



Relationship between Headteachers' Motivational Strategies and Teachers' Job Performance in Selected Public Basic Schools in Ablekuma Central Municipality, Ghana

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Abstract

Motivation has been used to encourage teachers as well as to enhance job performance in the public basic schools. Although research on motivation is extensive, few researchers have examined the relationship between headteachers' motivational strategies and teachers job performance. The purpose of this study was to determine the relationship between the two variables in public basic schools in Ablekuma Central Municipality. The study was anchored on the Herzberg, Mausner and Snyderman's Two-Factor Theory of Motivation propounded in 1959. It employed a descriptive survey research design and sampled 212 teachers from the public basic schools using stratified random sampling technique. A closed-ended questionnaire with an overall Cronbach's Alpha value of 0.775. was used to collect data. The sample size was two hundred and twelve (212) teachers selected. Data was analysed using, mean, standard deviation, and Pearson's correlation. The study revealed that interpersonal relationships and professional development were the strongest motivators for teachers,



followed closely by recognition and a conducive work environment. Also, it emerged that the teacher respondents exhibited a high level of professionalism and dedication, with particularly strong performance in attendance, punctuality, collaboration, and student engagement. Additionally, there existed a significant positive relationship between motivation and job performance. The study concluded, among others, that teacher job performance remained high despite variations in the effectiveness of headteachers' motivational strategies. This suggests that, although motivation plays a crucial role, other intrinsic and extrinsic factors contribute to teachers' commitment and efficiency. To sustain and further enhance teacher performance, it is recommended that the headteachers in the Municipality should foster a supportive and engaging work environment that values teacher contributions, encourages creativity, and promotes collaboration in decision-making processes.

Keywords: Headteacher, Motivation, Motivational strategies, Teachers' job performance.

Introduction

One of the most significant factors that move every human being to achieve his or her goal is motivation. Indeed, motivation is that guiding principle that enables people to stay focused on the path of success regardless of the challenges that may be encountered. Motivation plays very critical role in enhancing teachers; morale and in sustaining their job performance. The objectives of education can be achieved in an efficient way if the behaviour of teachers can be changed through motivation. The level of motivation experienced by teachers is a situational factor (Robbins et al., 2005). Teachers who are not sufficiently motivated are less competent, and this directly influence students; academic performance and the education system (Mustafa & Othman, 2016). Teacher motivation thus plays an important role in the promotion of quality teaching and learning. Generally, since teacher motivation is fundamental to the teaching and learning process, motivated teachers are more likely to motivate students to learn in the classroom, and for teachers themselves to ensure the implementation of educational reforms and feel satisfied and fulfilled (Baumeister & Voh, 2014).



Motivation inspires people to work individually or in groups in the ways such as to produce best results. It is the will to act and the willingness to exert high levels of effort towards organisational goals, conditioned by the efforts and ability to satisfy some individual need (Orodho et al., 2013). One of the major tasks of every headteacher is to encourage personal growth, trust, and openness, raise improvement, encourage effort and maintain close contact with their teachers. the headteacher demonstrates a genuine concern for task accomplishment and employee welfare. To do this effectively, the headteacher must be fully aware of the various existing theories of motivation that have been tested and found workable in various circumstances and apply them appropriately for enhanced job performance among teachers (Kusi, 2017).

Generally, when employees are adequately motivated, they tend to work better. In contrast, when they are inadequately motivated, their performance tends to be impaired (Ejere, 2010). Theretofore, efforts have been made by researchers, including Ikenyiri and Ihua–Maduenyi (2011) to discover the strategies of motivating employees for optimum performance. Employee motivation strategies are tactics and processes put in place to keep employees inspired, engaged, and interested in their responsibilities (Ikenyiri & Ihua–Maduenyi, 2011). The medium of motivating employees may vary by workforce, based on different work environments, work cultures, and organisations. Employee motivation, organisational performance, and profits are interconnected and cannot be separated (Daft & Marcic, 2013). The strategies employed by headteachers to motivate teachers and teacher performance are related concepts that influence the quality of education, which is the degree to which education can be said to be of a high standard, satisfies basic learning needs and enriches the lives of learners and their overall experience of living (Orodho, 2013). The achievement of quality education rests squarely on the shoulders of teachers who need appropriate motivation to produce the desired educational output. Therefore, many countries across the globe, including Ghana have committed massive human, financial, and physical resources in their education sector (UNESCO, 2012) to bring about rapid social and economic development. As a result, it has become important to



determine the relationship between head teachers' motivational strategies and teachers' job performance in the public basic schools in Ablekuma Central Municipality.

