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FACULTE DES SCIENCES DE L'EDUCATION

CENTRE DE RECHERCHE ET FORMATION  
DOCTORALE EN SCIENCES HUMAINES,  
SOCIALES ET EDUCATIVES

UNITE DE RECHERCHE ET DE FORMATION  
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ET INGENIERIE EDUCATIVE

DEPARTEMENT CURRICULA ET  
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THE UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

POST GRADUATE SCHOOL FOR SOCIAL  
AND EDUCATIONAL SCIENCES

DOCTORATE UNIT FOR RESEARCH AND  
TRAINING IN EDUCATION AND  
EDUCATIONAL FOUNDATION

DEPARTMENT OF CURRICULA AND  
EVALUATION

## ASSESSING THE ROLE OF SUSTAINABLE MOTIVATIONAL STRATEGIES ON TEACHERS' PRODUCTIVITY IN PUBLIC PRIMARY SCHOOLS IN YAOUNDE VI SUB-DIVISION

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Specialty: Educational Administration and Inspection

Presented by:

**Frankline CHU BONG**

MATRICULE: 20V3750

B.Ed. in Curriculum Studies and Teaching, University of Buea



### Jury

Quality	Name and Grade	University
President	NKWENTI NDONFACK Michael, Pr.	UY1
Supervisor	CHAFFI Cyrille Ivan, MC.	UY1
Examiner	BANGA Jean Désiré, CC	UY1

## DECLARATION

This is to declare that this project entitled: “Assessing the role of sustainable motivational strategies on teachers’ productivity in public primary schools in Yaounde VI subdivision” is written by **Frankline CHU BONG, registration number (20V3750) a Masters II student** in the University of Yaounde I, Faculty of Education. This project is my handwork and all borrowed ideas have been duly acknowledged by means of references.

CANDIDATE: .....

Date: .....

Signature: .....

## CERTIFICATION

This is to certify that this project entitled: “Assessing the role of sustainable motivational strategies on teachers’ productivity in public primary schools in Yaounde VI subdivision” is a bona-fide record of an independent research work done by **Frankline CHU BONG, and** submitted to the University of Yaounde I, Faculty of Education in partial fulfillment of the requirements for the award of the Master’s Degree in Educational Administration and Inspection under my supervision.

**SUPERVISOR: Pr. CHAFFI Cyrille Ivan**

Signature:

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Date:

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**PRESIDENT:**

Signature:

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Date:

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**EXAMINER:**

Signature:

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Date:

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## **DEDICATION**

To

My beloved father, Prof. Samuel ATECHI NGWA, who initiated and sustained the process of my schooling.

## ACKNOWLEDGEMENTS

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## LIST OF ABBREVIATIONS

- **UNICEF:** United Nations International Children’s Emergency Fund.
- **I.L.O :** International Labour Organisation.
- **G.C.E:** General Certificate of Education.
- **UNDP:** United Nations Development Program.
- **MINEDUB:** Ministry of Basic Education.
- **HIV:** Human Deficiency Virus
- **OECD:** Organization for Economic Cooperation and Development.
- **LIDCs:** Low Income Developing Countries.
- **EFA:** Education for All.
- **SRS:** Simple Random Sampling.
- **SPSS:** Statistical Product for Service Solution

## **ABSTRACT**

*Teachers are the most important factor in a generation's education process, so it is important that they perform to the best of their abilities in the educational activity. Each country's authorities must pay attention to the factors that affect teachers' performance which has a direct effect on students' performance. As a result, this study sets to demonstrate or to investigate that sustainable motivation strategies have a role to play on the productivity of public primary school teachers in Yaoundé VI subdivision in the center region. This study was grounded on four theories: The Expectancy Theory of Vroom (1964), the Herzberg's Two Factor Theory (1959), the Maslow's Theory of Hierarchy of needs (1908) and the McClelland's Theory of Motivational Needs (1987). Three specific research hypotheses were formulated based on the three variables: teacher remuneration, delegation of function and teacher welfare, to determine their effect on the productivity of primary school teachers. 200 teachers from some public primary schools in Yaoundé VI were selected for this study using the Simple Random Sampling Technique. Using a mixed research design, a questionnaire and an interview guide were used for data collection. The data collected was summarized, coded and analyzed using tabulation approach and content analysis with the aid of SPSS version 21. Results obtained confirmed the general research hypotheses that; Teachers' motivational strategies significantly affect teacher productivity. All hypotheses tested were verified at 0.5 degree of significance, meaning 95% of confidence. This thus implies that teacher's motivational strategy significantly affects teacher's productivity and performance. Based on this, it is recommended that working environment and teaching conditions of the teachers should be adequately enhanced by management or government. Incentives such as medical care, housing allowances should be adequately provided to bring about high intrinsic motivation. Also, to provide teachers with training and resources needed to do the work, and recognize teachers for good performances, both formally and informally.*

