute the study sample by simple random sampling. The questionnaire was designed based on choices and used for data collection.Their findings suggested that all teachers were motivated and satisfied with the school's working conditions, which ultimately enhanced students' academic performance in class and at school.

2.8. Conclusion

The purpose of the study was to assess the relationship between teacher motivation and student learning in senior high schools in Tamale Metropolis. Hertzberg's Two Factor Model and the Maslow Hierarchy Needs Theory will be used in the study to address this problem. It will analyze the relationship between intrinsic and extrinsic factors and teachers' assessments of the most significant and motivating elements. The investigation will also examine the possible role that background factors may have in explaining instructors' motivation, given the two theories' acknowledged inherent shortcomings. The study therefore had two levels of analysis. The first level of analysis in the study considered both external and internal factors. As stated by Maslow (cited in Rutledge, 2008, p. 33), intrinsic factors are behaviors, desires, or causes that initiate a change within a creature. Extrinsic factors, on the other hand, are those that come from outside sources or indirectly affect satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Overview

This chapter covers the processes, methods and procedures employed to conduct the study. In particular, the chapter focuses on the research paradigm, study design, research approach, study area population sample size and sampling technique, data collection instrument, data analysis, ethical considerations, and conclusion are covered in this section.

3.1 Research Paradigm

According to Khatri, (2020) the term "research paradigm" describes the theoretical or philosophical foundation of a study. It is thought of as a philosophy of research. This study is anchored on the interpretivist paradigm. People's ideas, emotions, and interpretations of the subject matter are valued by the interpretative paradigm. By learning more from the participants' stories, the researcher was able to gather pertinent data to address the research question. By using the interpretivism paradigm, the researcher and participants were able to communicate directly, which resulted in the collection of valuable data. Interpretive researchers take a participant-centered approach to reality. (Thanh & Thanh, 2015).

It is believed that interpretivists can give the researcher a comprehensive report that will enable them to appropriately interpret the situation. Furthermore, according to Balci etal,. (2015), the interpretive approach allows participants to express their thoughts without being swayed by the researcher's viewpoints. By engaging with the participants in their natural setting, the researcher was able to gain a deeper understanding of the incident and its context. By visiting the areas and obtaining firsthand knowledge from a variety of people, interpretivists can acquire insight into the

situation. Expert interviews helped the study better grasp how to evaluate how teacher motivation affects instruction and learning.

A research philosophy known as interpretivism seeks to comprehend and interpret social reality from the viewpoint of the subjects of the study. Interpretivism fits very nicely with the research goal of comprehending teachers' ideas, perceptions, and experiences in this study on assessing teacher motivation on teaching and learning in senior high schools. One can learn more about instructors' motivations and how they affect their performance and methods of instruction by taking an interpretive approach. The method would enable the researcher to comprehend and collect data on assessing the impact of teacher motivation on instruction and learning in Tamale Metropolis Senior High Schools through focus groups, observations, and interviews.

3.2. Research Design

According to Asenahabi (2019), a proper research design is essential to the successful execution of any study. According to Denscombe (2007), a case study is a design that carefully and deliberately investigates a particular instance of a phenomenon to generate information. A case refers to the "instance" that is being looked at. . A research design, according to McMillan and Schumacher (2010), is the process of selecting a sample, settings, and research techniques to be employed to collect data.

Eunjung, Faye, and Sara (2010) define a case study as an empirical, evidence-based methodology that focuses on a thorough examination of a particular system or event in its real-world context. The goal of a case study is to provide an in-depth analysis, analysis, or explanation of a particular system. A case study, according to Creswell (2009), is a method by which a researcher thoroughly examines a scenario, people, or event inside the context to be able to analyze the processes and content. The design used for this investigation was a case study. The researcher employed a case

study because it allowed the researcher to thoroughly examine a small group of people. It also allowed the researcher to gather detailed information, which improved the researcher's understanding on teacher motivation.

The researcher was better able to comprehend what participants were going through in their natural setting by conducting a thorough investigation on instructor motivation.

3.3 Research Approach

McMillan and Schumacher (2006) state that the research approach describes the general layout of the study, including how it will be structured and how the methods for collecting and evaluating data will be conducted**.** A qualitative approach was used in this investigation. It was used by the researcher because the researcher wanted to gather relevant information regarding teacher motivation by interacting with people in their natural settings. Also, the researcher adopted this approach to help understand and interpret why a certain set of people behave differently from others. Additionally, the participants in qualitative research were able to completely describe their experiences, which resulted in rich material that challenged and enhanced the researchers' comprehension of the topic under investigation (Creswell, 2009).

Louse, Lawrence, and Keith (2009) define a research approach as any of the several techniques used in educational and other types of research to collect data that will provide the foundation for interpretation and inference. As a result, research methodology seeks to understand the scientific technique itself rather than just the result.

3.4. Study Area

The Tamale Metropolis in Ghana's north served as the study area. The metropolis, which is located between latitudes 19.6 and 9.34 North and longitudes 00.36 and 00.57, was given the title of

Metropolis. There are 260 Metropolitan, Municipal, and District Assemblies in Ghana, and the Tamale Metropolis is one of the 16 (MMDAs). Additionally, it is situated in the Northern Region's center and rises to a height of around 180 meters. The Metropolis has seven Government Senior High Schools which are: Ghana Senior High School, Vittin Senior High School, Ambariya Senior High School, St Charles Minor Seminary Senior High School, Tamale Girls' Senior High School, Presbyterian Senior High School and Business Senior High School Tamale with a teaching staff of about 475.
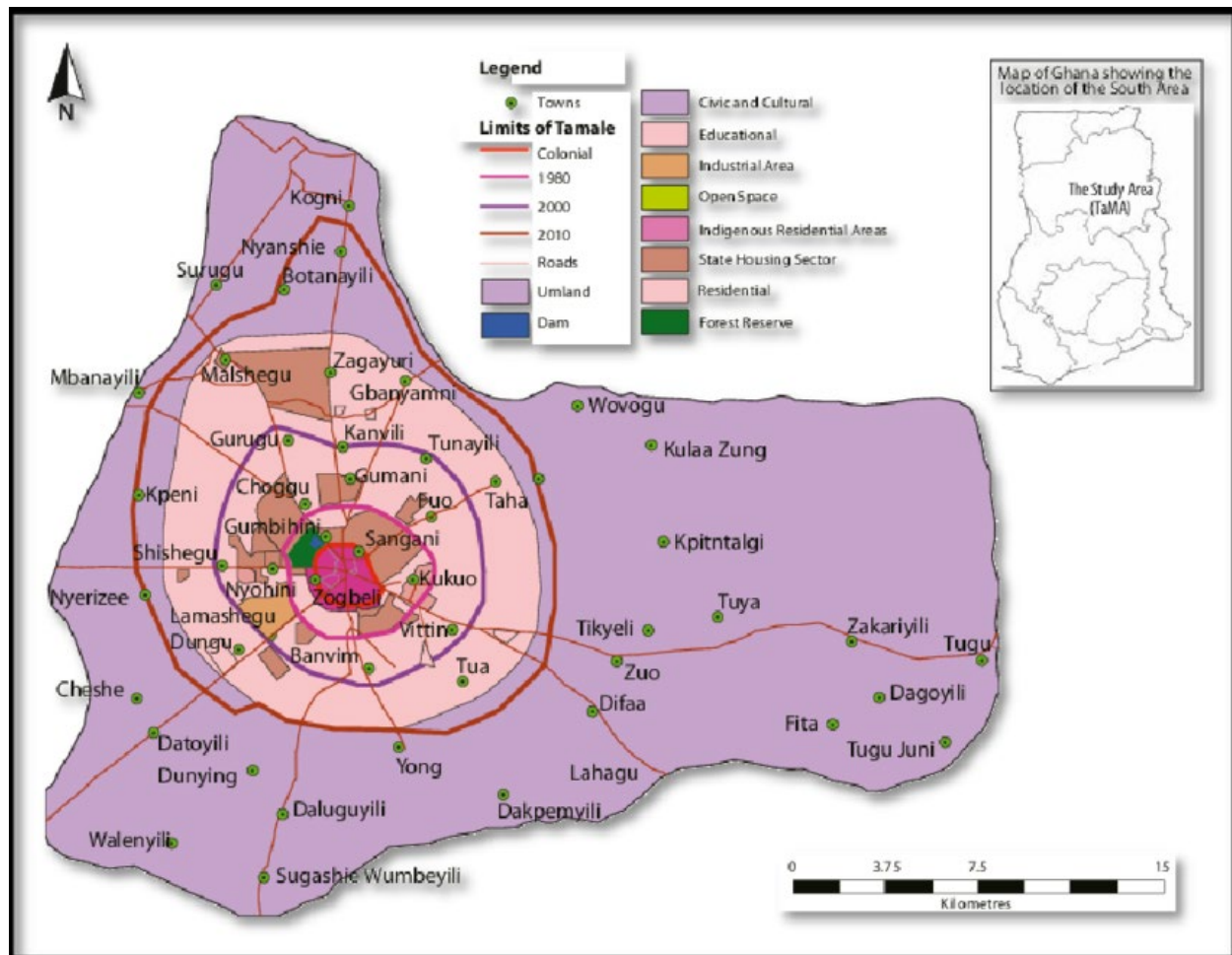
The fig.3: A map of the Tamale Metropolis (Adopted)

3.5. Population

The research population for this study was all teachers at senior high schools in the Tamale Metropolis. There are about seven (7) public Senior High Schools in Tamale Metropolis, 7 headteachers, and about 457 teachers, 398 males and 89 females in these schools. A population is an assemblage of elements or cases, people, objects, or occurrences that satisfy particular criteria and are employed to extrapolate research conclusions.

