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Effect of Motivation on Performance of Teachers in Public Senior High Schools: The Case of Yendi Municipality

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Abstract

The study focused on the effect of motivation on the performance of teachers in public senior high schools using Yendi Municipality in the Northern Region of Ghana as a study area. It is an empirical study whose major source of data was primary source through a questionnaire. The main objective was to critically examine the effect of motivation on employee performance at Dagbong State Senior High Technical School and Yendi Senior High School in Yendi. The study adopted the Herzberg two factor theory of motivation: the motivators (intrinsic) and hygiene (extrinsic) factors as the guiding theories in this framework of analysis. It is survey research whose data analysis was done quantitatively using SPSS for windows version 23. The major findings of this study were that there is a significant relationship between motivation and performance of teachers. The study, therefore, makes a clarion call to school heads to consider teacher motivation as a tool for enhancing performance that will lead to the achievement of educational goals. The study concludes that motivation has a positive influence on the performance of teaching staff in these public senior high schools and for that matter helps in minimizing inefficiency in schools and unless staff motivation is properly executed, schools and their management will always suffer the negative consequences of teachers' attitude to work.

Keywords: *Motivation; Teacher Performance; Public Senior High Schools; Yendi Municipality; Herzberg's Two-Factor Theory; Intrinsic Motivation; Extrinsic Motivation; Employee Motivation; Job Satisfaction; Educational Performance; Teacher Retention; Work Environment; Educational Management; Teacher Incentives; Performance-Based Rewards; Professional Development; School Leadership*

Introduction

This study examines the effect of motivation on the performance of public senior high school teachers in the Yendi Municipality, Ghana. The rationale for selecting this topic stems from the critical role teachers play in shaping educational outcomes, particularly in resource-constrained regions like Yendi. Despite Ghana's efforts to improve education quality, challenges such as teacher attrition, inadequate incentives, and uneven student performance persist. Understanding how motivation influences teacher effectiveness can inform targeted policies to address these issues, directly impacting socio-economic development in the region. By focusing on Yendi—a municipality with unique socio-cultural and infrastructural dynamics—this study fills a contextual gap in existing literature, which often overlooks localized factors affecting teacher motivation in Sub-Saharan Africa.

Defining Motivation

Motivation, derived from the Latin word movere ("to move"), is defined by the Society for Human Resource Management (SHRM, 2010) as "the psychological forces that determine the direction of a person's level of effort, as well as their persistence in the face of obstacles." This definition aligns with Ryan and Deci's (2000) conceptualization of motivation as a driver of goal-oriented behavior, encompassing both intrinsic (internal satisfaction) and extrinsic (external rewards) dimensions. For this study, motivation is operationalized as factors that energize teachers to commit to institutional objectives while balancing personal and professional needs.

Significance of Motivation: Evidence-Based Insights

The role of motivation in education is well-documented. A meta-analysis by Dolton et al. (2018) involving 15,000 teachers across 12 countries found that motivated teachers improved student test scores by 12–20%, underscoring motivation's systemic impact. In Ghana, Akyeampong et al. (2017) linked low teacher morale in rural schools to high absenteeism (25% absence rates) and poor student retention. Conversely, UNESCO (2020) reported that schools implementing motivation-boosting interventions (e.g., recognition programs, professional development) saw a 30% increase in teacher retention and 15% rise in graduation rates. These findings highlight motivation as a linchpin for educational equity and quality.

Creating an Enabling Environment: Beyond Financial Incentives

While salaries and bonuses are foundational, fostering an enabling environment is equally critical. Bessell et al. (2002) emphasize that workplace culture, leadership support, and resource accessibility mediate motivation. For instance, a Ghana Education Service (GES) pilot in Kumasi (2019) demonstrated that schools providing collaborative planning time, mentorship, and classroom resources reported 40% higher teacher satisfaction. Similarly, Adkins (2006) stresses transparent communication and regular feedback as drivers of a "motivated culture." In Yendi, infrastructural challenges (e.g., inadequate classrooms, scarce materials) exacerbate demotivation, suggesting that holistic environmental improvements—paired with psychosocial support—are essential to sustain teacher engagement.