Statement of the Problem

The success of any organisation, including educational institutions, is largely dependent on the motivation of its personnel as already intimated. Motivation plays a crucial role in enhancing the competence of employees, ultimately leading to the achievement of organisational goals (Ampofo, 2012). In the context of education, teacher motivation is critical for improving instructional quality and student learning outcomes. However, inadequate motivation has been linked to various negative outcomes, such as poor preparation of teaching materials, absenteeism, lack of commitment, and professional misconduct (Ampofo, 2012). Despite the recognized importance of teacher motivation, there is limited focus on the specific strategies employed by headteachers to enhance teacher performance in public basic schools in Ghana.

Salifu and Seyram (2013) noted that while quality teaching remains a priority in many education systems, including Ghana's, insufficient attention has been given to teacher motivation, which is crucial for ensuring quality education. This raises issues about the extent to which headteachers' motivational strategies influence teacher job performance in public basic schools.

The issue of motivation has been a major concern in Ghana's public service sector, as evidenced by frequent strike actions. In the early 2000s, teachers were among the public servants who protested for improved working conditions. Forson and Opoku (2014) reported that teachers' salaries accounted for less than 35% of the public sector wage bill, despite teachers constituting a significant proportion of the workforce. This disparity led to high attrition rates as trained teachers sought better opportunities in other sectors. Whereas national policy interventions, such as the establishment of the Fair Wages and Salaries Commission (FWSC) under Act 737 in 2007 aimed to address remuneration concerns, it remains unclear how these measures have translated into improved teacher performance, especially in the face of declining educational standards.



Existing studies (Alugchaab, 2011; Brown & Owusu, 2014; Oppong, 2015) on teacher motivation in Ghana have largely focused on broad aspects of teacher performance without specifically examining the role of headteachers' motivational strategies. For instance, Oppong (2015) investigated the effect of motivation on teacher work performance in the Ashanti Region, with the study focusing primarily on teachers. Brown and Owusu (2014) examined how headteachers' management styles influence teacher motivation in Sunyani Municipality, whilst Alugchaab (2011) explored the factors influencing teacher motivation in Ga East Municipality. These studies provide valuable insights into teacher motivation in Ghana, but do not adequately address the relationship between headteachers' motivational strategies and teacher job performance, particularly in public basic schools.

A report by the Ablekuma Central Municipal Monitoring and Evaluation Team in 2018 highlighted persistent challenges affecting teacher performance in the municipality, including stagnation in teachers' working conditions, low morale, poor lesson preparation, and a decline in professional conduct. The report further revealed that headteachers in the municipality were concerned about high level of teacher absenteeism, loss of instructional time, and inadequate instructional materials, which could affect teacher performance negatively. These concerns suggest that teachers in the municipality are generally dissatisfied with their working conditions, which could contribute to high turnover rates. This study was, therefore, designed to examine the relationship between headteachers' motivational strategies and teachers' job performance in selected public basic schools in the Ablekuma Central Municipality, Ghana. Specifically, the study sought to examine the motivational strategies headteachers adopt in managing teachers in the schools, the level of teacher job performance, as well as the relationship between headteachers' motivational strategies and teacher job performance in the Municipality.

The findings of this study would be valuable to the authorities of Ghana Education Service in the Municipality in particular, in recognising motivation as a key driver of teacher performance and in the organisation of in-service training programmes on teacher conditions of



service. Additionally, the findings would help empower headteachers to adopt innovative and strategic motivational approaches tailored to the unique needs of their teachers. Last but not the least, the study would contribute to extant literature on how headteachers motivate teachers for enhanced job performance.