**Keywords:** *Sustainable Motivational Strategies, Teacher's Productivity, Public Primary Schools.*

## **RESUME**

*Les enseignants sont le facteur le plus important dans le processus d'éducation d'une génération, il est donc important qu'ils donnent le meilleur d'eux-mêmes dans l'activité éducative. Les autorités de chaque pays doivent prêter attention aux facteurs qui affectent les performances des enseignants, ce qui a un effet direct sur les performances des élèves. Par conséquent, cette étude vise à démontrer ou à rechercher que les stratégies de motivation durable ont un rôle à jouer sur la productivité des enseignants des écoles primaires publiques dans la subdivision de Yaoundé VI dans la région du centre. Cette étude s'appuie sur quatre théories : La théorie des attentes de Vroom (1964), la théorie des deux facteurs de Herzberg (1959), la théorie de la hiérarchie des besoins de Maslow (1908) et la théorie des besoins motivationnels de McClelland (1987). Trois hypothèses de recherche spécifiques ont été formulées sur la base des trois variables suivantes : la rémunération des enseignants, la délégation de fonctions et le bien-être des enseignants, afin de déterminer leur effet sur la productivité des enseignants du primaire. 200 enseignants de certaines écoles primaires publiques de Yaoundé VI ont été sélectionnés pour cette étude en utilisant la technique de l'échantillonnage aléatoire simple. Un questionnaire et un guide d'entretien ont été utilisés pour la collecte des données. Les données recueillies ont été résumées, codées et analysées à l'aide d'une approche de tabulation et d'une analyse de contenu avec l'aide de SPSS version 21. Les résultats obtenus ont confirmé les hypothèses générales de la recherche, à savoir que les stratégies de motivation des enseignants affectent de manière significative la productivité des enseignants. Toutes les hypothèses testées ont été vérifiées à un degré de signification de 0,5, soit un niveau de confiance de 95 %. Cela implique donc que la stratégie de motivation des enseignants affecte de manière significative la productivité et les performances des enseignants. Sur cette base, il est recommandé que l'environnement de travail et les conditions d'enseignement des enseignants soient améliorés de manière adéquate par la direction ou le gouvernement. Les incitations telles que les soins médicaux, les indemnités de logement devraient être fournies de manière adéquate afin de susciter une forte motivation intrinsèque. Il faut également fournir aux enseignants la formation et les ressources nécessaires pour faire leur travail, et reconnaître les enseignants pour leurs bonnes performances, à la fois de manière formelle et informelle.*

**Mots-clés :** *Stratégies de motivation durable, productivité des enseignants, écoles primaires publiques.*

## CHAPTER ONE: GENERAL INTRODUCTION

It is generally assumed that motivation influences people's attitude and performance at work. Teacher motivation is directly linked to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students. It determines their involvement or non-involvement in the teaching activities. Teachers put educational philosophy and objective into their knowledge they transfer to their students. Teachers are the most important factor in a generation's education process, so it is important that they perform to the best of their abilities in the educational activity. Each country's authorities must pay attention to the factors that affect teachers' performance which has a direct effect on students' performance. Teachers' motivation is influenced by a myriad of factors such as compensation, success in the classroom, their dedication to the profession, the training they receive and the prospect of promotion and career advancement. Maslow's (1943) hierarchy of needs proposes that individuals must fulfill their lower-order needs (basic needs such as water and housing, safety, belonging, and esteem) before being motivated to fulfill the higher-order need for self-actualization. In the context of teaching, self-actualization can be understood as personal achievement, a key component of teacher motivation. As basic needs often go neglected in the developing world, Maslow's theory is pertinent to an investigation of teacher motivation in developing countries (Anjum, Ming, Siddiqi & Rasool, 2018).

The role of teachers is crucial for the transfer of knowledge in schools. At the same time, teachers' remuneration is the biggest cost factor in educational finance. In most countries, developing and industrialized alike, teachers' salaries account for between half and three fourth of current education expenditure. In some African countries, their part rises up to 90% (World Bank 2001). Given the magnitude of the financial investment involved, it is extremely important to know whether these funds are used efficiently.