3.5.2 Sampling

Acharya, et al. (2013), propounded that a portion of the population chosen to be representative of the broader population is called a "sample." The researcher adopted the multi-stage sampling approach to select the study sample. In the first stage, the researcher used purposive sampling and a convenient sampling technique.

The researcher used convenient sampling to select 5 schools for the study because the participants worked at nearby schools, were available and willing to participate in the investigation when needed.A convenience sampling technique was employed, and participants were chosen depending on how close they were to the researcher.

Mack, Cynthia, Kathleen, Greg, and Emily (2011) state that purposeful sampling allocates participants based on preset criteria relevant to a particular study subject.

Also, purpose sampling was used to select participants based on their knowledge, and experience of teacher motivation. The researcher was able to find experienced participants who could offer pertinent information required to address the research question. The researcher chose 15 participants as the sample of the study. They were teachers who have served in the sampled schools for more than five years and including teachers who had been in the field for a period exceeding

five years in the sample was seen as pivotal as they were experienced and provided diverse and in-depth data which enabled the researcher to understand what took place in their schools (Seyfarth, 2000). Sampling sizes may or may not be decided upon before data collection, and they rely on the objectives of the research as well as the time and resources available. Thus, the best outcomes from intentional sampling arise from the integration of data processing and evaluation with data gathering.

McMillan and Schumacher (2010) state that because a sample consists of elements that are most characteristically representative or typical of the community, purposeful sampling is based only on the researcher's viewpoint. Based on the researcher's knowledge of the population, a choice is made regarding which subjects should be selected to offer the most information to address the research's goal.

3.6. Data Collection Instrument

Instruments for gathering data are an essential part of the research process because they offer the analytical foundation for addressing a particular research issue.(Moyo, 2017). An interview guide was employed. In this study, a semi-structured interview schedule was designed by the researcher. Semi-structured interviews enabled the researcher to ask follow-up questions to obtain more in-depth and comprehensive information on the subject being studied . Semi-structured interviews were used to gain a deeper understanding of teachers' thoughts and feelings about their motivation. A specially designed interview guide was created to encourage open and detailed responses. Instruments for gathering data are an essential part of the research process because they offer the analytical foundation for addressing a particular research issue on individuals, in which one or more of the participants is in charge of reporting the main points of what is stated.

In an interview, questions are asked in both directions by the researchers to gather information about the participant's ideas, beliefs, perspectives, opinions, and behavior (Maree, 2007). Laura (2006) defines interviews as spoken surveys that can be conducted one-on-one or in groups. Structured interview protocols follow a set format and pose targeted, objective questions. More open-ended questions are asked during unstructured interview techniques, and the order frequently changes based on interviewee responses. .

3.7 Data Analyses

Because the study is qualitative, thematic analysis was employed to analyze the data using the following steps. White (2005) defines qualitative data analysis as closely examining the data to provide detailed accounts of the situations, people involved, and activities; categorizing and coding individual data points; physically arranging the data into themes; and interpreting and synthesizing the ordered data to generate understanding. First of all, the researcher transcribed the recordings manually. The transcription was done verbatim to prevent the loss of data. This produced results that may be used for different research designs while also aiding in the simplification and reduction of the material gathered.

Secondly, data analysis was done using thematic analysis. The researcher used coding to break down participant data into smaller pieces and find patterns that addressed the research topic. By combining related responses to cut down on vast data sets, the researcher was able to comprehend the issue being studied through the use of thematic analysis.

Thirdly, the researcher then coded the transcribed data. In coding, information fragments chosen from participant narratives are identified. Themes extracted from participant replies were coded using phrases. In the words of Joseph et al. (2009), "Categories of description are the researcher-generated ways of describing the qualitatively different ways of experiencing a phenomenon."

Last but not least, the collected data will be subjected to a thematic analysis, in which the raw data will be classified and organized into relevant segments.

Lastly, emerging topics were scanned and related categories were sorted into patterns. The conclusions were drawn from the data's emergent themes.

3.8 Ethical Considerations

Every research is guided by research ethics and principles. In this light, this study too was guided by the following ethical considerations. According to Saunders et al. (2011), ethics are "the standards of behavior that guide your conduct to the rights of those who become the subject of your work or are affected by it." Participants must be made aware of the study and the intended use of the findings. The researcher asked permission by writing a letter to take from the Tamale Metropolis Office and from heads of schools in which data was to collected. The letters provided a thorough explanation of the study's necessity as well as the rules that must be adhered to when gathering data. The researcher sought the consent of the participants.

3.8.1.Informed Consent

According to McMillan et al. (2010), participants' informed consent is upheld when they are aware of the purpose of the study and the potential hazards involved in participating. Its main goals are to protect the participant's integrity and to demonstrate respect for autonomy. When employing human subjects, it entails carrying out a variety of protocols. It emphasizes the need for participants to have sufficient project understanding. The researcher explained the techniques and motivations for the study before beginning the investigation. The researcher gave participants ample opportunity to ask questions before answering any queries or concerns. Consent forms for the participants to fill out and sign were provided.

3.8.2. Voluntary participation

According to Kaiser (2009), voluntary participation guarantees the protection of participants' rights; consequently, their involvement in the study should be based on their willingness to participate. The study's methods and expectations were described by the researcher. Participants were free to accept or decline the invitation to take part. They were also given the assurance that they could leave at any time if they were uncomfortable. Participants were given an overview of the study's issue, and the researcher thoroughly explained her purpose for conducting the teacher motivation investigation. The participants were also given an explanation by the researcher as to how and why they were selected as possible study participants.

3.8.3 Privacy

The right to privacy refers to the participants' ability to decide how their information is gathered, used, and shared. Privacy, on the one hand, is the ability to choose when and with whom to share personal information. Interviews were conducted behind closed doors in order to protect participant privacy during the data collection process. The participants received assurances that the data collected from them would not be shared with third parties outside of the study's participants and for official purposes. Pseudonyms would be used to represent participants' identities rather than their names or the names of their institutions.

3.9 Methodological Rigor

The thoroughness, consistency, and openness of the research are all considered aspects of qualitative rigor. Without rigor research is worthless. It is the use of methodical, strict, and disciplined techniques to guarantee a study. They are trustworthiness, confidentiality, confirmability, transferability, and credibility of research findings. Therefore, the researcher employed the following rigor.

3.9.1 Trustworthiness

Research cannot be complete without trustworthiness. High-quality research is built on trustworthiness, which also determines how truthful and applicable a study's conclusions are in practical settings. (Enworo,2023). According to Guba and Lincoln (2005), he indicated credibility, transferability, dependability, and confirmability must all be guaranteed for a research study to be considered trustworthy.

3.9.2 Confidentiality

Confidentiality involves protecting participants' rights and dignity by not disclosing their information without their consent. To maintain confidentiality, the information gathered from participants was locked up in a cupboard to prevent it from being easily accessible to other people. The researcher also made sure that participant's names were not tied to their responses. (Kaiser, 2009). By ensuring that only the researcher and the access the data, the researcher protected the information that was gathered. By using the names of plants to symbolize each school instead of the actual names of the schools, confidentiality was preserved throughout the data analysis process. By ensuring that participants' rights were upheld, this information allowed participants to participate in the study voluntarily, which in turn encouraged them to volunteer for interviews. The audio tapes were stored separately in a locked cupboard for security reasons so they wouldn't mingle with other transcripts of interviews

3.9.3 Credibility

In qualitative research, credibility is crucial since it confirms that the results are reliable. Credibility determines whether or not the study's conclusions are a true interpretation of the participants' initial opinions and contain information that can be trusted based on their original data. Anney (2014) Credibility was created in this teacher motivation research using several

techniques. First of all, the researcher was able to gain a deeper grasp of the experiences and viewpoints of the participants through extended interaction with the teachers, who came from a variety of backgrounds. Additionally, member checking was used, in which participants were given access to transcripts and preliminary results to confirm the data's accuracy. Peer debriefing meetings were also held with colleagues to examine emerging themes and the study process. Finally, to promote transparency and reliability, detailed explanations of the research background, data-gathering methods, and analysis approaches were included. This study creates a strong basis for comprehending the intricate dynamics of teacher motivation by putting these credibility-boosting techniques into practice.

3.9.4 Confirmability

Confirmability is defined as the study's impartiality and objectivity. As a result, the study's findings reflect participants' opinions (Merriam, 2009). According to Wiesma and Jurs (2005), an audit trail that detailed the procedures used to analyze the data was used to maintain confirmability. For the study to be considered confirmable, the identical condition or circumstance has to be examined for the results or findings to be the same. Peer debriefing and member verification were used to verify the study's conclusions. By using these two techniques, additional researchers were able to validate the results and reach comparable conclusions. is defined as the study's impartiality and objectivity. As a result, the study's findings reflect participants' opinions (Merriam, 2009). According to Wiesma and Jurs (2005), an audit trail that detailed the procedures used to analyze the data was used to maintain confirmability. For the study to be considered confirmable, the identical condition or circumstance has to be examined for the results or findings to be the same. Peer debriefing and member verification were used to verify the study's conclusions. By using these two techniques, additional researchers were able to validate the results and reach comparable conclusions.