Theoretical Framework

This study is underpinned by Herzberg's Two-Factor Theory of Motivation, developed by Herzberg et al., (1959). The theory distinguishes between two categories of factors influencing employee motivation: hygiene factors and motivators. Hygiene factors are extrinsic conditions that, while not necessarily increasing job satisfaction, can lead to dissatisfaction if absent. These include salary and benefits, work environment, organisational policies, supervision, and job security. In the context of this study, hygiene factors represent the structural and administrative support provided by headteachers, such as a conducive work environment, fair recognition, and good salary.

On the other hand, Herzberg et al. (1959) indicated that motivators are intrinsic factors that directly contribute to job satisfaction and performance, such as achievement, recognition, increased responsibilities, and professional growth. Within the education sector, these motivators align with teachers' sense of accomplishment, professional recognition, opportunities for career progression, and meaningful engagement in school activities. The implication for headteachers is that motivation should not rely solely on extrinsic rewards but should also incorporate elements that foster intrinsic job satisfaction, ensuring that teachers find their work engaging and fulfilling.

The Two-factor theory of motivation is particularly relevant to school leadership, as effective headteachers act as motivators by creating a work environment where teachers feel valued and supported. For example, headteachers who provide opportunities for professional growth and development, recognise teachers' achievements, and foster collaborative decision-making are likely to enhance teacher motivation and job performance. Conversely, if hygiene factors such as poor working conditions or inadequate administrative support persist, teacher dissatisfaction may arise, leading to reduced morale and engagement.



Despite criticism of Herzberg et al., (1959)'s methodology, such as the subjective nature of distinguishing between hygiene factors and motivators, the theory remains valuable for guiding school management strategies. Headteachers can apply this framework by eliminating demotivating conditions, such as excessive bureaucracy and lack of recognition, while actively promoting job enrichment strategies like delegation of responsibilities, professional autonomy, and leadership opportunities for teachers. Ultimately, a well-balanced motivational strategy that integrates both hygiene factors and intrinsic motivators will foster higher teacher morale, commitment, and improved student learning outcomes in public basic schools.

Concept of Motivation

According to Reeve (2018), motivation is defined as an internal process, whether it is a drive or a need, motivation is a condition inside us that desires a change, either in the person or the environment. Motivation is the process by which an organisation enables employees to express their energies towards maximizing the attainment of the goals and objectives of the organisation, i.e. towards a fulfillment of the desires of the management for employing them at all. It boils down to wanting (Baumeister, 2016) and has the ability to change the behaviour, thoughts, feelings, self-concept, environment and relationships.

According to David and Anderzej (2010) explained that motivation can be understood as cognitive decision making in which the intention is to make the behaviour that is aimed at achieving a certain goal through initiation and monitoring. They added that the responsibility for motivation is threefold; it falls on the senior leadership, the direct manager and the employee. The process of motivation involves many factors, ranging from trust, engagement and values (individual and organisational) to job satisfaction, achievement, acknowledgement and rewards.

Motivation is essential for working autonomously as well as for collaboration and effective team work (Society for Human Resource Management [SHRM], 2010). Lack of motivation shows lack of enthusiasm, zest and ambition, whereas the presence of motivation is a sign of strong desire, energy and enthusiasm, and the willingness to do whatever it takes to achieve what one sets out to do. A motivated person



is a happier person, more energetic, and sees the positive end result in his/her mind. For the purpose of this study, the definition of the Society for Human Resource Management (SHRM) is assumed. Following the Society for Human Resource Managements (2010) definition, this study's operational definition of motivation is: "The psychological forces that determine the direction of a person's level of effort, as well as a person's persistence in the face of obstacles". The above definition integrates the notion of the many possible actions that an individual could engage in either to persevere or quit when faced with difficulties and impediments. The assumption of this definition makes it possible to determine the motivational strategies that moves, leads, and drives certain human action or inaction over a given period of time given the prevalent circumstances.