In Africa, a major political topic in this context is how to resolve the problem of low teacher motivation and its detrimental effect on student achievement. The literature is full of obvious policy recommendations, in particular to rise teachers' salaries and to reduce class size (UNICEF, 1999, p. 39, AfDB, 1998, p. 197, Maclure, 1997, p. 52, N'guile 2000, Chivore, 1988). However, in-depth analysis is rare and generally concentrates on the aspect of job satisfaction alone. The link to education quality has been difficult to establish so far, since suitable data on student achievement were missing until the late 1990s.

Research on teacher motivation has developed and expanded since the late 1990s, and the past decade has witnessed a marked increase in literature in the area of teacher motivation research across various social cultural contexts. A significant step forward was the release of the special issue on motivation for teaching by *Learning and Instruction* in 2008 with the focus on relating the current motivational theories to the domain of teaching which has been called a “Zeitgeist of interest” by Watt and Richardson (Watt, 2008a)

Teacher motivation has to do with a number of aspects such as teachers' attitude at work, teachers desire to participate in the pedagogical processes within the school environment, interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom. Classroom climate is also important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching for optimal learning, he/she tends to participate more than expected in the process of management, administration, and the overall improvement of the school. The teacher commands and emits the image of one who improves knowledge and the physical conditions of the classroom through orderliness, discipline and control. He makes diagnosis of student's feelings and attitudes inferred by their behavior and response in the classroom environment. Hence Lash and Kirkpatrick, (1990) concluded that in the absence of school programs the major responsibility of working with children in the school rests with the teacher. Likewise, Maehr and Midgley, (1991) affirm that what takes place in the classroom, even though the classroom itself is not an island, is critical. Therefore, depending on the degree of congruence with classroom practices and school environment, teachers teaching activities may dilute or enhance students' performance (Nonyelum, Ogugua, & Abah, 2022).

Educators are aware that reformers of education may establish new schools, effect changes in structure and curriculum, recommend and prescribe teaching methods and aids, in the end, the teacher will be solely responsible for applying them. Unfortunately, despite the obvious leading role teachers' play in school towards attaining educational objectives, the International Labor Organisation (ILO, 1990) report that the motivation of teachers had reached an intolerable low point. Rosa Mafia Torres, the Senior Education Adviser in UNICEF, declared that the condition of teachers had for too long become the most critical "Achilles heels" of educational development in our era.



## BACKGROUNDS TO THE STUDY

Cameroon is a Central African nation on the Gulf of Guinea. Bantu speakers were among the first groups to settle in Cameroon, followed by the Muslim Fulani until German domination in 1884. After World War I, the French took over 80% of the area, and the British 20%. After World War II, self-government was granted, and in 1972, a unitary republic was formed out of East and West Cameroon, until 1976 there were two separate education systems, French and English, which did not merge seamlessly. English is now considered the primary language of instruction. Local languages are generally not taught as there are too many, and choosing between them would raise further issues (Fonkeng, 2009, 2012).

Mission schools have played a significant role in educating children whose parents can afford them, but most cannot. Primary education has been free in Cameroon since 2000, leading to overcrowded classrooms, lack of dedication and in-affectivities in teaching. Government study in 2000 found that elementary schools only had enough seats for 1.8 million students, with an attendance of 2.9 million. There are fewer girls than boys, mainly due to such things as early marriage, pregnancy, domestic chores, and traditional biases, on the back of this, the Cameroonian government launched a program of construction and renewal, but with limited success. Corruption is still a problem and facilities remain basic. Most schools have working toilets, access to a water tap, or enough tables and benches for students. Teachers are highly trained and highly motivated. Secondary schools are expensive and there are both state-run and private universities.

In Cameroon, the academic year begins in September and ends in June, and the official primary school entrance age is 6. The system is structured so that the primary school cycle lasts for 6 years, lower secondary lasts for 5 years, and upper secondary lasts for 2 years. Cameroon has a total of 5,562,000 pupils enrolled in primary and secondary education. Of these pupils, about 3,849,000 (69%) are enrolled in primary education. Figure 3 shows the highest level of education reached by youth ages 15-24 in Cameroon. Although youth in this age group may still be in school and working towards their educational goals, it is notable that approximately 10% of youth have no formal education and 20% of youth have attained at most incomplete primary education, meaning that in total 30% of 15–24-year-olds have not completed primary education in Cameroon.