3.9.5 Transferability

Caminati (2028) indicated that Comparable to external validity, transferability describes how broadly an investigation may be used. A thorough explanation of the research background, participant characteristics, and data collection methods was given to improve transferability in this study on teacher motivation. By allowing readers to evaluate how closely the study's environment resembles their own, this "thick description" makes it easier to apply the findings. Purposive sampling was also used to make sure that participants were chosen according to how relevant they were to the study issue, which raised the possibility that the results would apply to comparable situations. By giving a thorough explanation of the study's parameters, this research hopes to make it easier for its conclusions to be applied to different learning environments, which will ultimately lead to a better comprehension of teacher motivation.

3.9.6. Anonymity

The researcher guarantees not to associate a response with a specific responder. The researcher will make every effort to guarantee research participants' autonomy and shield them from exploitation of any type. In addition, the researcher will work to protect research participants from exploitation of any type and to guarantee their autonomy (White, 2005).

In cases where a research participant's autonomy may be compromised, anonymity necessitates a commitment to safeguarding them against being taken advantage of because of their fragility. Every research participant's dignity needs to be upheld. Respecting this guideline guarantees that participants won't be employed merely as a tool to accomplish study goals (Mack, Cynthia Kathleen, Greg, & Emily, 2011).

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.0. Overview

In chapter three the research methodology was presented. The reasons for choosing research instruments and strategies were discussed as well. This chapter presents the analysis of data gathered through face-to-face interviews with teachers in schools. The chapter is organized into four main parts. The first part describes the demographic data of participants, the second part addresses the research question. The third discusses the findings embedding them within the literature. The four sections concluded the chapter.

4.1 Demographic Characteristics

The demographic data collected included position, age, gender, educational background, teaching experience, or length of stay in the current position.

4.1.1 Gender of Participants

The participants included 15 teaching staff. The first school was 1 female while two were males, the second school the participants consisted of 3 males and no females because most of the females were either on maternity leave or were on vacation. Included in the sample were male and two female teachers in the third school. In the last but last school there were 2 males and I female and in the last school was I female and 2 males. The findings revealed that in total the interviews were gender balanced because the researcher interviewed 7 females and 8 males.

4.1.2 Ages of Participants

The age range for the 15 teachers interviewed was from 24 -51 years.

4.1.3 Participants Educational Background

The educational background of participants ranged from a Bachelor's degree in Education, a Master's in Education, and a Master's in Philosophy. Six of the teachers had a degree qualification while five had a Master's in Education and four teachers had a Master's in Philosophy in Education.

4.1.4 Participants Teaching Experience and Length of Stay in the Current Position

Seven teachers have been teaching for more than 7 - 12 years, and 2 teachers have been teachers for 3 -5 years. For teachers, it is a concern because some of the teachers have been in one position for more than 25 years. Five of the teachers had teaching experience which ranged from 14-18 years while one had been teaching for 23 years. The teachers' experience reflected that some teachers had been in the same position for over three decades.

Table 1: Below Shows a Summary of Participants Demographic Data

Participant (Code)	Gender	Age	Position in School	Number of Years in the Teaching Field	Academic Qualification
P1	Male	32	Form master	10	**Degree**
P2	Male	39	Subject teacher	3	**Degree**
P3	Female	27	Form mistress	6	**Masters**
P4	Male	50	Senior House Master	25	**Degree**
P5	Female	29	Subject Teacher	5	**Master**
P6	Female	35	Form mistress	3	**Degree**
P7	Male	24	Subject teacher	7	**Degree**
P8	Male	28	Subject teacher	5	**Degree**

P9	Male	34	Sports teacher	8	**Degree**
P10	Female	36	Subject teacher	12	**Masters**
P11	Female	37	Subject teacher	9	**Masters**
P12	Female	40	Form mistress	7	**Degree**
P13	Male	33	Subject teacher	11	**Degree**
P14	Male	38	Form master	19	**Degree**
P15	Female	53	Housemistress	13	**Masters**

Source: Author's Construct, 2024

Research Question 1: What are the perceptions of teachers on motivation in schools?

The research themes derived from the interviews with the participants are listed below: 1. Understanding the term motivation, 2. Recognition of teacher rewards and incentives, and 3. Good working conditions

4.2.1 Theme 1: Understanding of the term Motivation

The participants were asked to explain what they understood by the term motivation. The participants responded to the question as follows:

For me, motivation is anything whether a gesture in cash or kind, to excite someone to do something more or to continue doing something. (P5, interview, 22 July 2024)

In my opinion, motivation is a reward given to one in fulfillment of a work done. It goes on to ensure self-satisfaction and makes one feel appreciated. (P2 10, interview, 25 July, 2024)

As for me, I think motivation refers to a process of inducing and stimulating an individual to act in a certain manner. (P3, interview, 22 July, 2025)

The responses above showed that most of the participants understood the concept of motivation. Njiru (2014) described motivation as the provision of an appealing atmosphere that can provoke teachers to do their work willingly and aim higher in everything they do.

"Motivation is providing a welcoming environment to employees through the provision of necessary materials, good leadership, and consultation" (Rainey, 2009). Motivation is also regarded as a critical ingredient that organizations need to persuade employees to perform their duties diligently for the attainment of good results. In contrast, Oko, (2014), posited that "appreciating employees' contributions is an essential element that encourages employees to put more effort in the task they are assigned to and work hard towards achieving good results".

The findings from the study revealed that most participants understood motivation as a driving force that encouraged teachers to do their work with interest and enhanced their eagerness to work hard to attain the set objectives. Other participants also understood motivation is about the two types of motivation and it's all about how happy a person is in the workplace. Mustafa and Othman (2010) state that when there is both intrinsic and extrinsic motivation, teachers can constantly think positively, be innovative, and try to utilize new approaches in teaching and learning to reach good performance.

According to Asemah (2010, p. 2), "teacher motivation is a general term applying to the entire class of drives, desires, needs, wishes and similar forces initiated for teachers, to induce them to act in a desirable academically productive manner."

Thus, when things are not going as they should, an employee is unhappy. Job satisfaction or discontent is typically influenced by compensation and perks, oversight, coworkers, the task itself, and the organization as a whole.

Pieter, et al. (2006) state that to lower employee unhappiness, employers must hire workers who are disposed to or capable of tolerating dissatisfaction and make sure that management responds to workers' demands and complaints some suggestions make a greater effect in their field, all personnel in the organization must voluntarily go above and beyond what is required of them. Some responses are as follows:

Hmm, motivation is anything extrinsic or intrinsic that propels a person to work towards a goal. It could be the feeling of happiness or joy after accomplishing a task or the material rewards we receive for the accomplishment of a task. (P2, interview,22 July, 2025)

Motivation is the inner drive that helps people to take action and pursue goals or it can also have to do with internal energy that drives us to act and pursue our goals and objectives. It inspires us to do things. (P9, interview,24 July,2025)

Motivation is inducing and stimulating an individual to act in a certain manner. Or it implies encouraging and urging employees to perform the best of their capabilities to achieve their desired goals of the organization. It can all have to do with internal energy that drives us to act and pursue our goals and objectives. (P4, interview, 22 Jul y,2025).

Again, most participants were able to explain how they see or understand motivation as any inner drive that enables employees to work hard to achieve an organizational goal. Others also had the view that motivation is influencing and guiding employees to work so hard to achieve set objectives by an organization. Some participants also understood motivation as a thing that can be given or done to employees to make them happy to work without any complaints. Finally, they believe motivation is actually to encourage teachers to work be it in kind or cash.

4.2.2. Theme 2. Teacher Incentives and Rewards

The researcher asked participants if teacher rewards and incentives could motivate teachers and why they think so. An incentive is a measure used by a company to give its workers additional money to improve their performance and increase their motivation at work Motivation of incentives and rewards has a significant contribution for teachers to be effective in the classroom. The participants aired their views on teacher incentives and rewards as:

*Certainly, in our days, it's not been easy for the past 25 years working, but experience will tell you that, yes teacher motivation when done and done properly, would ensure that we put in our best in everything that we do. If not best, probably even doing more. So it makes them more appreciated because it can motivate them if work conditions are good. Let's look at the chair, am sitting on. It's not even good. it's shaking. So you dress, look good and come, but you cannot be comfortable here. So it's not motivating me enough. Now, apart from that, the fact that I get something at the end of the day apart from my salary to help me cope with the living conditions is also a way of motivation. So, I feel that am being recognized and I'm being appreciated. I know it's well and it will make me do more (*P13, interview, 25 July 2024*)*

Absolutely, yes incentives can motivate teachers by rewarding good performance, encouraging them to put more effort into teaching or even show up in class. Moreover, motivated teachers are vital for such a successful and effective classroom. They show up consistently inspire and engage their students are passionate about the role they play and enjoy what they do (P1, interview,22 July 2024).

 Well, I strongly believe so. I think that when incentives and rewards are given out to teachers, they can go the extra mile to work harder than they used to do before. On the other hand, also, if I'm a teacher and I am being rewarded for good work, I equally think that my other colleagues'

teachers will also want to look at me and then emulate the positive work attitude that I exhibited which will enable my bosses to reward me. (P6, interview,23 July,2024)

Yes, you know, it is often said that to whom much is given is expected. Given these teachers' incentives and rewards will increase the earnings of teachers, which will excite and induce them to continue the good work, and even more. (P6 23 July,2024).