Types of Motivation

Motivation can be classified as intrinsic and extrinsic motivation. Intrinsic motivation occurs when one enjoys an activity or see it as an opportunity to explore, learn, and actualize one's potentials (Asher & Uma, 2017). It involves engaging a person in a behaviour because it is personally rewarding for him or her; it is essentially, performing an activity for its own sake rather than the desire for some external reward. Ryan and Deci (2017) asserted that intrinsic motivation is characterized by a strong valuation of personal investment and engagement. Several meta - analyses have shown that the effect between intrinsic motivation and creative performance is significantly positive. Fisher et al. (2019) assert that one's teaching philosophy can and does affect the teaching – learning process.

Asher and Uma (2017) reiterated that extrinsic motivation occurs when people are motivated not because of the inner desire but are motivated by extrinsic rewards; one could also perform a particular task to avoid punishment. People who are extrinsically motivated will continue to perform an action/ task even though the task might not be in and of itself rewarding. Initial conceptualizations viewed intrinsic and extrinsic motivation as being invariantly antagonistic. Intrinsic motivation was considered self-determined, whereas extrinsic motivation was thought to reflect a lack of self-determination. However, later research has indicated that extrinsic motivation does not necessarily



undermine intrinsic motivation and that it may even enhance it. These findings resulted in a more refined analysis of extrinsic motivation (Vansteenkiste et al., 2006). Organismic integration theory, introduced by Ryan and Deci (2000), aimed to detail the different forms of extrinsic motivation and the contextual factors that either promote or hinder internalization and integration of the regulations for this behaviour. Specifically, various types of extrinsic motivation were distinguished that differ in the degree of autonomy or self – determination depending on the extent to which people have been successful in internalizing the initially external regulation of the behaviour (Vansteenkiste et al., 2006).

Concept of Job Performance

According to Aguinis et al., (2012), one of the main duties of successful managers is to support their employees to increase job performance on a continuous basis. Employee is the most crucial one among the other resources in an organisation. The success or failure of an organisation depends on the level of contribution by individuals who are employed in different jobs in an organisation. Job performance can be defined as behaviours or activities that are performed towards accomplishing the organisation's objectives. Ohemeng (2011) posited that performance management had become an important aspect of efforts made to enhance the efficiency and effectiveness of public organisations in the past 30 years. According to Osmani (2012), performance management is a process that helps organisations to identify their objectives, the necessary results to achieve these objectives and the drivers that enable them to achieve these goals. Again, performance management has its focus on achieving the best results within the organisation, department, team or individual level through understanding of objectives, orienting efforts towards efficiency within a framework of planned goals, standards and skills required. Performance management includes all activities that ensure the organisation's objectives effectively realised.

Teacher Job Performance Levels

Teacher job performance can be defined as the activities teachers perform in schools in order to achieve educational goals (Hwang et al., 2017). Teacher performance is one of the important areas in the field of education (Mwangi & Njuguna, 2019) because it has



special role in the overall quality improvement (Manu et al., 2019). Teacher's low job performance leads to huge loss in profile of students' academic career which generally shows long lasting effect on the education industry. Professional teachers are required to possess professional qualification/s and academic competencies, good communication skills with students, have ownership of creative and productive skills, work ethic and demonstrate a great commitment to the profession and always strive to develop themselves continuously. Teacher job performance is directly linked to process and product of education. In other words, teacher job performance is crucial for the development of education. Nduom (2012) described teacher job performance as teachers' ability to combine relevant inputs to enhance teaching and learning processes. According to Peretomode (2013), job performance is determined by the worker's level of participation in the daily running of the institution. Aguinis et al. (2012) opined that teachers job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organisational goals. The performance of a teacher is assessed for monitoring and evaluation purposes (Osmani, 2012). However, in evaluation, there is great apprehension for such matters like who should be evaluated.