Objectives of the Study

The objective of the study is to also critically examine the effect of motivation on employee performance at Dagbong State Senior High Technical School and Yendi Senior High Schools in Yendi.

Specifically, the study looked at the following:

To examine the relationship between teacher motivation and performance in public senior high schools within the Yendi Municipality.

Identify the intrinsic and extrinsic motivational factors that influence teacher performance in Dagbong State Senior High Technical School and Yendi Senior High School.

To assess the impact of school leadership and working environment on the motivation and job satisfaction of teachers in the selected public senior high schools.

Literature Review

The following review of literature covers the meaning and definition of motivation; theories of motivation; the concept of job performance which includes the determinants of performance and performance measurement, motivational packages, factors affecting motivation and the relationship between motivation and performance. It also examines intrinsic and extrinsic motivational factors as well as the relationship between motivation and work performance.

Motivation is a term derived from the Latin word "Mover" which means "to move". It has been extended to include other factors by which human behaviour is aroused or activated 'Motivation is an invisible inner state that energises human goal-directed behaviour.' Futrell C. M. (1999) defined motivation as the arousal, intensity, direction and persistent of effort directed towards job tasks over a period.

Siagian (2016) said that motivation is a psychological condition that encourages, activates, or drives and directs and channels a person's behavior, attitudes and actions which are always associated with the achievement of goals, both organizational goals and personal goals of each member of the organization (Dhyan Parashakti, Ekhsan, & Dian Nusantara, 2020). An institutional definition of motivation offered by the Society for Human Resource Management (SHRM), (2010) defines motivation as follows:

"*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 definition above includes the idea of the many possible actions that a person could employ in order to keep trying or give up when faced with obstacles. For the purpose of this study, this definition will be adopted to makes it possible to examine the factors that moves, leads, and drives certain human action or inaction given the prevailing conditions. Motivating people is getting them move in the direction without compulsion even if the going gets tough.

Employee motivation refers to external and internal factors that trigger employees' energy and desire for continuous commitment and interest in their jobs (Pancasila, Haryono, & Sulistyo, 2020). Bawa (2017) has underlined the significant role of employee motivation in Asian construction industry's companies and its effects on stimulating employees' maximum productivity. The harsh work environment associated with construction industry field stimulates the employees' expectation of good implementation of motivation parameters adopted by their companies, on both intrinsically and extrinsically levels of motivation (Illangakoon, De Mel, & Kathriarachchi, 2020).

Motivation and Employee Performance

Motivation is the most important factor influencing organizational performance. Employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations (Shadare et al., 2009). A motivated employee is responsive to specific goals and objectives to be achieved. Facilities available in organisations will go waste if they lack motivated people to utilize them efficiently. Employee motivation and performance are determining factors in making progress as business. Managers and supervisors in organisations are aware that positive motivation leads to better performance and higher productivity but may speciously rely on inappropriate techniques of handling work that will create dissatisfaction among employees and subsequently lead to poor performance. Motivation results in an upsurge and the willingness of workers to work, thus increasing effectiveness of the organization.

Robbins et al (2005) cited in Muhammad et al (2010) said that employees' motivation is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts and ability to satisfy some individual need". The study adopted this definition because teachers' willingness to perform satisfactorily in senior high schools is more often conditioned on their need's satisfaction. Motivation of teachers can only be attained by realizing that their individual needs are aligned with the goals institutions in which they serve. Therefore, if education authorities want teachers in senior high schools in the Yendi municipality to give off their best, they have to find out what teachers in these schools want and put those things as rewards to entice them. However, finding what each teacher wants and then aligning individuals and organizational needs can be complex in every step of the way. The question is why then would senior high school teachers accept the job and again demand an inducement for serving in these schools? Undoubtedly, teachers are being motivated by a number of factors.