In general, primary school enrollment rates in rural areas have been considerably lower than in urban areas in Cameroon. In 1994, for example, the gross enrollment rate of 6- to 14-year-olds in a sampling of ten urban areas of Cameroon was 65.9 percent, while the

corresponding rate for ten rural areas studied was only 36.9 percent. Of the 6- to 11-year-olds living in those urban areas, 109.8 percent of the age group was enrolled in school in 1994; in contrast, only 58.9 percent of 6- to 11-year-olds living in the rural areas studied was enrolled. In the 1994-95 academic year, about 79.2 percent of all children enrolled in school in Cameroon went to public schools, while 20 percent attended private institutions. Primary schools in 1995 had a gross enrollment rate averaging 88 percent 93 percent for boys and 84 percent for girls. The failure rate at the primary level in 1994 was 32.7 percent, and 4.9 percent of primary-level pupils dropped out of school in 1994. Repetition rates in 1997 averaged 29 percent at the primary level only slightly better than three years earlier. (Cameroon National Education Profile (2014, June 8)

In Cameroon, there are institutions for Teacher training and also technical education institutions. The Cameroon educational system is based on the British model which is divided in to primary (six years, compulsory), middle school (five years), Secondary (high school, two years), vocational and tertiary (University), which generally begins in September and ends in June with examinations. At the end of the middle school and secondary school periods, students are expected to take the General Certificate of Education (GCE) examinations ordinary and advanced levels.

Cameroon is a country in Sub-Saharan Africa with a population of about 26.55 million people (according to current projections 2022. Cameroon's population is projected to increase to 50 million by 2050) spread on a land surface area of 475, 442 square kilometers. It shares a long boundary to the west with Nigeria and the Atlantic Ocean, to the North with Lake Chad, the East with the Republic of Chad and Central African Republic and to the South with Gabon, Congo Brazzaville and Equatorial Guinea. Cameroon was colonized in 1884 by the Germans and, at the end of the First World War, it was mandated by the League of Nation to the British and to the French government (De Lancey and De Lancey, 2000, p. 7). The French took the larger part of the country which was officially called East Cameroon While British took over West Cameroon. The West sector was named "British Cameroon".

The French part of the country had it independent on the 1<sup>st</sup> of January 1960 and due to this independent, it now had a new name which was and still known to be the Republic of Cameroon. Before the name of British Cameroon was changed to West Cameroon which was due to the fact that, British Cameroon were campaigning for independence, a plebiscite was held on February 11<sup>th</sup> 1960 under the United Nation supervision in which the citizens were given two options of independence by joining the Republic of Cameroon or by integration with

Nigeria (De Lancey and DeLancey, 2000, p. 7). The result of the plebiscite was overpoweringly for reunification (233,571 against 97,741). This gave the British Southern Cameroons automatic independence and reunification with the Republic of Cameroon, and this was attained on October 1<sup>st</sup> 1961. After the reunion of the two Cameroon, that is, West and East, the Federal Republic of the country was born. After a May 20, 1972 referendum, the name of the country was changed to be called the United Republic and by presidential Decree of 1984, it became the Republic of Cameroon (De Lancey and DeLancey, 2000, p. 7). The country has a general literacy rate of about 70% with this rate increasing as age decreases. Generally, about 72% of the youths between the ages of 15-24 are literate and about 60% of females between these ages are literate as well (United Nations Development Program (UNDP, 2013 p.1).

Cameroon is a bilingual country with two official languages; French and English. Consequently, two models of education existed during the postcolonial period known as the French and British models. These systems of education reflected the reunification of the French and British Cameroon (Nsamenang and Tchombe, 2011, p. 483-492). An unsuccessful attempt to blend both systems of education was considered in 1976 (Esch, 2012, p. 305). Cameroon being dominantly French speaking (70% of the population) experienced a clear dominance of the French language after independence. However due to leading commercial position of English language in the world today English language is nowadays considered the main language (DeLancey and Mbuh, 2010, p. 70.) Schools are predominantly Government schools which are run by the state. Besides Government public schools a good number of quite expensive Christian mission schools and lay private schools that have contributed greatly to the functioning of the educational system (Mbaku, 2005, p. 15).

## **Historical Background**

A historical survey of Cameroon's educational and management system reveals a series of interventions by Europeans, which in particular, have contributed to the remarkable diversity of the nation. The first contact with the Europeans took place in the 15<sup>th</sup> century when the Portuguese traders and missionaries established bases along the coastal land by Fonlon as cited in Fonkeng (2005). The first name of the territory 'Rio dos Cameroes' (River of Prawns), was later changed to the Cameroons by the British (Ibid). Initially, this name applied only to the coastal enclave of Douala through which the river Wouri passes. When Germans annexed Cameroon in 1884, the word thereafter applied to all the area under German administration (Fonkeng, 2005). The name was finally modified to Cameroon and it was from this form that the German version and French appellation of Kamerun and Cameroun respectively were

derived. Of all the European colonialists, the British were the first to have some influence in the economic, evangelical and educational domain of the country.