Most participants believe that teacher incentives and rewards can motivate them to want to do more and, if absent, will demotivate them to deliver well in class. Participants also view incentives as very important to the teacher, as it will boost the morale of teachers to work hard to promote quality education in the country. The majority of participants believed that incentives and rewards had a role in teachers' motivation. Participants believed that praising and appreciating teachers for a job well done is essential to raising their morale to meet the set objectives.

The findings revealed that teachers were not given rewards and incentives at the school level. Also, there was nothing like that in schools and the participants also said that rewards and incentives are very essential when it comes to motivation. The researcher also found out that when rewards and incentives are properly done teachers will have the passion to teach well and deliver well in class. Motivation would enable teachers to show up in class. Bennell and Makyunuzi, (2005) assert that absenteeism, high turnover, and unacceptable behaviors are indications that teachers' morale is low. In Ghana, most teachers are not given incentives and rewards for work done at the end of the term either internally or externally in the school.

Akpan (2013) states that every nation's success rests upon its teachers which is why teacher motivation and job satisfaction are vital. Adequately-motivated teachers who are adequately compensated and work in suitable working conditions are more likely to be committed to their

jobs. However, failing to recognize and reward excellent performance is bad for the organization since it can lead to teacher burnout and a lack of motivation to complete assigned tasks (Perumal, 2011).

Furthermore, the finding revealed that teachers will put in their all and best in the work, and they would like to do more. A motivated teacher is a happy teacher and would do all they can to impart knowledge to students. Okay.

The two-factor theory proposed by Herzberg also supports the idea that teachers should be given the chance to develop and reach their full potential by assigning duties to more experienced teachers. The study also found out that participants believed that benefits like celebrations serve as helpful reminders that people value the work they accomplish. Teachers will go over and above to ensure that their students achieve the target goal, if they are given incentives and rewards, which in the end will benefit the country

To confirm this finding Herzberg's two-factor theory proposed that achieving goals, making progress, and receiving recognition at work are examples of aspects that are referred to as motivators or satisfiers in the classroom because they increase job satisfaction. Teachers will be motivated if they are recognized by giving rewards and incentives to hard working teacher which will increase in student performance.

The two-factor theory proposed by Herzberg also supports the idea that teachers should be given the chance to develop and reach their full potential and this will be done if rewards and incentives are provided.

Maslow also propounded that, the individual should be recognized and that is self-esteem. Teachers who would be given rewards and incentives for good work done would be motivated to

do more and to motivate others and the absence of this would demotivate teachers and perhaps low academic performance.

4.2.3 Theme 3: Working Conditions

The researcher asked participants to elaborate on working conditions in schools. Some teachers responded that:

Yes. This is because when the working conditions are great and favorable to the teacher, he or she will feel fulfilled, motivated, and valued hence putting much focus and effort in the job to arrive at positive outcomes. However, when the working conditions are poor, the teacher will not be motivated to put much effort into the work and may even seek additional ventures which may bring them the motivation. (P11, interview,25 July,2025)

Conducive and better working condition is motivation since every individual would like to be cushioned with the goodies of life. However, when working conditions are good it will yield results. So effective teaching and learning are tied to good conditions of service. Just look at teacher bungalows most of them are so terrible that you as a teacher cannot even stay there so this affects teaching if where I live is far from the school. There might be days my means of transport would fail me. Don't you think I will be late for school? And hence decreases student performance. The government should try and build more bungalows and sell cars to teachers on a high purchase policy. (P5, interview,22 July, 2024)

According to the researcher, the study revealed that most teachers said that good working condition was a factor that could motivate them in schools. they said that when conditions are better it would boost their morale to teach but when the conditions are poor it would demotivate them. Workplace

characteristics that either favorably or unfavorably impact teachers' work and their attitude toward it are referred to as working conditions (Adelabu, 2005).

In practically every nation, housing and travel are the two biggest elements influencing teacher motivation and morale. For the majority of instructors, finding decent accommodation in rural areas is extremely difficult. Urban teachers face a far greater challenge when it comes to commuting to work. In metropolitan schools, the high cost of transportation raises teacher tardiness and absenteeism. And this hinders their performance in teaching. The majority of educators in each of the case study nations instruct in extremely large class sizes. Rural schools in countries like India and Pakistan usually have only one or two teachers. The environment at work could be either enjoyable or annoying. You could see that most teachers were very sad about transportation and accommodation problems. Some even said more housing units should be built in schools and the transportation aspect should also be considered.

Furthermore, according to Herzberg's motivator theory teachers' satisfaction can enhance effective teaching and learning and dissatisfaction can demotivate them. Again, Maslow needs mentioned shelter and transportation to school. Teachers with favorable accommodation and better transportation conditions may do better than those who are absent.

In addition, another participant compared the working conditions in Ghana to other schools outside the country this was the response.

Yes, because everyone would like to work in a comfortable environment. In other countries, teachers' health issues are taken care of by the government. They have a policy for the teacher and his/her family. Madam, if am sick I go to the hospital and pay money from my salary. How will I be excited to teach effectively if my salary is gone because of my health? Aside from the health

reasons in this school, we are not secure. And the reason why am saying that is some parents and some gang boys attacked us because we tried to discipline their wards. There was an incident last week and some staff had to help in resolving a fight. Also, we come for night monitoring. We are always at risk just to supervise the students to learn during prep time. When it is raining seasons, we are dead. And there's nothing to motivate us. How can we do our work well to teach for a long time? (P8, interviews, 23July ,2024)

Job security is very important in every workplace and teachers are not left out. From the study, the researcher found out that teachers are not safe in the school environment and during rainy seasons. They were attacked by dangerous reptiles like snakes, scorpions, and sometimes even students themselves and some irresponsible guardians and so on.

The findings also revealed that teachers were concerned about their health and compared that to other countries. They felt that other sectors or country's condition of service is far better than theirs. The establishment of a favorable work environment is also essential since it fosters happiness and healthier minds. When teachers are content, they will show their love for their students and take care of their social and academic needs, which will encourage students to take an interest in their academic performance (Zafarullah & Pertti, 2017). The research also indicated that teachers in the metropolis were so miserable in their response to poor working conditions.

Security is very essential in regard and Herzberg's motivator theory and Maslow's hierarchy of needs. And if these needs are met, it can satisfy their teaching and learning which will increase students' academic work in schools. Employees will feel satisfied when motivational variables are present and utilized positively in a work environment; however, if these factors are absent, workers will not be satisfied. (Donyina, Opoku, & Kwapong, 2015). Therefore, schools must provide a

supportive environment so that instructors can enjoy their profession by offering resources to increase student academic performance, which would enhance quality education in the country.

Research Question 2: What influence does teacher motivation have on their commitment to teaching and learning? Derived themes are: 4. Teacher demotivation and low student performance,5. Inadequate Infrastructure and learning resources, 6. Teacher Recognition and appreciation

4.2. 4 Theme 4: Teacher Demotivation and low Student Performance

The researcher asked the participants to talk about teacher demotivation and student performance According to the findings participants reported that lack of motivation can affect them in lesson delivery. They also said when teachers are frustrated and demoralized it affects students not to ask them questions or not properly accessed. Participants compare their jobs with other colleagues in different sectors with their motivation packages. A participant responded as:

Well, when teachers are not duly motivated. They tend to be frustrated, especially when they compare their situations with colleagues in different institutions. It affects the way they deliver their lessons. And their interactions with their students. Even deep motivation may go a long way toward creating a hostile environment, especially with teachers and students. Where teachers will vent their frustrations on their students (P12, interview, 25 July 2024).

An effective classroom requires a highly motivated teacher. Highly motivated teachers in public secondary schools will approach their work with a fresh perspective and inspire their students to learn.

On the other hand, from the results, the researcher found out that if teachers are not motivated, they won't come to class to teach, and if they do come, they will sit under trees without lesson

delivery. This will increase attrition or turn which will greatly affect teaching and learning hence resulting in poor performance or academic results. According to Rebecca Collie, Andrey & Martin's (2017), research published in the journal Teaching and Teacher Education, demotivated teachers negatively affect their pupils by showing up to class late or missing work without a valid excuse. A participant said that:

So just imagine you keep coming to work and then at the end of the month, the money paid or you get is not even able to pay for your fuel or even your rent. That is a kind of demotivation that breaks you and you are not even motivated to come and teach. So, if teachers are demotivated, they will not even avail themselves of school. Even if they come, sometimes they will just come and sit under trees. They won't go into their classrooms and then teach as expected. (P4, interview,22 July 2024)

Low motivation results in incompetence, low self-esteem, and excessive turnover (Bennel and Acheampong 2007). Due to a lack of motivation, several government secondary schools have frequently seen low student performance and a high staff turnover rate.

The finding also indicated that most teachers are financially drained or have emotional problems with their families which makes them down in spirit. It goes a long way in having effects on teaching and learning, which might also affect students academically if the teacher is not motivated. A little push-up might encourage the teacher to teach. Participants responded that being a teacher in Ghana has been very difficult because of their working conditions.

According to Babic and Bakotic (2013), working conditions impact the motivation of workers who work under unfavorable conditions. Before they get to school there is nothing that motivates them to do more. Some go to school with anger and frond faces which does not encourage the students

to have a sound mind to understand or have a good relationship with the teacher. If they are motivated it will boost teachers' morale as they would feel they are valued as their counterparts in other professions leading to effective teaching and learning. The negative side of the finding also indicated that teachers are not able to motivate and encourage students to learn hard to achieve the targeted goals to enhance effective and efficient teaching and learning. How can students learn under a hostile and pressured atmosphere? The voices of some participants were.

