

Teacher Characteristics and Motivation Variances in Public Basic Schools in Mankessim Education Circuit of Mfantseman Municipality, Ghana

Kweku Esia-Donkoh

Department of Basic Education, University of Education, Winneba, Ghana. Email: ke_donkoh@yahoo.com

Abstract

This study ascertained differences in teacher motivation based on sex, age, academic qualification, and years of work experience. The study, which was conducted in the Mankessim Education Circuit of the Mfantseman Municipality, Ghana, adopted the cross-sectional survey design. The target population was made up of 206 teachers in public basic schools in the Mankessim Education Circuit, while the accessible population of 168 teachers comprised all teachers in the Circuit who had worked in their respective schools for at least two years. Random sampling technique was adopted in obtaining 84 respondents for the study. A structured questionnaire was used to collect the data. The data was analysed using mean, standard deviation, independent samples t-test, and ANOVA. The analysis revealed that there were no statistically significant differences in the motivation of the teachers in terms of their sex, academic qualification and years of work experience. However, it was established that there was a statistically significant difference in the teachers' motivation based on their age. It was concluded that teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, are crucial to the achievement of school and educational goals. As a result, the Mfantseman Municipal Directorate of the Ghana Education Service, School Management Committee, Parent Teacher Association, and headteachers should consider personal characteristics of teachers, especially their age, when devising strategies to motivate them.

Key Words: age, academic qualification, sex, work experience, teacher, motivation

Introduction

Improving the quality of education is a concern of all nations because of the belief that education fosters economic growth and development. Education has therefore been identified as instrumental and an agent of national development (Afful-Broni & Ziggah, 2007). To achieve educational aims and provide quality education, the teachers' role has been identified as significant in determining the nature of education received in schools (Gwaradzimba & Shumba, 2010). Therefore, stakeholders of education have the responsibility to ensure that teachers perform their tasks to the best of their abilities in their schools so as to offer quality education to students.

Arguably, human resource is the most precious, critical and essential asset of every organization including the school (Seniwoliba, 2013). This is why it is asserted that generally, the existence of any organization is as a result of its sustained human resource (Muyengabe, He & Yiyi, 2016). Thus, achieving organizational success greatly depends on the motivation of employees (Malik, Danish & Usman, 2010). Supporting this view, Situma and Iravo (2015) argue that the duty of teachers in imparting knowledge, skills and experiences to learners has

made teacher motivation a critical and an important issue. Hence, motivation is significant in determining the success and outcomes of education. Therefore, to attain educational and school goals, motivation of teachers must be critically and consciously considered and addressed. In line with this argument, Iwu, Gwija, Benedict and Tengeh (2013) posit that motivated teachers are more satisfied and perform better at work than those who are less motivated. This implies that the good motivation of teachers substantially determines their satisfaction, and collectively, leads to high performance. By inference, job dissatisfaction and poor performance among teachers could be attributed to their demotivation. There is therefore the need for stakeholders of education to address the issue of teacher motivation to enhance the attainment of school and educational goals.

It has been established that teacher motivation leads to high job performance. For instance, Mustafa and Othman (2010) examined the perceptions of high school teachers about the effects of motivation on their performance at work. They found out that there is a positive relation between motivation and working performance of teachers. This finding supports earlier arguments that the greater the level of motivation the higher will be the teacher's job performance. Thus, if teachers are highly motivated, their job performance will be improve. Based on the contribution of teacher motivation to schools' success, Kadzamira (2006) suggests that it is essential to consider the terms and conditions of service of teachers for the purpose of motivating and retaining them.

One of the most researched concepts in the field of psychology and education is motivation but its complex nature makes it difficult to reach a consensus in its meaning and understanding (Dörnyei & Ushioda, 2011). Hence, motivation may be understood from different perspectives even though it is generally seen as the energy or drive that pushes people to do something by nature. Nelson and Quick (2012) conceptualise motivation as the factors that encourage or make people behave in a particular way. In this definition, motivation is seen as a driving force that induces an individual to take some actions in order to achieve certain goals. From this viewpoint, an individual can be affected by many different drivers that arouse his or her decisions and actions. Motivation therefore serves as a catalyst and stimulates people to do things that they might not do in the absence of the catalyst.