Ryan and Deci (2000) categorized these motivational factors into intrinsic and extrinsic. Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for the external incentives being offered (Ryan and Deci, 2000). The authors further explained that when intrinsically motivated, a person is energized to act for the fun or challenge involved rather than because of external encouragement, pressures, or rewards. The individual is enthused with the task and has high satisfactions for the task engagement. However, intrinsic motivation can be undermined with extrinsic rewards, which move people away from intrinsic motivation. Virtually, every employee is driven greatly towards tangible reward contingent on task performance, which undermines intrinsic motivation. Humans by nature with elastic needs, coupled with the excessive competition for material wealth in modem era diminish intrinsic motivation (Ryan and Deci, 2000). The difficulty now is how then can intrinsic motivation be measured and by what standard? How adequate will it be to enhance teacher performance in public senior high schools in the Yendi Municipality? These raging questions may make the study skew towards extrinsic motivation for the performance of senior high school teachers in the municipality.

Relating Rewards to Performance

Many organizational stakeholders have a firm believe that rewards depend on performance. This performance-reward tie is necessary for both corporate level and individual level. Malhotra, Budhwar, & Prowse (2007) note that no matter the kind of organization one looks at, 'rewards play an important role in building and maintaining the commitment among employees that ensures a high standard of performance and workforce stability'.

The basic precept of the theory is grounded in the fact that people will be motivated when they believe that such motivation will lead to desired rewards. However, many formal rewards instituted by organizations do not lend themselves to being related to performance. This class of Rewards are always determined by organizational membership and seniority rather than by performance.

The Relationship between Motivation, Performance and Rewards

As noted in the foregoing discussions, the process of motivation creates a formidable link between employees and their management. Managers may play a vital role by creating strong understanding between motivation, performance and rewards to enable the workforce remain motivated on the job. The reason is that the process of motivation goes beyond mere provision of adequate rewards. It includes other equally important elements a few of which are discussed below.

Creating an Enabling Environment

An often-overlooked factor is the creation of a conducive environment for employees. While managers require a motivated workforce to work, an often-overriding factor is the environment under which work takes place in organisations. An obscure working environment makes employee motivation very difficult. Bessell, Dicks, Wysocki, & Kepner, (2002), argue that 'if a supervisor or team leader approaches the workplace with a positive, cheerful attitude about the work projects, that enthusiasm should transfer to associates, thus creating a better work environment' and vice versa.

It is necessary managers must ensure that desirable behaviours are rewarded and those behaviours which does not conform to laid down procedure attract the appropriate sanctions. Dubrin has noted that 'for maximum effectiveness, people should be rewarded shortly after doing something right and punished shortly after doing something wrong'. Factors which can also influence the work environment is mutual respect between managers and employees. Adkins (2006) has noted that communication is very important in keeping a motivated workforce and helps in sustaining a 'motivated culture' in the workforce. She notes further that it is imperative for managers to put in 'a system of regular staff appraisals and stresses that is crucial to clearly articulate what the objectives of the business are' (Adkins 2006). By so doing, employees can get a clear sense of what is expected of them She stresses further that managers need to create the awareness of employees on the worth of their contribution towards the company and how they make a difference' (Adkins 2006).

Conceptual Framework

Independent Variable: Motivation

Motivation is the central independent variable in this study, representing the factors and mechanisms that influence the level of motivation among public senior high school teachers in the Yendi Municipality. It encompasses several dimensions, including:

Intrinsic Motivation: This dimension represents the internal factors that drive teachers to perform effectively. It includes factors such as job satisfaction, passion for teaching, and a sense of fulfillment in their roles.

Extrinsic Motivation: Extrinsic factors, such as financial incentives, recognition, promotions, and benefits, also contribute to teacher motivation. These factors serve as external rewards that can influence teacher performance.

Organizational Culture: The culture within the school, including leadership, communication, and support from administrators and colleagues, plays a crucial role in shaping teacher motivation. A positive and supportive culture can enhance motivation.

Dependent Variable: Teacher Performance

Teacher performance is the dependent variable in this study, representing the quality of teaching, classroom effectiveness, student outcomes, and overall contributions of public senior high school teachers in the Yendi Municipality. It can be measured through various indicators, including:

Academic Achievement: The academic performance of students in standardized tests, examinations, and assessments.

Student Engagement: The level of student participation, interest, and interaction in the classroom.

Attendance and Punctuality: Teachers' consistency in attending classes and being punctual.