It can decrease students' performance in the sense that if teachers are not motivated adequately, the zeal they will use to go and teach these students may even not be there. Hence you are not even putting your all into it. You will find out that the students will find it difficult to even understand what you are teaching. For example, if you are entering the class or you are already aggressive. Even if students should ask you a question, I don't think you even want to reply per your facial expression. Students may not even be free to ask questions if they do not understand the lesson. (P15, interview,26 July 2024)

Yes well, a demotivated teacher will encounter psychological and financial trauma. Which goes a long way to affect its efficiency in the classroom? This will hurt students' performance. Also, Demotivation will not provide teachers the desire to encourage students to learn, you don't have the zeal to motivate or encourage your students to learn. (P7, interview,23 July, 2024)

Well, as a teacher, I personally when I'm demotivated. I can't or I really cannot give out my utmost best. When I entered the classroom, especially during lesson delivery, because a teacher who is demotivated, sometimes enters the class with a lot of issues. His head may be issues in the house, or even family stress A lot of issues may have happened in the school which demotivated him. It will not help him to have a free mind to deliver his lesson the way he is expected. Some even go as far as not even trying to assess the students. Most of the fans are not working in the classes I teach.

This would eventually affect the academic performance and even the teachers in lesson delivery. (P13, interview,24 July 2024)

From the findings, participants said that congested classrooms affected students' performance because it was difficult to control them when they were making noise. Again, it was very difficult to put them in groups during certain topics. The demands of each student were not met because of the teacher's and students' restricted freedom of movement in the crowded classroom. Moving restrictions in the classroom had a detrimental effect on students' active participation as well, which in turn affected teachers' motivation to reach their full potential. The lighting system was also another issue of student performance in the school.

Most students do not concentrate during lesson delivery or the night as a result of poor lightening they either sleep or talk with their colleagues. This made them not to even do their assignments. To increase students' interest in their studies, Raziq and Maula-Bakhsh (2015) emphasized the importance of creating a conducive learning environment by housing them in well-ventilated classrooms with fixed ceilings and doors. Lastly, poor ventilation also came up by some participants because the classrooms were very hot and most of the fans were faulty and which is not conducive for teaching and learning which also agented them the most. Maslow, argues that for workers to perform their jobs satisfactorily, safety requirements must be met. It is essential to provide a safe working environment for employees, such as decent housing and well-ventilated classrooms with adequate flooring, electricity, and water, as this helps them feel appreciated and secure (Kaur, 2013).

According to his hierarchy of needs, safety needs are so important to individuals. If teachers are not provided with appropriate infrastructures and learning resources will demotivate them in lesson delivery. Eventually, if there are adequate infrastructures and adequate learning resources, teachers

will not be stressed but motivated during lesson delivery which will enable effective teaching and learning in senior high schools. The quality and quantity of education given to students is determined by the working environment, which is another important element in employee motivation according to Herzberg's two-factor theory.

4.2.5 Theme 4: Infrastructure and Learning Resources

The researcher asked the participants to explain how the schools' infrastructure and learning resources impact student performance: The issue of furniture was cited by most participants as a major factor that contributed to declining results. This was what some participants said:

No, I don't think so. If you look at some of the classes I teach the furniture is not enough. You will see some students sitting in pairs and sometimes when you want to conduct class tests you will see them copying leading to examination malpractices. Some topics are practical and need learning materials and because they are not available, we are forced to deliver them theoretically which decreases student performance. Teachers in general do not have adequate teaching and learning resources to teach in our department. How can it motivate us to deliver well in class? (P12, interview,24th July 2024)

I am just happy you have come to this school. This is my office, just look at this table and the chair am sitting on. Am not comfortable at all. Even the students, their chairs and tables, they're suffering with it. You see how the classes are, the infrastructure is not adequate. We are just trying, to manage whatever we have. After all, we know that resources in the country are scarce, and that notwithstanding sometimes hectic because we don't know how to position the students to make the infrastructure conducive for studies. Some students sit on benches as well, how can these students concentrate? It would affect their learning and even you the teacher as well. When it comes to

teaching resources there's nothing for us. How can we be motivated to teach? (P9, interview,23 July 2024).

From the findings, the participants indicated that learning and teaching resources were very relevant to teaching and learning. Also, inadequate furniture was revealed by most participants and it was one of the demotivated factors in the Tamale Metropolis. They were so worried about student performance due to inadequate tables and chairs. Schools that had furniture had issues with broken ones. Some students didn't even want to go to school due to that.

Absenteeism is another contributing factor to student performance. Some students stay out after the break and sometimes never return to the classroom. Research conducted in South Africa by Conrad Potberg (2015) revealed that adequate and suitable infrastructure for schools can either inspire or demotivate teachers, who then have an impact on their pupils' academic achievement. And infrastructure demoralized teachers in effective lesson delivery. The other concern raised by participants about inadequate infrastructure was that it encourages malpractices in the classrooms. This encouraged students to cheat during examinations, class exercises, or class tests. It affected their performance because a lot of students stopped learning and would rather cheat just to get marks Furthermore, due to lack of furniture, it was difficult for teachers to group students during certain lessons. Interactive and grouping hinder most teachers from teaching certain topics, so they are forced to lecture instead of students getting involved throughout the lesson. Students learn well when they participate in whatever they are doing. The issue of textbooks was also another concern that demotivated teachers in lesson delivery, which affected student performance in schools. Some participants responded as:

No pls. For example, right now there are no adequate textbooks for the students, and this affects the students because the materials that they are supposed to read are not available. Aside, what

we teach them is not even available to us. And will you see the students performing poorly in class? For me, I struggle to teach without teaching materials because most of my topics are practical. It doesn't motivate me to even deliver well. This is affecting my lessons. (P3, interview,22 July,2025)

Let me say this about the teaching and learning resources, we have issues concerning test books. You know, the exercise books and textbooks are not enough for students to read or learn from. The few available ones are torn or stolen. So, if these resources are not enough. I don't think students will be able to learn to the point when we want them to get to. So, this is what I can say with regards to this one drawing the learning of the students back. (P14, interview, 26th July 2024)

From the findings, it was also reported students and even teachers did not have adequate test books. This contributed to demotivating the teachers in effective lesson delivery. Students didn't have anywhere to add to what the teacher taught. According to Nyakundi (2012), each student should have a textbook since it will make it easier for them to achieve the goals that have been stated. Also about textbooks, Juma (2011) believes that adequacy and quality instructional materials in a school are likely to bear fruitful results while inadequate provision of textbooks acts as a barrier to effective delivery of the curriculum. And so, having enough textbooks available to all students was thought to be essential for improving their achievement of learning objectives. Congested classroom and poor lighting in the classroom were other issues some participants discussed. This was how the participants responded:

Ok, so my class doesn't have adequate physical infrastructure. And there are no learning resources. And even the classroom is too small for the number of students in the class. The seating arrangement is very poor and students are not able to sit in groups. Some of them are even on their feet. Some sit on benches, they don't have tables to write on. This particular challenge is that it's difficult for the teacher to put students in Groups for them to do group work because of their

numbers and the fact that the classroom is congested and there is no space where students can sit together and do group work. The other thing too is that it's difficult for you to give continuous assessment. You can only give one form of assessment and sometimes not all because of the large number. This alone does not motivate me to do exercises. (P8, interview,23 July,2024).

The classes I teach are very small and the students are many. It's very difficult to put them in groups and even control them during lesson delivery. Especially considering the poor ventilation, you will see that in the afternoon most of the students sweat a lot, even including the teacher. When you are in the class teaching the heat in the class is always too much. Even you the teacher don't want to continue your lesson. You are in a hurry to go out. Sometimes you don't even feel like going to class in the afternoon. Also, during nights when they go to study, the students find it very difficult to stay because of the poor lighting system. Almost all the bulbs are off. Most students sleep without learning or conversing and this has a negative influence on their academic performance. (P3, interview,22 July 2024)

Hmm. When it comes to learning resources my school lacks a lot, especially with classrooms. Most classes are congested and even the lighting system is so bad. Usually in the daytime, some of the classrooms are very dark. The help of lights in the classrooms helps to brighten it up and also. Ventilation in the classrooms is always very poor. Sometimes we have to install it through the opening of the lever blades and other things because most of the fans are not working in the school. This would eventually affect the academic performance and even the teachers in lesson delivery. (P13, interview,24 July, 2024)

From the findings, participants said that congested classrooms affected students' performance because it was difficult to control them when they were making noise. Again, it was very difficult to put them in groups during certain topics. The demands of each student were not met because of

the teacher's and students' restricted freedom of movement in the crowded classroom. Moving restrictions in the classroom had a detrimental effect on students' active participation as well, which in turn affected teachers' motivation to reach their full potential. The lighting system was also another issue of student performance in the school.

Most students do not concentrate during lesson delivery or the night as a result of poor lightening they either sleep or talk with their colleagues. This made them not to even do their assignments. To increase students' interest in their studies, Raziq and Maula-Bakhsh (2015) emphasized the importance of creating a conducive learning environment by housing them in well-ventilated classrooms with fixed ceilings and doors. Lastly, poor ventilation also came up by some participants because the classrooms were very hot and most of the fans were faulty and which is not conducive for teaching and learning which also agented them the most. Maslow, argues that for workers to perform their jobs satisfactorily, safety requirements must be met. It is essential to provide a safe working environment for employees, such as decent housing and well-ventilated classrooms with adequate flooring, electricity, and water, as this helps them feel appreciated and secure (Kaur, 2013).