Relationship Between Motivational Strategies and Employee Job Performance

Motivation assumes a vital part in organisations since it expands the profitability of workers and helps achieve set objectives in a productive manner. The conduct of workers can be altered through inspiration and motivation (Latt, 2008). According to Mustafa and Othman (2016), teacher motivation is vital in light of the fact that it enhances their skills. Akanbi (2011) conducted a study on the impact of intrinsic and extrinsic motivation on workers' performance. The findings established that there existed relationship between extraneous inspiration and the performance of workers, while no relationship existed between inherent inspiration and workers performance. Adeyemi (2010) researched leadership styles of principals and job performance of teachers at high school level in Nigeria. The study recommended that school principals ought to assimilate a blend of



superior and majority rule styles of authority in their school organisations, keeping in mind the end goal, which is to improve better teacher job performance. Tumilaar (2015) revealed that discipline, administration, and motivation at the same time influence worker performance, control and initiatives.

This study analysed the components impacting motivation of teachers for most extreme employment performance in advanced instructional organisations in Nigeria. The study revealed that occupation satisfaction, acknowledgment, work condition, administration and involvement of staff in decision making were the most exceptional elements, which could propel teachers. Mustafa and Othman (2016) examined the impression of high school teachers about the impact of motivation on their performance at work. The study established that there is a positive connection between motivation and job performance of teachers.

Proper motivation leads to good performance of both teachers and pupils. Motivation helps to direct, guide and regulate the teacher's behaviour. Motivational strategies can positively or negatively affect teacher or employee job performance in any organisation. Job performance naturally drops when employees feel disengaged or unappreciated. Gallup (2011) revealed that 71 percent of American workers were not engaged in their jobs, with highly educated employees among the most likely to be dissatisfied. As a result, the organisation is left with the least qualified employees and may have difficulty attracting more workers because they could be uneasy about working in such an unstable environment.

Methodology

This study adopted a quantitative descriptive research approach, guided by the positivist paradigm, which posits that social reality exists objectively and independently of the researcher. Specifically, a descriptive correlational design was employed for the study. The design was considered appropriate as it served the purpose of the study, which was to determine the relationship between headteachers' motivational strategies and teachers' job performance.

The population of the study comprised the 450 teachers of the 26 public basic schools in the Ablekuma Central Municipality. A total of 212



respondents were selected to respond to the questionnaire. In selecting the sample, the public basic schools in the Municipality were grouped under four (4) Circuits (strata). Then a simple random sampling technique was used to select the teachers in order to ensure that all teachers had equal chance of being selected and were proportionally represented in the sample. Using the mathematical approach by Taro Yamane (1967) to determine the sample size, the population was 450 and the sample size 212 was selected for the study.

A closed-ended questionnaire was used to elicit data from the. The questionnaire was designed to cover motivational strategies of the headteachers, and level of teacher job performance. The variables were rated on a five-point Likert-Scale, which ranged from 'Strongly Agree' (5); Agree (4); Not Sure (3); Disagree (2); and Strongly Disagree (1). Face validity of the instrument was ensured by having Master of Philosophy students at the University of Education review the instruments and to provide feedback for modifications. Reliability was assessed using the test-retest method, where the same instrument was administered twice over two weeks period to the same respondents. The correlation of scores measured the instrument's stability and consistency over time (Ekbatan et al., 2019).

The Cronbach Alpha values ranged from 0.703 to 0.826, indicating acceptable to high reliability. In-service Training Programmes (ISTP) recorded the highest reliability (0.826), suggesting strong internal consistency, while Job Performance had the lowest (0.703), but still within an acceptable range. The reliability scores for Conducive Work Environment (0.779), Recognition of Job Well Done (0.791), and Relationship with Superiors (0.775) also indicate strong consistency, confirming that the questionnaire items were well-structured and reliable for data collection.

Data were analysed using means and standard deviation to answer research questions 1 and 2, whereas correlation was used to analyse the relationship between headteachers' motivational strategies and teachers' job performance.



Results

The raw data collected was categorised under motivational strategies employed by the headteachers, level of teacher job performance, as well as the relationship between the headteachers' motivational strategies and teachers' job performance. Then the data was analysed and discussed in relation to relevant literature.