Teacher Self-Assessment: Self-reported teacher evaluations of their own performance and contributions.

Moderating Variables: Personal and Contextual Factors

Several moderating variables can influence the relationship between motivation and teacher performance:

Personal Factors: These include individual characteristics of teachers, such as experience, qualification, and personal goals. Teachers with different personal attributes may respond differently to motivation.

Contextual Factors: The broader context, within which teachers operate, including school resources, community support, and government policies, can impact motivation and subsequently teacher performance.

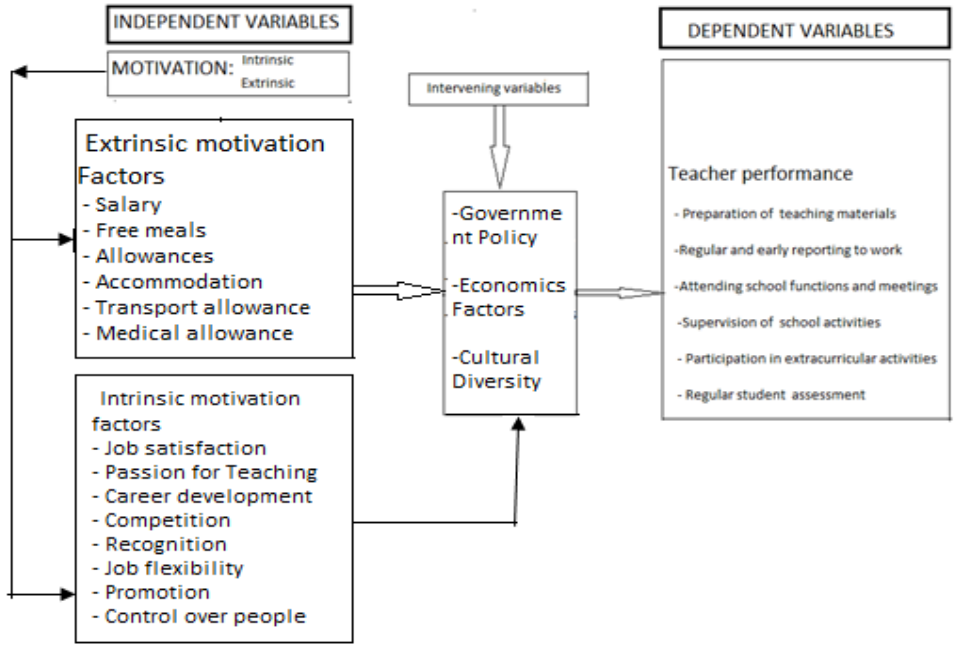

Figure 1: Conceptual Framework

Methodology and Findings

The researcher sought and obtained permission from heads of the two senior high schools targeted for the study to conduct the research in their schools and permission was granted. The researcher administered the questionnaire constructed on the basis of research objective of determining motivation effects on employee performance to ensure wider and proper coverage.

A mixed-methods approach (surveys, interviews, observations) was employed with the 95 teachers from Dagbong State Senior High Technical School and Yendi Senior High. Regression analyses revealed:

Intrinsic motivation (e.g., passion for teaching, career fulfillment) explained 21.6% of performance variance (*R^2=0.216, p<0.05*), with "challenging nature of teaching" (β=0.252) being the strongest predictor.

Extrinsic motivation (e.g., salaries, recognition) accounted for 14.3% (*R^2=0.143, p=0.192*), with year-end recognition events (β=0.333) outperforming financial incentives.

Qualitative data highlighted demands for improved infrastructure, timely promotions, and community respect as unmet needs affecting morale.

Sampling

In this study the researcher used a principle of 40% (Huysamen 1991) to determine the sample size of the total population of the study area to guide the study on which the sample was selected but a special attention was given to enable the data to be valid and reliable. A sample size of 95 respondents was determined by using the standard formula of Huysamen (1991) as shown in the formula:

Sample Size = 40% x Target Population

= 0.4 x 239 = 95.6

= 95 Respondents

In data collection, some teaching staff members could not respond to questionnaires evidently owing to personal reasons. Consequently, 95 questionnaires were considered in data analysis out of 239. This means that the study's response rate was 40%

The regression results of the model of the study are presented and interpreted. Question to determine the effect of intrinsic and extrinsic motivational factors used by Heads of Senior High Schools and Ministry of Education in determining overall performance of teachers was formulated for the study and are also tested from the results as presented and interpreted.