According to his hierarchy of needs, safety needs are so important to the individuals. If teachers are not provided with appropriate infrastructures and learning resources will demotivate them in lesson delivery. Eventually if there are adequate infrastructures and adequate learning resources, teachers will not be stressed but motivate during lesson delivery which will enable effective teaching and learning in senior high schools. The quality and quantity of education given to students is determined by the working environment, which is another important element in employee motivation according to Herzberg's two-factor theory.

4.3.6 Theme 6: Teacher Recognition on Motivation

Participants were asked by the researcher to air their concern about recognizing themselves if they are undervalued and appreciated in what they do in schools. Appreciation and recognition demonstrate staff confidence and contented workforces are more productive. Telling your employees that you have faith in their abilities and capabilities is therefore crucial, as is letting people know how much you value them. (Abdullah, Hashim &Hamid, 2016). Promoting teachers' sense of self-worth is essential to strengthening their dedication to providing services. When teachers are valued and appreciated it motivates them to put their all in whatever they do but if not present demotivates them. You can see that from the findings most teachers have challenges with their supervisors and that's their headteachers. The relationship with them is not encouraging. Verbal praise is also essential for motivating staff members which most supervisors lack in the workplace.

The responses were from participants who felt unappreciation and not valued either during teaching or learning.

My headmaster approached me in a way in front of the students which made me feel bad. I felt frustrated and even questioned my abilities. It affected my motivation and I didn't feel like putting my energy into teaching. I didn't feel good that day. And sometimes how the headmaster relates to teachers makes us not commit to teaching. We just want to teach and go away (P2, interview, 22 July, 2024)

Yes, I have experienced feeling undervalued and unappreciated as a teacher. It occurred when my efforts and dedication were not recognized by my head teacher. This lack of appreciation affected my motivation and I felt demotivated and unenthusiastic about teaching. I questioned whether my hard work was worth it. However, I realized that I couldn't let the lack of appreciation define my

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passion for teaching. I began to focus on the positive impact I had on my students' lives, and that rejuvenated my motivation (P5, interview,22 July 2024).

Yes. I've felt undervalued. This had a dent in my motivation right from the tender years of my career as a teacher. There's no consolation for the teacher not to talk of giving to the teachers fully what is due them. When you even sick no one will check up on you. Sometimes not even a thank you or praise from the authorities. You just feel worthless. All these have effects on teacher motivation (P15, interview, 26 July 2024).

Workplace appreciation and its effects have been studied generally (e.g., organizational appreciation) or particularly for a particular group (e.g. supervisor appreciation). (Bregenzer, Jiménez, & Milfelner (2022). Recognizing oneself and good supervision is viewed as one of Herzberg's motivator theories as a motivator factor that satisfies workers and so as teachers. Therefore, teachers should be appreciated and valued to enable them to commit to teaching and learning.

Research Question 3: *What strategies can be put in place to motivate teachers to influence the impact on students' academic work?* Equally, this question is driven by; 7. Communication and working relations between teachers and parents, 8. Government monetary incentives, 9. Professional development

4.3.6. Theme 7: Communication Between Teachers and Parents

The researcher asked participants about their views on how effective communication and working relations between teachers and parents can motivate teachers in lesson delivery.

The excerpts below were from participants on effective communication between teachers and parents:

So, communication is very important. So effective communication between parents and teachers is very important because if a child is not performing well in class and then during the exams the parent is made aware through the child's report that the child is not performing well. The parents can also try to talk to the child and then prepare the child to learn harder. Alternatively, if there is an opportunity for teachers to know the parents of the children they teach. There are certain challenges that the children are facing that the teacher can easily communicate to their parents. Now the importance of this is that if the communication between parents and teachers is very effective, the children will learn better because their parents will know their children's challenges. And try to solve them. And then the teacher will also be able to tell the parents where their children are Lacking. Which will turn to motivate us (P2, interviews, 22 July 2024)*

So, you realize that in every aspect of life, communication is key. So, if there is that kind of communication between the teachers and the parents, it is going to help the parents to bring out some of the pitfalls they see in their children to be able to tell the teacher, OK, my child is having this kind of difficulty. So the teacher will see if he or she can help. Then the teacher too, If the teacher realizes that at some point in time a certain child has some difficulties or problems, when there's that kind of good communication between them and teamwork, the teacher will be confident and feel free. Enough to communicate that to the parents, to help the child, to catch up with whatever is happening in class. (P6, interview, 23 July 2024).

From the findings, it was clear that, for teachers to deliver well during lessons there should be some sort of motivation if there is effective communication between parents and teachers. The process of communication is two-way and demands expertise and effort from all parties involved (Lunenburg, 2010).

Several of the participants acknowledged their happiness and thought of the schools where they worked as a joyful family especially when parents were involved in their wards. The findings also indicated that communication is very important to student academic work and this can motivate students and teachers in lesson delivery.

Teachers should provide constructive feedback to parents about their child's progress, highlighting strengths and areas for improvement (Kramarski & Michalsky, 2010). This helps parents to support their child's learning at home. Also, from the findings when teachers know they have the support of parents, they feel more confident and motivated which can lead to shared strategies for addressing students' needs, making teachers feel part of a supportive team. Effective parent-teacher or other communication fosters a friendly learning environment and leads to academic achievement by providing the support that parents, teachers, and students require (Ozmen et al., 2016). In a way, effective communication between teachers and parents motivates teachers in lesson delivery by understanding the students' home, environment, challenges, and strengths. This allows teachers to teach their lessons without stress. Some participants also responded that:

Yeah, the more the parents and teachers share relevant information about a student, the better equipped the teacher is. Both will be willing to help the student achieve good performance when they cooperate. Also, effective communication between teachers and parents helps easy transmission of information and therefore enhances effective teaching in the classroom They know much about the students to be able to help the students reach the maximum academic field (P10, interview,23 July,2024).

Yes, please. So if there is effective communication between teachers and then parents. I think it can improve learning delivery in the sense that if there is a clear channel of communication

between the teachers and the parents, I don't think there will be any cause for misunderstandings or anything (P15, interview, 26 July 2024).

Yes, if teachers have concerns linking up with parents, I think it will help because sometimes teachers will identify students' weaknesses and the parents can step in to address the issue. It will also enable teachers to know their hard work is appreciated if there are challenges parents can help with that. Which will lead to effective teaching and learning (P7, interview, 23 July 2024).

According to the participants it was found that effective or regular feedback from parents about the teacher's effort and the progress of their children. This recognition can boost teacher's morale and motivation to continue delivering high-quality lessons.

Effective communication between teachers and parents can lead to improved student outcomes, as parents become more engaged in their child's education (Epstein & Salinas, 2007).

In addition, parents can demonstrate to teachers that they appreciate their input and are dedicated to collaborating with them to assist their child's academic development by personally answering questions and addressing issues raised by individual students.

Furthermore, a cordial learning environment is promoted by effective communication between parents and teachers or other school authorities, which results in academic development and accomplishment by giving parents, teachers, and students the assistance they need (Ozmen et al., 2016).

Constructive feedback from parents can be a powerful motivator for teachers. Parents can provide feedback on lesson delivery, offer suggestions for improvement, and acknowledge teacher efforts (Guskey & Bailey, 2018). This shows that parents value the teacher's work and care about their child's education.

Directly obtaining information from parents is quite beneficial and could result in a realistic and precise understanding which will motivate the teacher in lesson delivery. When there is effective communication between teachers and parents it often leads to higher student engagement and performance and looking at the positive impact of their efforts on student outcomes will motivate teachers. Clear communication can motivate teachers in lesson delivery because it helps prevent and resolve misunderstandings between teachers and parents This will lead to a more harmonious and focused environment, allowing teachers to concentrate on effective lesson delivery, without unnecessary conflicts or distractions.

On the contrary, the issue of parents helping to motivate teachers in terms of good working conditions and teaching and learning resources was revealed:

Well, effective communication between teachers and parents will create room for parents to understand and be informed about the demotivated working conditions of teachers. This will induce parents to join hands with teachers in pushing for teacher incentives and other forms of motivation from their employers. This, when achieved, will motivate teachers to deliver more of their lessons. (P9, interview, 23rd July 2024)

Effective communication here it's essential. With regards to teachers and parents, the teacher can inform parents about their ward, their wards, and changes in behavior. And also, it enables the parents to know what the students and teachers lack in terms of infrastructure and teaching-learning resources. Some parents would even want to help and this will motivate the teacher to deliver very well in class. For instance, in the class I teach the lighting system is very poor and if we the teachers communicate with some parents, they might be willing to help through PA meetings. (P13, interview,25 July,2024)

The finding indicated that effective communication between parents and teachers can motivate teachers if parents collaborate with school authorities in pushing for better conditions of service and school infrastructure and teaching resources. Adequate resources are essential for effective teaching. Parents can support teachers by ensuring that schools have access to updated technology, textbooks, and other learning materials (Bialik & Sass, 2020). This enables teachers to deliver high-quality lessons and stay up-to-date with best practices. Also, when parents are involved in effective communication with teachers, they turn to know what can motivate the teacher or what demotivates in the classroom. They could help in certain situations or refer issues to the school authorities.

This finding is supported by Maslow's theory which propounded on psychological needs and safety needs. Parents want to feel safe and secure about their children's education, while teachers need to feel safe in their teaching environment. Effective communication can address these needs by establishing trust, being transparent about expectations, and providing regular updates on student progress.