Headteachers' motivational strategies in the schools

To examine the motivational strategies employed by headteachers, descriptive statistics, including mean and standard deviation, were used for analysis. The results are presented in Table 3, ranking the strategies based on their mean scores.

Table 1: Headteachers' motivational strategies

Motivational strategies	Mean	S. D	Decision
Relationship with their superiors (RS)	4.11	0.76	Very High
In service Training Programmes (ISTP)	4.10	0.80	Very High
Recognition of job well done (RJWD)	3.92	0.79	High
Conducive work environment (CWE)	3.52	1.13	High
Mean of means/standard deviation	3.91	0.87	High

The analysis of headteachers' motivational strategies, as presented in Table 1, indicated that relationship with superiors (RS) had the highest mean score of 4.11 ($SD = 0.76$), signifying a very high level of agreement among respondents. This suggests that maintaining positive relationships with superiors was a crucial motivational factor for teachers. Similarly, in-service training programmes (ISTP) ranked second with a mean score of 4.10 ($SD = 0.80$), also classified as very high, highlighting the importance of professional development opportunities in enhancing teacher motivation. Recognition of a job well done (RJWD) had a mean score of 3.92 ($SD = 0.79$), categorised as high, indicating that teachers value acknowledgment and appreciation for



their work. Lastly, a conducive work environment (CWE) received a mean score of 3.52 ($SD = 1.13$), also rated as high, suggesting that while teachers recognize the importance of a supportive work environment, responses varied more widely compared to the other factors, as indicated by the relatively higher standard deviation.

The findings suggest that interpersonal relationships and professional development are the strongest motivators for teachers, followed closely by recognition and a conducive work environment. The variations in standard deviation indicate that whereas some motivational strategies were widely agreed upon, others, like the work environment, were perceived differently among respondents. These findings corroborate with Herzberg et al., (1959)'s Two-Factor Theory, where strong interpersonal relationships and professional development serve as key motivators, while work conditions function as hygiene factors that prevent dissatisfaction. The high mean scores for positive workplace relationships support studies by Rosales (2015) and Mastroianni and Storberg-Walker (2014), which highlight that trust, collaboration, and respect enhance employee engagement and job satisfaction. Similarly, the study corroborates the findings of SHRM (2016) and Akintayo et al. (2011), which emphasised that workplace relationships significantly influence organisational success.

In-service training also emerged as a crucial motivator, consistent with Sim (2011), and Junejo et al., (2017) findings, which assert indicated that professional development enhances teachers' knowledge, confidence, and job performance. Furthermore, Igbo et al. (2012) and Iqbal et al. (2014) affirm that ongoing training fosters competency and efficiency. While intrinsic motivation, as suggested by Bandura (2012), remains fundamental, the misconception that only financial incentives drive motivation ignores the broader impact of non-monetary factors. In the context of Ablekuma Central Municipality, a balanced approach incorporating both intrinsic and extrinsic motivators were found to be essential for sustaining teacher performance. As already indicated, an as of the study gathered data on levels of teacher job performance, which is presented in the next section.

**Table 2: Level of Teacher Job Performance**

Variable	Mean	SD	Decision
I come to school regularly	4.60	0.50	Very High
I participate actively in the school co- curricular activities	4.60	0.50	Very High
I am appreciated when I perform well	4.20	0.55	Very High
I do not absent myself from school without taking permission from my superior	4.08	0.28	High
I am always punctual at school	4.57	0.50	Very High
I participate actively during staff meetings	4.58	0.50	Very High
I prepare my lesson notes promptly	4.14	0.54	High
I collaborate with other teachers to solve problems facing the school	4.10	0.28	High
I derive joy supervising my students' work	4.50	0.50	Very High
I attend to my pupils needs promptly in a satisfactory manner	4.54	0.50	Very High
Mean of means/standard deviation	4.39	0.47	Very High