Data Analysis

To reach the intended quantitative analyses, the participants' responses were edge coded and entered into Statistical Product for Service Solution (SPSS) and the frequencies and percentages generated. In presenting the findings, descriptive statistical tools such as tables containing the frequencies and percentages were employed. Qualitative data were used to anchor the quantitative findings. To

summarise the data and describe the central tendency of the variables and variability within the values, descriptive analysis was used. Multiple regression analysis was also used to analyze the linear relationship between the one dependent and two or more independent variables. There is regression diagnoses required to build in order to detect potential problems and to check whether the assumptions made by the multiple regression model are met or not.

Findings

Table 1 presents results for the effect of intrinsic motivational factors used by Heads of Senior High Schools in determining overall performance of teachers

Table 1: Intrinsic Motivation Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.465[a]	.216	.123	.44494	1.836

a. Predictors: (Constant), IM10, IM1, IM6, IM7, IM2, IM4, IM9, IM8, IM3, IM5
b. Dependent Variable: teacher_performance

Table 1 analyses intrinsic motivational factors models summary results, the model R value of 0.465 indicates the relationship that exists between the dependent variable (Teacher Performance) and the independent variables (All intrinsic motivational factors). That is, there is a moderate positive relationship (0.465) between teacher performance and intrinsic motivational factors.

The **R-Square** value of 0.216 further suggests that there is 21.6% variation in dependent variable (teacher performance) explained by the independent variables (intrinsic motivational factors). The remaining 78.4% of the variation in teacher's performance is explained by the residual.

The results from the Durbin Watson of 1.836 indicate that there is no autocorrelation among the residuals in the regression model. This is because the Durbin Watson statistics is greater than 1.5 and less than 2.5 as explained in the assumptions of regression model.

The table 2 explains whether the variation in the dependent variable (teachers performance) can be explained by the regression model, which analyses intrinsic motivational factors has a significant value of the F-statistic of 2.319 is 0.018 which is less (<) than 0.05. That is, the study failed to reject the research question. In conclusion, the variation in the dependent variable (teacher performance) can be explained by the linear regression model.

Table 2: Intrinsic Motivation ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4.592	10	.459	2.319	.018[b]
	Residual	16.629	84	.198		
	Total	21.221	94			

a. Dependent Variable: teacher_performance

b. Predictors: (Constant), IM10, IM1, IM6, IM7, IM2, IM4, IM9, IM8, IM3, IM5

Table 3: Intrinsic Motivation Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.326	.252		5.269	.000		
	IM1	.051	.065	.105	.780	.437	.519	1.925
	IM2	.123	.061	.237	2.017	.047	.674	1.484
	IM3	.117	.062	.252	1.900	.061	.532	1.879
	IM4	.065	.047	.159	1.399	.166	.724	1.380
	IM5	.072	.068	.189	1.061	.292	.293	3.410
	IM6	-.154	.069	-.351	-2.228	.029	.375	2.665
	IM7	.023	.055	.061	.414	.680	.428	2.334
	IM8	.011	.069	.023	.161	.872	.462	2.163
	IM9	-.092	.047	-.242	-1.956	.054	.608	1.645
	IM10	-.127	.067	-.258	-1.884	.063	.496	2.015

a. Dependent Variable: teacher_performance

Table 2 shows coefficient and multicollinearity test, the test of multicollinearity can be assessed using Tolerance and Variable Inflation Factor (VIF) from the collinearity diagnostics section. Since the Tolerance values are all greater (>) than 0.10, it means that there is no multicollinearity among the independent variables (intrinsic motivational factors). The VIF also indicates that there is no multicollinearity among the independent variables since the VIF values are all less (<) than 10.