Again, teachers and parents both have an inherent need to belong and feel loved. Effective communication can foster a sense of community by promoting collaboration, acknowledging each other's strengths, and showing appreciation for one another's efforts

4.3.7. Theme: Government Monetary Incentives

The researcher asked participants to discuss government monetary incentives They were asked if there were any sort of government monetary incentives aside from their salaries.

The responses from the participants are shown in the excerpts below:

No, apart from our salaries. Of course, when you look at our salaries, you'll see what I am talking about. What allowance? What allowance? OK. Apart from our salaries, when it comes to more new free incentives for teachers, I don't think that the Ministry of Education does that. No, no. In fact. I'm happy they have spoken about monetary because monetary will enable us to take care of ourselves and our homes and our families, especially within this economic situation, it's not been easy or it's not just easy at all. There's nothing like that. No, not all of us are involved. Just a few get those opportunities to go for these monies. So, If I am not motivated enough, it means that it will go down to affect students. Because you will not get the best of me. I need to deliver my best. And at the end of the day, there's nothing to edge me, you know, the thing is the feeling, the edge. So, if it is not there to edge it, then it will certainly go ahead to impact the student's academic work negatively. (P5, interview, 23 July 2024)

Well, monetary incentives, I think currently teachers are fighting with the government on some allowances that we think we deserve but it seems the government is trying not to oblige us. Now you look at the teachers in almost all sectors, workers receive some form of allowance to boost their salaries at the end of the month, but teachers don't have this kind of money. We don't have that in our direction and so I think that a teacher without money goes to class with a lot of bedding on your head and when you look at Ghana's population, I think that teachers carry a lot of burden in a way that when you are teaching you are the family breadwinner. Once you are a teacher, they think that oh, you have a lot of money to give. So, their responsibilities on the teacher alone are quite large enough. And so, with that, I think that when the money comes, they are going to take away certain burdens from the teacher and once the teacher is burden-free when he goes to class, he or she will be able to deliver his lesson very effectively. But with the situation that we have now, there are days you go to class you go to class sad. Sometimes it is possible to just even go to class

without food in their Stomach. And then, can you imagine a hungry teacher teaching? How is he going to cope? They say a hungry man is an angry man. So once the teachers are hungry, it may affect academic performance on the part of the students. (P12, interviews, 24 July, 2024)

The finding revealed, that the participants had the view that aside from their salaries there was nothing like government monetary incentive. "As Vegas (2007) notes, incentives work when they are generous enough to give teachers a reason to make the extra effort". Some participants compared their salaries to other public sector. They also believe that in the other sectors, they had better conditions and other monetary incentives like allowance which made their salaries better than theirs. At the time the researcher interviewed participants, it was noted that teachers were fighting for some monetary incentives with the government of Ghana. Respondents concurred that the largest motivating factor for Ghanaian teachers in recent years has been their pay and monetary incentives. Uwameiye (2015) asserts that the depreciating quality of education in Nigeria is caused by the absence of monetary incentive packages and motivation for educators inside the educational system. Although, the Ministry of Education has tried its best to give teachers the best conditions and good salaries including monetary incentives it's very difficult to do so because of the large number of teachers in the country. Some participants feel so demotivated and frustrated because they end up finishing their salaries before the end of the month. They aired their worries as:

For me, apart from my salary, I don't receive any other incentive. Unlike other sectors, maybe they do best for teachers. It's only our salary that we are entitled to and sometimes is problematic because before that salary comes it is finished. You will have to wait for the next salary They have to borrow to survive, especially during this hard time Our salary is not enough because there are no monetary incentives anywhere. They need to get some little money that they take that can

cushion them for the rest of the month. So, it affects us to deliver well in class. (interview,22 July 2024).

So, I take my salary. And then before the month ends are finished. If I don't have money to buy fuel to come to school, it will affect teaching and learning. If I don't have money to buy food that will feed me to get the required energy to come and teach, it is going to affect teaching delivery. So, all these things I think are some of the things that may affect academic work. (P8, interview 24 July 2024).

NO, a teacher has to always have a sound mind to always be able to deliver content very well. However, due to the lack of those monetary incentives, it is difficult to be encouraged well enough. So some days turn out to be boring. So sometimes I don't feel like coming to school because am not motivated by monetary incentives This affects Madam and it's so bad. (P1, interview 26 July 2024)

The truth to be told, the finding found out that teachers were so tired of what they received at the end of the month. And there wasn't any monetary incentive from their response. To support students' self-regulated learning (SRL), teachers' motivation is crucial (Karlen, Hirt, Jud, Rosenthal & Eberli, 2023). It hasn't been easy for a lot of teachers in Ghana. A higher incentive value leads to an increase in motivation. One could be inspired to compete in climbing competitions by the prospect of winning money.

Bolling-Cooper (2018) claims that many educational institutions lack the expertise to inspire staff members. And lack of monetary incentives is a contributing factor. Assuming that the financial incentives are commensurate with each teacher's ability to address their unique demands, all

teachers would perform better. It would be noted from the findings that a lot of teachers were not financially stable because aside from their salaries there wasn't any form of incentives.

On the other hand, only one participant said that there was a Professional allowance given to teachers once every year but there's nothing to write home about. The participant responded as

I can say yes or no. There is a professional allowance given to us once a year as compared to other sectors. It's not enough. Therefore, I can say there is no monetary incentive for teachers besides the salaries being so minute, which is not enough to excite teachers to be effective in students' academic work. (P6, interview, 23 July,2024)

So, from the findings, the monetary incentive given is not enough for them and so the Ministry of Education should draw new policies for that.

Alam and Farid (2011) discovered that the majority of teachers felt their pay was lower than what their knowledge, abilities, and skills could support them in accomplishing their jobs. While most teachers expressed a liking for their work, few expressed a strong desire to stick with it for the long haul. They complained about their pay and other allowances and so with incentives.

Teachers feel sad and not happy because there are no monetary incentives. And most of them are the dependents of their family. Sometimes how to even get to school is an issue, because the salary is not encouraging and there are no monetary incentives for them. This will eventually affect student performance at the Senior High School.

Archingbong (2017) had the view that incentives, compensation, and favorable working conditions must all be consistently provided by stakeholders for education to succeed. It is for these reasons that the teachers show up for class, get ready for it, and inspire students. This lack of monetary incentives can lead to absenteeism if the teacher doesn't have a sound mind to teach. Therefore, to

recruit and keep teachers in the field, companies must make sure that they offer a good monetary incentive plan. When teachers are not satisfied with their pay and allowances, their morale declines, which hurts student performance.

Prem Gaire (2015) states that when administrators provide timely pay and increase their income yearly, then teachers are motivated to improve their performance. As regards this finding of monetary incentives, according to Armstrong (2015), because people labor to meet their needs and wants from the money they earn for their services, monetary incentives are thought to be one of the primary variables that greatly contribute to employee job satisfaction.

4.3.7 Theme 9: Professional Development

Participants were asked to talk about professional development as another strategy that can be put in place to influence teacher motivation on students' academic performance. The issues raised by some participants are as follows:

Professional development ensures that teachers are well equipped with knowledge of their subject areas as well as the skills of pedagogical strategies to deliver to achieve the lesson objectives. Workshops also contribute to teachers' development. I love workshops too because I acquire new methods of teaching and new concepts since we come together to learn as teachers. Therefore, in my school, it comes as a means of motivation because once the teacher is adequately prepared, the next thing is their eagerness to impart the knowledge to the learners, employing all the skills that they can marshal from their professional development. (P3, interview,22 July,2024)

 Professional development is very important in schools because it will give me new experiences in creativity, and innovation and also give me ideas on how to work effectively in the school. And as I learn more skills by developing myself, I can teach with ease and this would motivate me.

Sometimes in-service training is done in the school and sometimes workshops are also done outside the school. This will increase student academic work. (P12, interview, 24 July, 2024)

Professional development encourages collaboration among teachers and creates a supportive environment for sharing ideas and challenges new methodologies and modern technologies. Hence makes teachers motivated and committed to their work. It brings about tolerance and good interrelationship among teachers. Schools that organize in-service training among teachers mostly get good performance from students. (P10, interviews, 23 July, 2024)

According to the results, the participants believed that improving teachers' abilities was a major influence in raising students' academic achievement. The participants' views were supported by Zhang et al. (2021) in China, who found that several factors at the school level and teacher level (prior experience with learning activities, teaching experience, self-efficacy, and learning conceptions) were linked to teachers' motivation to engage in professional learning. Workshops are important to teachers' professional development as they improve their confidence in the delivery of teaching and learning, hence improving learner performance. Teachers who possess new abilities and competencies will boost students' objectives by confidently presenting the material to pupils (Davidson, 2005). There have been many different forms of teacher professional development over the years, and they can be categorized based on their delivery methods and approaches.

Teachers will provide students with high-quality education provided they are equipped with the necessary teaching and learning strategies and procedures. Building teacher capacity is therefore a crucial part of increasing productivity. Teachers must periodically receive training to stay up to date with the latest teaching and learning methodologies and gain new information and skills (Ginsburg, 2009). Therefore, to motivate a teacher to deliver well in class professional

development should not be underrated and in-service training should be done from time to time. Also, teachers will feel at ease in learning from their colleagues. This is backed by Herzberg's motivator theory which states about growth and relationships among colleagues in the workplace. Therefore, teachers would acquire new knowledge skills and technologies to enhance effective teaching and learning.