Table 2 presents the descriptive statistics for the level of teacher job performance, based on mean scores and standard deviations. The overall average mean score of 4.39 (SD = 0.47) indicates a very high level of job performance among teachers. Among the specific indicators, the highest-rated items, each with a mean score of 4.60 (SD = 0.50), were regular school attendance and active participation in co-curricular activities, suggesting that teachers demonstrate strong commitment to their professional responsibilities beyond classroom instruction. Other



highly rated aspects included punctuality ($M = 4.57$, $SD = 0.50$), active participation in staff meetings ($M = 4.58$, $SD = 0.50$), supervising students' work with enthusiasm ($M = 4.50$, $SD = 0.50$), and promptly attending to pupils' needs ($M = 4.54$, $SD = 0.50$), all classified as very high. Indicators with slightly lower mean scores but still rated as high included not being absent without permission ($M = 4.08$, $SD = 0.28$), prompt preparation of lesson notes ($M = 4.14$, $SD = 0.54$), and collaboration with other teachers to solve school-related problems ($M = 4.10$, $SD = 0.28$).

These results suggest that while these aspects of job performance are strong, they may require further reinforcement through effective motivational strategies. The findings suggest that teachers in the study exhibit a high level of professionalism and dedication, with particularly strong performance in attendance, punctuality, collaboration, and student engagement. However, areas such as lesson planning and teamwork could benefit from targeted interventions to further enhance teacher effectiveness. These findings align with Herzberg's Two-Factor theory of motivation, which distinguishes between motivators (intrinsic factors that drive job satisfaction and performance) and hygiene factors (extrinsic conditions that, if inadequate, cause dissatisfaction). The high levels of teacher performance observed in this study suggest that both motivators and hygiene factors contribute to teacher commitment and effectiveness.

The strong performance in areas such as student supervision, active participation in co-curricular activities, and enthusiasm in teaching aligns with motivators like achievement, recognition, and professional growth, indicating that teachers likely feel a sense of purpose and accomplishment in their roles. Meanwhile, high attendance and punctuality rates suggest that external factors such as leadership, school policies, and work conditions are adequately maintained. However, the slightly lower scores in lesson planning and teamwork indicate that additional professional development opportunities and collaborative support structures could further enhance motivation. This study corroborates the findings of Chaudhary and Sharma (2012) and Baibata (2010), who emphasised that motivation positively influences job performance. However, it contrasts with Donkor (2016), that



teachers in the Municipality were generally demotivated, leading to poor student performance in examinations. This contrast highlights the significant role that motivators and hygiene factors play in shaping teacher performance. The high levels of teacher job performance in this study underscore the importance of both intrinsic and extrinsic motivational factors. While teachers exhibit strong professionalism, reinforcing lesson planning and teamwork through structured training and recognition programmes could further enhance their effectiveness. Implementing a well-balanced motivational strategy, in line with Herzberg et. al. (1959)'s theory, can help sustain and improve teacher performance.

Relationship between Headteachers' Motivational Strategies and Teacher Job Performance

Correlation analysis is employed to determine the relationships between headteachers' motivational strategies and teacher job performance. The results of the correlation analysis are given in the Table 3.

Table 3: Relationship between Headteachers' Motivational Strategies and Teacher Job Performance

Variable	Mean	<i>Sd</i>	<i>R</i>	<i>R</i> ²	<i>P</i>
Headteachers' motivational strategies		0.87			
Teachers' job performance	4.39	0.47	.814	0.663	.008

The results presented in Table 3 indicate a strong positive correlation between motivational strategies and job performance ($r = 0.814$, $p = 0.008$). This suggests that an increase in headteachers' motivational efforts is associated with an improvement in teacher job performance. The coefficient of determination ($R^2 = 0.663$) indicates that 66.3% of the variance in teacher job performance can be explained by headteachers' motivational strategies. This highlights the significant role of motivation in enhancing teacher commitment, effectiveness, and overall performance. However, the remaining 33.7% suggests that other factors, such as workload, school environment, and personal attributes, also influence teacher performance. The p-value of 0.008 (which is less



than 0.05) confirms that the relationship is statistically significant and not due to random chance. This finding establishes a strong positive correlation between headteachers' motivational strategies and teacher job performance, aligning with Herzberg's Two-Factor Theory of Motivation, which distinguishes between intrinsic (motivators) and extrinsic (hygiene factors) influences on job satisfaction and performance. Motivators, such as recognition, career advancement, and professional development, directly enhance job satisfaction and commitment, leading to improved performance. Conversely, hygiene factors, including salary, working conditions, and administrative support, prevent dissatisfaction but do not necessarily increase motivation.