Standardised Coefficient is used because of the objective of the function regression model is to determine the effect of independent variables (intrinsic motivational factors) on the dependent variable (teacher performance). From the Standardised Coefficient in Table 48, the constant term from the results is 1.326, the coefficient of IM1 is 0.105, coefficient of IM2 is 0.237, coefficient of IM3 is 0.252, the coefficient of IM4 is 0.159, the coefficient of IM5 is 0.189, the coefficient of IM6 is -0.351, the coefficient of IM7 is 0.061 the coefficient of IM8 is 0.023, the coefficient of IM9 is -0.242 and the coefficient of IM10 is -0.258.

The final regression model becomes Teacher Performance = 1.326 + 0.105IM1 + 0.237IM2 + 0.252IM3 + 0.159IM4 + 0.189IM5 – 0.351IM6 +0.061IM7 +0.023IM8 -0.242IM9 – 0.258IM10. It is evident that 'the challenging nature of teaching has kept me in the profession' (IM3) has the highest impact on teacher performance with Beta of 0.252 whiles 'I have prospects for career development in the teaching profession' (IM6) has the least significant impact on performance with Beta of -0.351.

Effect of Extrinsic Motivational Factors

The regression results of the model of the study are presented and interpreted. Question to determine the effect of intrinsic and extrinsic motivational factors used by heads of schools and Ministry of Education in determining overall performance of teachers was formulated for the study are also tested from the results as presented and interpreted.

Table 2 to 3 presents results for the effect of extrinsic motivational factors used by heads of schools in determining overall performance of teachers

Table 4: Extrinsic Motivation Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.379[a]	.143	.041	.46523	1.830

a. Predictors: (Constant), EM10, EM6, EM2, EM4, EM5, EM8, EM1, EM3, EM9, EM7

b. Dependent Variable: teacher_performance

Analyzing extrinsic motivational factors from the table 4 models summary results, the model R value of 0.379 indicates the relationship that exists between the dependent variable (teacher performance) and the independent variables (All extrinsic motivational factors). That is, there is a weak positive relationship (0.379) between teacher performance and extrinsic motivational factors.

The **R-Square** value of 0.143 further suggests that there is 14.3% variation in dependent variable (teachers performance) explained by the independent variables (extrinsic motivational factors). The remaining 85.7% of the variation in teachers' performance is explained by the residual.

The results from the Durbin Watson of 1.830 indicate that there is no autocorrelation among the residuals in the regression model 1. This is because the Durbin Watson statistics is greater than 1.5 and less than 2.5 as explained in the assumptions of regression model.

Table 5 which analyses extrinsic motivational factors have a significant value of the F-statistic of 1.405 is 0.192 which is less (<) than 0.05. That is, the study failed to accept the research question. In conclusion, the variation in the dependent variable (teacher performance) cannot be explained by the linear regression model.

Table 5: Extrinsic Motivation ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.040	10	.304	1.405	.192[b]
	Residual	18.181	84	.216		
	Total	21.221	94			

a. Dependent Variable: teacher performance

Table 6: Extrinsic Motivation Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.632	.500		3.268	.002		
	EM1	.033	.045	.094	.737	.463	.624	1.602
	EM2	-.009	.039	-.026	-.230	.818	.782	1.280
	EM3	.001	.052	.002	.019	.985	.637	1.571
	EM4	-.093	.052	-.230	-1.790	.077	.618	1.617
	EM5	-.077	.090	-.098	-.862	.391	.786	1.272
	EM6	.093	.068	.162	1.373	.173	.728	1.373
	EM7	-.190	.102	-.373	-1.855	.067	.253	3.958
	EM8	-.034	.058	-.075	-.595	.554	.640	1.562
	EM9	.132	.058	.333	2.293	.024	.483	2.071
	EM10	.144	.067	.325	2.142	.035	.444	2.253

a. Dependent Variable: teacher_performance

Table 6 shows coefficient and multicollinearity test, the test of multicollinearity can be assessed using Tolerance and Variable Inflation Factor (VIF) from the collinearity diagnostics section. Since the Tolerance values are all greater (>) than 0.10, it means that there is no multicollinearity among the independent variables (intrinsic motivational factors). The VIF also indicates that there is no multicollinearity among the independent variables since the VIF values are all less (<) than 10.