Claeys (2011) defines motivation as the internal wish for personal and professional development and working in educational setting, indicating a mental boost for the teacher to do his or her work. Pinder (2014) describes motivation as the intrinsic and extrinsic elements that influence an individual to act in certain ways or take certain actions. Thus, motivation is a force (either intrinsic or extrinsic) that makes people do what they do. Nelson and Quick (2012) explain that motivation is influenced by both internal factors (including personal needs and expectations) and external factors (organizational reward and compensation). It is therefore expected that supervisors locate employee motivators and apply them accordingly. Hence, motivation refers to the forces that result in the arousal, selection, direction, and continuation of behaviour, and that teacher motivation is a concept that helps in comprehending the way teachers behave (Snowman et al., as cited in Triyanto, 2016, p. 200).

Teacher motivation is likened to the psychological processes that influence the behaviour of teachers in attaining educational goals, even though these psychological processes cannot be overtly seen as a result of many organizational and environmental difficulties such as stress, burnout and job dissatisfaction, that negatively influence motivation, cognition and hinder teacher performance and achievement of the educational goals (Bennell, 2004; Dai & Sternberg, 2004). Sinclair (2008) defines "teacher motivation as the attraction, retention and concentration that determine what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession" (p. 37). Dörnyei and Ushioda (2011) outline two dimensions of teacher motivation as the motivation to teach, and the motivation to remain in the profession. Therefore, teacher motivation could be understood as the reasons that results from individuals' intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation which is shown by the energy used on teaching as influenced by a number of factors within the setting and environment (Han & Yin, 2016).

There are many reasons for organizations to pay attention to employee motivation. Beardwell and Claydon (2007) argue that motivated employees tend to work with their best effort and do more than is required of them which help the organization to increase its productivity. Thus, motivation triggers employees' enthusiasm to perform to the best of their abilities so as to enhance output. Besides, motivated employees are likely to work effectively, get work done on time to a high quality and within budget, and help the organization to minimize its operational and labour cost, and in turn, increase its profitability (Pinder, 2014). Furthermore, Nahavandi, Denhardt, Denhardt and Aristigueta (2014) argue that the level of staff turnover may reduce to some extent if the staff is motivated to perform their tasks. As such, motivation helps to reduce teacher attrition by improving their desire to maintain membership in the teaching profession for long.

Extrinsic and intrinsic motivation have been identified as the two main factors that influence teacher motivation, and consequently, their attitude and behaviour towards the work they do (Triyanto, 2016; Armstrong, 2006). Intrinsic motivation are those that are related to psychological rewards such as the opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life, and are likely to have a deeper and longer-term effect because they are inherent in individuals and not imposed from outside (Armstrong, 2006).

Extrinsic motivation on the other hand is determined primarily by the level and type of available external rewards (Bennell & Akyeampong, 2007). Armstrong (2006) also explains that extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, the work environment, and conditions of service, and these are given to people to motivate them. He continues that extrinsic motivation is mostly determined at the organizational level and may be largely outside the control of the individual managers. Again, extrinsic motivators can have an immediate and powerful effect but will not necessary last long. Salifu and Agbenyega (2013) identify some extrinsic factors that motivate teachers as attractive remuneration, student discipline, good working conditions, favourable educational policies and high occupational status. Claeys (2011) however, identified a third factor of motivation and referred to it as altruistic (selflessness) which is explained as "a love for and desire to work with children and young persons, and an inclination to serve society" (p. 4).

The differences in motivation based on sex, age, academic qualification, and years of work experience have been widely studied. Bugler, Mcgeown and St. Clair-Thompson (2015) established that motivation is influenced by sex. Triyanto (2016) observed differences in teacher motivation as a result of sex where male teachers were reported to be more motivated as compared to their female counterparts. Similar results were established by Bishay (1996), and Bennett, Gottesman, Rock and Cerullo (1993). These findings imply that the differences in the level of motivation among teachers is contingent on whether they are male or female. On the other hand, Yemisi's (2013) study revealed that there was no statistically significant difference in teacher motivation as a result of sex of the teachers. Similarly, Martin and Harsh (2005) found out that motivation was the same for male and female teachers, and that male teachers did not fare any better than female teachers in terms of their motivation. Confirming this finding, Afolabi (2013) observed that there is no statistically significant difference between the motivation of male and female teachers.