The study's findings suggest that headteachers who implement both intrinsic and extrinsic motivational strategies create an environment that fosters teacher engagement, satisfaction, and overall job effectiveness. Latt (2008) asserts that motivation modifies employee behaviour and increases productivity, reinforcing the finding that motivation is a key determinant of job performance. Similarly, Mustafa and Othman (2016) emphasise that teacher motivation enhances skills and effectiveness, suggesting that headteachers who employ strategic motivation efforts significantly improve teacher performance. Akanbi (2011) confirms the relationship between extrinsic motivation and job performance, but refutes the link between intrinsic motivation and performance. This supports the present study's emphasis on leadership-driven motivation; primarily extrinsic such as recognition programmes and professional development opportunities, as essential in enhancing teacher commitment and effectiveness. Herzberg's theory aligns with this, as extrinsic factors like job conditions and management policies prevent dissatisfaction, while intrinsic motivators drive job performance.

Additionally, Tumilaar (2015) affirms that motivation, discipline, and administration collectively influence worker performance, aligning with the study's findings that 33.7% of performance variance is attributed to factors like workload, school environment, and personal attributes. Furthermore, Oyedeji and Fasasi (2015) stress that job satisfaction, recognition, work conditions,



administration, and teacher involvement in decision-making are critical motivational factors. This aligns with the study's findings, emphasising that school leaders should implement recognition programmes and create a conducive work environment to enhance teacher motivation and performance. Mohamad et al. (2013) has found a significant relationship between training and job performance in Malaysian servicing organisations, aligning with the current study. Similarly, Amadi and Abraham (2021) has reported that in-service training significantly predicts quality job performance in Nigerian secondary schools. This underscores the role of continuous professional development in improving teaching methods and instructional delivery. Investing in in-service training is essential for enhancing teacher quality, particularly in public basic schools in Ablekuma Central Municipality.

Conclusion and Recommendations

The study concluded that teacher job performance remains high despite variations in the effectiveness of headteachers' motivational strategies. This suggests that although motivation plays a crucial role, other intrinsic and extrinsic factors contribute to teachers' commitment and efficiency. To sustain and further enhance teacher performance, it is recommended that the headteachers in the Municipality should foster a supportive and engaging work environment that values teacher contributions, encourages creativity, and promotes collaboration in decision-making processes.

Additionally, the study highlights the importance of structured professional development, as in-service training demonstrated a statistically significant impact on job performance. This suggests that continuous learning opportunities empower teachers with better instructional skills, improved classroom management, and greater job satisfaction. Therefore, it is recommended that the headteachers in the Municipality should prioritize well-organised, frequent, and engaging training programmes to ensure sustained professional growth and enhanced student learning outcomes.

Lastly, motivational strategies demonstrated a significantly positive relationship with job performance, highlighting their importance in establishing a well-rounded support systems for teachers. Therefore, the study recommended that the headteachers in the



Municipality should implement a balanced and comprehensive motivation plan that incorporates recognition, a conducive work environment, and strong leadership support to enhance teacher morale and job satisfaction in public basic schools.

Limitations of the Study

Basically, this study had two limitations. Firstly, the sample was 212 basic teachers selected from 450 teacher population in the Ablekuma Central Municipality. This representative sample implies that the findings are generalisable to the teacher population in the Municipality, but not beyond that context. Secondly, the study found some key intrinsic and extrinsic factors that influence teacher performance. However, the reasons for those factors could not be given since qualitative data was not collected in the study to explain, expand and clarify key quantitative findings of the study.

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