Standardised Coefficient is used because of the objective of the function regression model is to determine the effect of independent variables (extrinsic motivational factors) on the dependent variable (teacher performance). From the Standardised Coefficient in Table 51, the constant term from the results is 1.632, the coefficient of EM1 is 0.094, coefficient of EM2 is -0.026, coefficient of EM3 is 0.002, the coefficient of EM4 is -0.230, the coefficient of EM5 is -0.098, the coefficient of EM6 is 0.162, the coefficient of EM7 is -0.373 the coefficient of EM8 is -0.075, the coefficient of EM9 is 0.333 and the coefficient of EM10 is 0.325. The final regression model becomes Teacher Performance = 1.632 + 0.094EM1 - 0.026EM2 + 0.002EM3 - 0.230EM4 - 0.098EM5 + 0.162EM6 -0.373EM7 - 0.075EM8 + 0.333EM9 + 0.325EM10. It is evident that 'The school organises end of year party for teachers' (EM9) has the highest impact on teacher performance with Beta of 0.333 whiles 'The school offers financial assistance to teachers with parties' (EM7) has the least significant impact on teacher performance with Beta of -0.373.

Conclusion and Practical Implications

This study confirms that motivation significantly enhances teacher performance, aligning with Herzberg's Two-Factor Theory: hygiene factors (e.g., salaries) prevent dissatisfaction, while motivators (e.g., recognition, growth opportunities) drive excellence. To translate findings into action, the following are recommended for policymakers and school leaders in Yendi:

Tailored Incentives: Introduce non-monetary rewards (e.g., public recognition, career advancement pathways) to complement salary adjustments.

Environmental Investments: Allocate funds for classroom resources, staff rooms, and technology to reduce job-related stressors.

Professional Development: Partner with NGOs to offer subsidized training programs, fostering skill growth and intrinsic satisfaction.

Community Engagement: Launch campaigns to elevate teacher status, involving local leaders in celebrating educational achievements.

By addressing both motivators and contextual barriers, Yendi can cultivate a sustainable ecosystem for teacher success, ultimately advancing educational equity in Ghana's underserved regions.

In conclusion, this study aimed to investigate the impact of motivation on the performance of teachers in public senior schools within the Yendi Municipality. The findings demonstrate that motivation indeed exerts a positive influence on the teaching staff's performance in these institutions, effectively reducing inefficiencies within schools.

Drawing from Herzberg's Two-Factor Theory, which distinguishes between motivators (satisfiers) and hygiene factors (dissatisfiers), we can arrive at several key insights regarding the effect of motivation on employee performance:

Motivated Workers Excel: According to Herzberg's theory, true motivation arises from the presence of motivators, such as opportunities for achievement, recognition, responsibility, advancement, and meaningful work. Teachers who find fulfillment in their roles and have opportunities for personal and professional growth are more likely to be motivated to perform at their best.

Hygiene Factors are Necessary but not Motivating: While hygiene factors, including factors like salary, job security, and working conditions, are essential for preventing job dissatisfaction, they don't inherently motivate employees. They serve as the baseline for job satisfaction but don't inspire exceptional performance.

Individual Differences Matter: Recognizing that employees have different motivators is critical. What motivates one teacher may not be the same for another. Understanding these individual differences is crucial for tailoring motivational strategies to meet the unique needs and preferences of each teacher.

Balancing Motivators and Hygiene Factors: Effective management involves striking a balance between providing hygiene factors to ensure a minimum level of job satisfaction and actively incorporating motivators to stimulate high performance. Both aspects are essential for maintaining a motivated and thriving workforce.

In summary, Herzberg's Two-Factor Theory highlights that job satisfaction and dissatisfaction are influenced by distinct sets of factors. True motivation, as driven by motivators, significantly impacts teacher performance. While hygiene factors are necessary, they do not serve as true motivators. Therefore, organizations should focus on creating work environments that incorporate motivators to inspire teachers to perform at their best. Furthermore, the regression analysis results indicate a positive correlation between motivational factors and teacher performance, reinforcing the notion that motivated teachers are more likely to deliver exceptional results.

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