Yemisi (2013) established that there is a statistically significant influence of age on teacher motivation. Afolabi's (2013) study revealed that there was a disparity in teachers' level of motivation as a result of age. From Bishay's (1996) study, teacher motivation was found to be significantly influenced by age, where old teachers were motivated more than young teachers. With respect to academic qualification, Yemisi (2013) found out that academic qualification (untrained and trained) had a significant influence on teacher motivation. Triyanto's (2016) findings showed a significant influence of academic qualification on teacher motivation. In the same vain, Bishay (1996) discovered that teacher motivation was influenced significantly by academic qualification. A study by Triyanto (2016) revealed a significant influence of year of work experience on teacher motivation where teachers who had spent less than 25 years in the profession were found to be motivated more than teachers who had spent at least 25 years. Yemisi (2013) and Bishay (1996) however observed from their

studies that there was no significant influence of years of work experience on teacher motivation. Afolabi (2013) also found that there was no significant difference in motivation of experienced and inexperienced teachers.

It is realised from the reviewed literature that researchers have not been conclusive on the demographic variables that influence the motivation of teachers. In the Mankessim Education Circuit of Mfantseman Municipality, Ghana, informal observation and interaction with some teachers of public basic schools seems to suggest that relatively, young teachers, in terms of their age and years of work experience, seem not to be motivated in the work they perform. It also seems that the male teachers of complain of lack of motivation in the performance of their work. Similarly, some teachers seem not to be motivated in their work even though they have requisite academic and professional qualifications. However, there seems to be no evidence of a research conducted in public basic schools in the Circuit on how teacher characteristics result in the variances of their motivation. This study was therefore conducted to ascertain the differences in teacher motivation based on their sex, age, academic qualification, and years of work experience.

The findings of the study, among other things, will contribute to knowledge, literature and the debate on the differences in teacher motivation as a result of their sex, age, academic qualification, and years of work experience. The findings may also serve as the basis for other research studies on the topic in other Education Circuits in the Mfantseman Municipality to help the Mfantseman Education Directorate to understand how teacher characteristics result in differences in their motivation. This, no doubt, will help the Education Directorate in the Municipality to implement varied strategies to enhance teacher motivation.

The following hypotheses were therefore tested:

HO₁: There is no statistically significant difference in the motivation of teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, as a result of their sex.

HO₂: There is no statistically significant difference in the motivation of teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, as a result of their age.

HO₃: There is no statistically significant difference in the motivation of teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, as a result of their academic qualification.

HO₄: There is no statistically significant difference in the motivation of teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, as a result of their years of work experience.

Methodology

The cross-sectional survey design (Burns & Grove, 2011; Polit & Beck, 2010) was used for this study. The target population comprised 206 teachers in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana. The accessible population on the other hand, was made up of 166 teachers in public basic schools in the Education Circuit who had worked in their respective schools for at least two years. Random sampling technique was adopted in obtaining 84 respondents for the study. A five-point Likert scale instrument (Teacher Motivation Questionnaire), adapted from Bennell and Akyeampong (2007), which yielded an Alpha Co-efficient of 0.83 was used to collect the data. In analysing the data, mean, standard deviation, independent samples t-test, and Analysis of Variance (ANOVA) were used.

Results and Discussion

The results of the analysis of personal variables of the respondents for the study are presented in Table 1.

Table 1: Analysis of Demographic Variables of Respondents

Demographic Variables	Response	Frequency (n)	Percentage (%)
Sex of Respondents	Male	48	57.1
	Female	36	42.9
	Total	84	100.0
Age of Respondents	<30 years	8	9.5
	30-39 years	30	35.7
	40-49 years	26	31.0
	50-60 years	20	23.8
	Total	84	100.0
Academic Qualification	4-Year Cert A	2	2.4
	Diploma	45	53.6
	Bachelors	31	36.9
	Masters	6	7.1
	Total	84	100.0
Years of Work Experience	1-5 years	12	14.3
	6-10 years	28	33.3
	11-15 years	26	31.0
	≥16 years	18	21.4
	Total	84	100.0