On the contrary, participants lamented professional development but they had a different view:

For me, professional development helps us to learn new skills and competencies. I am a living testimony. Trust me it's good but we the teachers are asked to pay before attending a workshop and this demotivates some teachers which discourages them from attending due to financial constraints. So, I think it should be made available for every teacher to attend. When we are happy to attend these workshops, it will enhance our competence hence motivating us to teach well. (P8, interview, 23 July, 2024)

In a way, it does. It could prepare the teacher adequately with enough expertise in a particular area to deliver his/her lessons efficiently. This could be a motivation for some teachers. Just that the Ministry of Education should allow teachers to attend workshops and seminars without paying this has been a challenge in motivating teacher. its shouldn't be done that way. (P15, interview, 26 July, 2024)

From the above findings, it was revealed that teachers were demotivated to develop new skills to enhance teaching and learning. They pointed out that most teachers were not interested in learning new competencies, skills, and modern technologies. Teacher professional development should be prioritized in the nation's development plan to have a competitive and effective teaching workforce.

4.4. Conclusion

The study's findings have been presented and discussed in this chapter. The outcomes of the data analysis step were discussed, along with participant responses that corroborated the various conclusions and pertinent literature that, as necessary, supported, confirmed, disagreed with, or disagreed with the conclusions. Teachers who are motivated are consistently content, which inspires them to perform their jobs to the best of their abilities. Teachers in the Tamale Metropolis are demotivated by factors such as inadequate rewards and incentives in schools, inadequate infrastructure, and learning resources, lack of monetary incentive, non-conducive environment, low pay, and others.

The finding also found out participants viewed those factors as the ones that demoralized them from working and if those factors were provided will enhance effective teaching and learning. The study's conclusions suggest that in order for schools to function properly, instructors must be motivated. This is because motivated teachers are more likely to put up the effort necessary to produce high-quality work. The two-factor theories of Herzberg and Maslow's hierarchy of needs, which promote meeting employees' needs in order to achieve organizational mission, both corroborate the study's conclusions. Employee motivation must come from both internal and external sources in order for them to work hard to meet organizational goals. This motivation can be created by identifying and rewarding exceptional teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This concluding chapter is divided into five parts. The first part summarizes the objectives and methodology used to conduct the study. The second section outlines the key findings. The next part suggests areas for future study. Lastly, the chapter concludes with a discussion of the conclusion.

5.1 Summary

The study examines the influence of teacher motivation on teaching and learning in selected senior high schools in the Tamale Metropolis. The study was guided by three research objectives. Firstly, to identify the perceptions of motivated in schools. Secondly, to examine the influence of teacher motivation on teaching and learning. Finally, to suggest strategies to motivate teachers to influence the impact on student academic work. The study also used Herzberg's motivation theory and Maslow's hierarchy of needs. Using a qualitative approach and a case study design, data were collected using an unstructured interview guide with 15 purposively selected teachers from Tamale Metropolis.

5.2 Key Findings

From the analysis and discussion of the data, the following key findings were included:

In response to the first research question, the findings revealed that the majority of teachers understood motivation. They indicated that motivation is anything either in kind or cash that drives an individual to perform well. Also, the findings indicated that teachers felt that they were not motivated because there were no rewards and incentives in the school. They felt that after hard work they should be given some rewards and probably incentives. When rewards are absent, it will

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demotivate them not to teach effectively. It is for this reason that teachers have the perception they are not motivated. In addition, good working condition was also revealed. Most teachers mentioned that a conducive environment and accommodation on campus would motivate them when present.

Concerning the second research question, the study revealed that the majority of teachers argued that inadequate infrastructure and learning materials demotivated them to deliver effectively in class. They continue to say that they didn't have the necessary teaching materials and the students as well. There were not enough textbooks, classrooms, furniture for students, and this had a very great influence on teaching and learning therefore making them bored to even go to teach which might lead to low student performance.

Moreover, it can be established that demotivated teachers were not happy with their condition of services and so it affected student performance in the sense that some teachers refused to put their all in teaching. Other teachers said that the frustrating and depressing nature of the job made them not even feel free to deliver or honor their lessons which increased in low student performance.

Furthermore, teachers in the metropolis were not appreciated and valued by their employers or supervisors. They felt bad which made them lose interest in teaching. Most of them felt angry that they were not appreciated verbally.

In conclusion, for the third research question, it was revealed that effective communication between teachers and parents can motivate teachers in lesson delivery. This communication is essential because it would motivate them by working with parents and getting feedback from parents. Both parties doing their jobs will motivate teachers to deliver well in class. They would know the strengths and weaknesses of each student which would lead to effective teaching and learning. To add up the findings indicated some few teachers mentioned government monetary

incentives but the majority of them said it was not encouraging. It demotivated them as some compared their allowances to other sectors. They weren't happy about what they received at the end of the month. When teachers are not satisfied with their salaries and allowances their zeal and passion to teach decline which might affect student performance negatively.

Professional development was also revealed, accounting to the findings. They indicated that they would learn new skills, knowledge, methodologies, and technology, which would enable effective teachers and learning, and which would motivate them to deliver well in class.

5.3 Conclusion

Based on the findings, the following conclusion has been drawn

Motivated teachers play a vital role in today's educational system and should be considered as such. Teacher motivation at the Senior High Schools in the Tamale metropolis is non-existent, although teachers are well aware of what constitutes motivation. Also, supervisors do not appreciate the efforts of teachers, and this contributes to teachers not being willing to give out their best, which impacts negatively on teaching and learning.

Again, inadequate infrastructure, teaching and learning materials, and demotivate teachers. Finally, involvement of parents in the training of students serves as the source of motivation for teachers. A demotivated teacher cannot deliver well in class.

5.4.1 Recommendation

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

1. The government and the Ministry of Education should include rewards and incentives at the end of every academic year to appreciate teachers for good work done in schools.

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2. The Ministry of Education should provide adequate infrastructure and learning materials to enable and motivate teachers in lesson delivery. Adequate learning materials would also enable students to study hard in school. Also, more classrooms, offices, furniture, etc. should be provided as well in schools.

3. School management teams should create a welcoming atmosphere where teachers feel like they belong and trust one another.

4. Parents should be considered as part of their children's lives regarding education. They should communicate with teachers when necessary. With effective communication, parents can donate or contribute to the development of the school through PA meetings. This can also motivate teachers to deliver well in class.

5. The government of Ghana should increase monetary incentives by adding them to their salaries and be paid on time, suiting the current economic challenges in the present country. Teachers' salaries should be at least increased reasonably, as they compare their condition of service to that of other sectors.

6. To update teacher competencies and skills to meet the evolving curriculum, the sub-regions in-service training office and school administration should host conferences, workshops, and peer group evaluations. The Ghana Education Service should avoid taking money from teachers to organize professional development training

5.4.2 Recommendation for Further Research

Since this study was done in the northern Tamale Metropolis, the researcher recommends that further studies on teacher motivation be extended to other municipalities and districts in the region. Also, a mixed method or quantitative method should be used to cover a large sample size of teachers' perceptions of motivation.

Furthermore, this study was limited to only senior high public schools, so further studies could consider both private and public senior high schools.

Lastly, the study was carried out to assess the influence of teacher motivation on teaching and learning in senior high schools in the tamale metropolis. The researcher recommends that studies should be done on the effects of teacher motivation on teaching in basic schools.

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APPENDICES

INTERVIEW SCHEDULE

SECTION A

Dear Respondent,

I am carrying out a study on the topic "Assessing the influence of teacher motivation on teaching and learning in selected senior high schools in Tamale Metropolis ". You have been selected to participate in the research by answering the following interview questions. You are required to provide the most appropriate answers in your opinion. Your responses will be kept confidential and used for purely academic purposes. Thank you.

SECTION B

DEMOGRAPHIC DATA

a.   SEX …………………………………..

b.   NAME OF SCHOOL…………………….

c.   AGE………………………………….

d.   NUMBER OF YEARS IN THE TEACHING FIELD………………….

e.   EDUCATIONAL BACKGROUND……………………………..

g.   POSITION IN THE SCHOOL…………………………………………...

SECTION C

RQ1 WHAT ARE THE PERCEPTIONS OF TEACHERS ON MOTIVATION IN SCHOOLS?

1.1   What do you understand by the term motivation?

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1.2 How do you think teacher incentives and rewards motivate teachers

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1.3 Do you think working conditions can motivate teachers to teach effectively? Explain

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RQ2. WHAT INFLUENCE DOES TEACHER MOTIVATION HAVE ON THEIR COMMITMENT TO TEACHING AND LEARNING

2.1 Based on your experience as a teacher, how can teacher demotivation decrease student performance?

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2.2. Does your class have adequate physical infrastructure and learning resources? If not how does this impact teaching and learning in your class?

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2.3 Have you ever felt undervalued or unappreciated as a teacher? How did that affect your motivation?

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RQ3. WHAT STRATEGIES CAN BE PUT IN PLACE TO MOTIVATE TEACHERS TO INFLUENCE THE IMPACT OF STUDENT ACADEMIC WORK?

3.2 How does effective communication foster teamwork between teachers and parents and motivate teachers in lesson delivery?

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3.2 . Does the Ministry of Education have any monetary incentives for teachers besides their salaries? If no or yes, how can it affect the impact on student academic work?

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3.2 Professional development is regarded as a key element in enhancing teachers' knowledge and skills. How does it contribute to teacher motivation in your school?

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THANK YOU