Source: Field Study, 2018

The data in Table 1 reveal that out of the 84 teachers used for the study, 48 (57.1%) were males and 36 (42.9%) were females. Considering the age of the respondents, 8(9.5%) were below 30 years, 30 (35.7%) were between 30 and 39 years, 26 (31.0%) were between 40 and 49 years and 20 (23.8%) were between 50 and 60 years. Again, 2 (2.4%) of the respondents had 4-Year Teachers’ Certificate ‘A’ as their highest academic qualification, 45 (53.6%) of the respondents had Diploma certificate, 31(36.9%) had a Bachelors degree, and 6 (7.1%) had obtained a Masters degree. With years of work experience, 12 (14.3%) of the respondents had between one and five years’ work experience, 28 (33.3%) had six to ten years work experience, 26 (31.0%) had eleven to fifteen years of work experience, and 18 (21.4%) had worked in their schools for sixteen years or more.

Differences in Teacher Motivation Based on Sex

In determining the differences of teacher motivation based on sex, the independent samples t-test was used and the results are shown in Table 2.

Table 2: T-test Results for Sex and Teacher Motivation

Variable	Sex	Mean	Std. Deviation	t	df	P-value
Teacher Motivation	Male	3.80	0.63	0.869	82	0.389
	Female	3.64	0.41			

Significance = 0.05

The results in Table 2 indicate that even though male teachers recorded higher mean score (M=3.80, SD=0.63) than female teachers (M=3.64, SD=0.64), the independent sample t-test results showed that there were no statistically significant differences between male and female teachers in terms of their motivation [t (52) = 0.869, p=0.389, 2-tailed] at 0.05. The results implied that the differences in teacher motivation in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, were not statistically significantly based on their sex. This finding contradicts that of Bishay (1996), and Bennett, Gottesman, Rock and Cerullo (1993), who discovered that the level of motivation of teachers like other employees was

statistically significantly determined by sex, even though Afolabi (2013), and Martin and Harsh (2005) found otherwise that motivation was the same for male and female teachers.

Differences in Teacher Motivation Based on Age

In determining the differences in teacher motivation based on age, a one-way between groups ANOVA was used, and the results are presented in Table 3.

Table 3: ANOVA Results for Age and Teacher Motivation

Age	Sum of Squares	df	Mean Square	F	Sig.
Less than 30	5.925	3	1.975	8.267	0.000
30 to 39	11.945	80	.239		
40 to 49	17.870	83			
50 and above					

Significance = 0.05

The ANOVA results in Table 3 reveal that there were statistically significant differences in the motivation of teachers [$F(3, 50) = 8.267, p=0.000$] at 0.05 due to age. Based on the interpretation of Eta Squared values as indicated by Pallant (2007), the Eta Squared value of 0.33 obtained implied that the differences in teacher motivation were, to a large extent, determined by age. This results mean that the differences in teacher motivation in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, were statistically significantly based on their age. The finding substantiates that of Bishay (1996) and Afolabi (2013) who established that differences in teacher motivation was statistically significantly determined by age, and that old teachers were motivated more than young teachers.

Differences in Teacher Motivation Based on Academic Qualification

The differences in teacher motivation based on academic qualification were examined with the aid of one-way between groups ANOVA, and the results are displayed in Table 4.

Table 4: ANOVA Results for Academic Qualification and Teacher Motivation

Academic Qualification	Sum of Squares	df	Mean Square	F	Sig.
4-Year Cert 'A'	0.558	3	0.186	0.537	0.659
Diploma	17.312	80	0.346		
Bachelor's Degree	17.870	83			
Master's Degree					

Significance = 0.05

The ANOVA results show that there were no statistically significant differences in teacher motivation [$F(3, 50) = 0.537, p=0.659$] at 0.05 based on academic qualification. This indicates that the differences in teacher motivation in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, were not statistically significantly based on their academic qualification. This is in disagreement with the finding of Bishay (1996) that teacher motivation was statistically significantly based on academic qualification.

Differences in Teacher Motivation Based on Years of Work Experience

The one-way between groups ANOVA was used to determine the differences in teacher motivation based on years of work experience, and the results are presented in Table 5.

Table 5: ANOVA Results for Years of Work Experience and Teacher Motivation

Experience	Sum of Squares	df	Mean Square	F	Sig.
1-5 years	0.584	3	0.195	0.563	0.642
6-10 years	17.287	80	0.346		
11-15 years	17.870	83			
≥ 16 years					

Significance = 0.05

The ANOVA results in Table 5 reveal that there were no statistically significant differences in the motivation of teachers [$F(3, 50) = 0.563, p=0.642$] at 0.05 due to years of work experience. Therefore, the results showed that the differences in teacher motivation in public basic schools in Mankessim Education Circuit of the Mfantseman Municipality, Ghana, were not statistically significantly based on their years of work experience. This corroborates the finding of Afolabi (2013) that there are no statistically significant differences between experienced and inexperienced teachers in terms of their level of motivation. However, the finding of the study differs from that of Bishay (1996) that differences in motivation are statistically significantly determined by years of teaching experience.

Conclusions and Recommendation

Teachers are considered to play an essential and crucial role in all policy initiatives of any educational endeavour (Agezo, 2010) because they are involved in many activities that are essential and relevant to the academic success of learners (Duffy, Miller, Parsons, & Meloth, 2009). It is therefore important that teacher characteristics and teacher motivation variances should be critically considered to enhance the performance of the teachers and eventually, ensure academic attainment of learners. From the findings of the study, it could be concluded that differences in teacher motivation are not statistically significantly based on the sex, academic qualification, and years of work experience of the teachers, but rather, their age. As a result, it is recommended that the Mfantseman Municipal Directorate of the Ghana Education Service, through School Management Committees (SMCs), Parent Teacher Associations (PTAs), and headteachers of public basic schools in the Mankessim Education Circuit of the Municipality should consider teacher characteristics, especially, their ages, when considering strategies to motivate teachers.

Area for Further Research

It is suggested that the Mfantseman Municipal Directorate of the Ghana Education Service (GES) should conduct similar studies in the other Education Circuits in the Municipality to have a broader view of how teacher characteristics result in the differences in teacher motivation. It is also suggested that non-personal variables should be explored through research studies by the Mfantseman Municipal Directorate of the GES to determine their impact on variances in teacher motivation. These will go a long way to help the Education Directorate in making informed decisions on in-service training programmes and motivational needs of the teachers in the Municipality for the achievement of school and educational goals.

References

- Afful-Broni, A. & Ziggah, R. S. (2007). *Introduction to curriculum development in Ghana*. Accra: Yamens Press Limited.
- Afolabi, C. Y. (2013). The influence of gender, age, training and experience on teachers' motivation in Ado and Efon local government areas, Ekiti State, Nigeria. *Greener Journal of Educational Research*, 3(3), 138-143.
- Agezo, K.C. (2010). Why teachers leave teaching: The case of pre-tertiary institutions in Ghana. *International Journal of Education Reform*, 19(1), 51-52.
- Armstrong, M. (2006). *A Handbook of management and leadership: A guide to management for results*. London: Kogan.
- Beardwell, J., & Claydon, T. (2007). *Human resource management: A contemporary approach* (5th ed.). New York: Prentice Hall/Financial Times.
- Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan Africa and Asia. Retrieved from <http://www.eldis.org/vfile/upload/1/document/0708/DOC15160.pdf> on 11th March, 2018.

- Bennell, P., & Akyeampong, K. (2007). Teacher motivation in sub-Saharan Africa and south Asia. Education papers. Retrieved from www.dfid.gov.uk/R4D/PDF/Outputs/policystrategy/researching on 5th October, 2017.
- Bennett, R. E., Gottesman, R. L., Rock, D. A., & Cerullo, F. (1993). Influence of behaviour, perceptions and gender on teachers judgment of students' academic performance. *Journal of Educational Psychology*, 58(2), 347-356.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Sciences*, 3, 147-154.
- Bugler, M., Mcgeown, S. P., & St Clair-Thompson, H. (2015). Gender differences in adolescents' academic motivation and classroom behaviour. *An International Journal of Experimental Educational Psychology*, 35(5), 1-16.
- Burns, N., & Grove, S. K. (2011). *Understanding nursing research-Building an evidence-based practice* (5th ed.). Maryland Heights, Missouri: Elsevier Saunders.
- Claeys, L. (2011). Motivation to teach and to remain teaching culturally and linguistically diverse students (Unpublished Doctor of Philosophy Thesis, Graduate Faculty of the University of Texas at San Antonio). Retrieved from <https://pqdtopen.proquest.com/doc/868328332.html?FMT=ABS> on 11th March, 2018.
- Dai, D. Y., & Sternberg, R. J. (2004). *Motivation, emotion, and cognition: integrative perspectives on intellectual functioning and development*. New Jersey: Erlbaum.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). New York: Longman.
- Duffy, G.G, Miller S. Parsons S & Meloth M. (2009). Teacher as metacognitive professionals. In D.J. Hacker, J. Dunlosky, & A.C. Graesser (Eds.). *Handbook of Metacognition in Education* (pp. 240-256). New York: Routledge.
- Goncharuk, A. G., & Monat, J. P. (2009). A synergistic performance management model conjoining benchmarking and motivation. *Benchmarking: An International Journal*, 16(6), 767-784.
- Gwaradzimba, E., & Shumba, A. (2010). The nature, extent and impact of the brain drain in Zimbabwe and South Africa. *Acta Academica*, 24(1), 209-241.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1-18.
- Iwu, C. G., Gwija, S. A., Benedict, H. O., & Tengeh, R. K. (2013). Teacher job satisfaction and learner performance in South Africa. *Journal of Economics and Behavioral Studies*, 5(12), 838-850.
- Jones, M., & Rattray, J. (2010). *Questionnaire design* (6th ed.). Oxford: Wiley-Blackwell.
- Kadzamira, E. (2006). *Teacher motivation and incentives in Malawi*. Lilongwe: University of Malawi.
- Malik, E., Danish, R., & Usman, A. (2010). *Impact of motivation to learn and job attitudes on organizational learning culture in a public service organization of Pakistan*. Lahore, Pakistan: University of the Punjab.
- Martin, A., & Harsh, H. (2005). Motivating boys and motivating girls: Does teacher gender really make a difference? *Journal of Education*, 49(3), 320.
- Mullins L. J. (2005). *Management and organisational behaviour*. London: Prentice hall.
- Mustafa, M., & Othman, N. (2010). The effect of work motivation on teacher's work performance in Pekanbaru senior high schools, Riau Province, Indonesia. *SOSIOHUMANIKA*, 3(2), 259-272.
- Muyengabe, S., He, H., & Yiyi, Z. (2016). The analysis of factors and levels associated with lecturers' motivation and jobs satisfaction in university of Rwanda. *Journal of Education and Practice*, 7(30), 188-200.
- Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2014). *Organizational behavior*. London: SAGE Publications.
- Nelson, D., & Quick, J. (2012). *Organizational behavior: science, the real world, and you* (8th ed.). Ohio: Cengage Learning.
- Parahoo, K. (2006). *Nursing research principles, process and issues* (2nd ed.). Hampshire: Palgrave Macmillan.
- Pinder, C. C. (2014). *Work motivation in organizational behavior* (2nd ed.). New York: Taylor & Francis.
- Polit, D. F., & Beck, C.T. (2010). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Philadelphia: Wolters Kluwer Health Lippincott Williams & Wilkins.
- Salifu, I., & Agbenyega, J. S. (2013). Viewing teacher motivation in the Ghana Education Service through a postcolonial lens. *Current Issues in Education*, 16(3), 1-14.
- Seniwoliba, A. J. (2013). Teacher motivation and job satisfaction in senior high schools in the Tamale metropolis of Ghana. *Merit Research Journal of Education and Review*, 1(9), 181-196.
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79-104.
- Situma, R. N., & Iravo, M. A. (2015). Motivational factors affecting employees' performance in public secondary schools in Bungoma north sub county, Kenya. *International Journal of Human Resource and Business Administration*, 1(5), 140-161.
- Triyanto, R. D. H. (2016). Teacher motivation based on gender, tenure and level of education. *The New Educational Review*, 45(3), 199-209.

Esia-Donkoh

Yemisi, A. C. (2013). The influence of gender, age, training and experience on teachers' motivation in Ado and Efon local government areas, Ekiti state, Nigeria. *Greener Journal of Education Research*, 3(3), 138-143.