This dates from 1800 when the British traders in the Congo district extended their activities to Cameroon and later established permanent bases according to Talbot, A, cited in Fonkeng (2005). The various treaties which led to the abolition of the slave trade in Cameroon practically established British influence in the territory until 1884. The later years were characterized by the request from the coastal chiefs in the coastal district and from the British officials and traders, urging the British Government to annex Cameroon and make it a British protectorate. In reference to these approaches, the British consul for the Bight of Biafra and Cameroon pointed thus: "It is not only the territory that her Majesty's government would acquire by establishing a protectorate or annexing this country, but they would obtain the great influence in the interior now exercised by the kings and chiefs of Cameroon. My desire is to open up the country; to this effect, the white traders must push into the interior and get rid of services of the Cameroon people and middlemen". As such, they will be forced to cultivation their own rich soils and increase the amount and variety of the exports by Aloangamo (June 1978) as cited by Fonkeng (2005). The above statement suggests an economic anticipation on the part of the British in her desire to annex Cameroon. However, despite all efforts, the British failed to annex the territory before the Germans did so in 1884. The British impact on educational development before annexation (during the exclusive missionary period), though rudimentary, was impressive except for the fact that there was no direct British government involvement. The term 'British oriented' as applied to the educational system in Cameroon this period was merely for the purpose of convenience because the missionaries responsible for the educational initiation were either British or 'British' Jamaicans and the medium of instruction was English.

The French were present in Cameroon before annexation, though less noteworthy, was linked to their ambition and activities in the River Congo. Not surprising therefore, the French annexation of Cameroon was also scheduled but as events unfold, their ambitions never were further than the British. In short, their schemes (both the British and the French) were frustrated when the Germans formally concluded a treaty, declared a protectorate and raise a flag under Gustav Nachtigal according to Tita (1978); cited by Fonkeng (2005). By all indications the Germans outwitted the British and French representatives in West Africa in the race for colonies and consolidated their position along the coast with the subsequent move to occupy the whole territory of Cameroon. The signing of treaties between King Akwa and Bell

and the Germans representative led to the eventual declaration of Cameroon as a German protectorate, according to Madiba, E., as cited in Fonkeng (2005).

In 1960, French Cameroon was granted independence and became known as La République du Cameroun. The following year, 1961, the British Cameroons, in a United Nations conducted plebiscite, rejected incorporation into Nigeria in favor of reunion with the newly independent Republic of Cameroon and subsequently, became known as West Cameroon. The result was the emergence of the Federal Republic of Cameroon, which a decade later (20<sup>th</sup> of May 1972) was transformed into the united Republic of Cameroon and then later (1984), to simply what is today the Republic of Cameroon. Foreign influences like the League of Nations and United Nations in the former French and British Cameroon as well as a mandated and later a trusteeship territory, inevitably resulted in the emergence of Cameroon as the first bilingual nation in black Africa, with French and English being the official languages of instruction in schools.

Educational development and economic matters closely related particularly as it is increasingly accepted that economic, social and political development are related to the educational levels of individual nations with the load upon it. One of the major functions of an educational system is to supply the basic manpower needs of society (Ibid). This function emerged and became more apparent with the independence of the country in 1960 as there was need for an educated manpower to replace the white colonialists in the Public service. In recent years, there has been an increasing need for highly skilled and differentiated labor force, able to promote and capitalize upon scientific and technological advancement for the economic benefit of the nation. Thus, increasing concern for the provision of technical secondary education and the importance of tertiary (especially professional) occupations trends to be the basis of development and expansion of secondary and higher education in Cameroon. It is widely accepted by the Cameroonian government that the economic survival of the nation depends upon education and usually increases expenditure in education are justified in terms of long term investment in human resources, which cannot be neglected.

The social configuration of Cameroon during the period of colonization and post-independence had serious implications upon educational development. The development in colonial era (1884-1960) was closely tied to evangelization and civilization of the Blackman. Elementary schooling, mainly provided by missionary bodies, was so much tinted with religious and moral aspirations and, as such, schooling itself was narrowly conceived and self-contained. That is to say, it was basically dominated by church interest, for churches did so

much to provide, maintain and control the schools. By early 1930s, secondary education as a whole has begun to develop alongside government interest in educational matters. In 1960, education as a whole had become less plutocratic and more meritocratic, as the educational system ushered in by the newly independent nation became a vehicle for upward social mobility. With the state fully involved in the provision of schools and wisely accepting and promoting private venture in education helped in educating more citizens (Aloangamo, 1978).

The role of school counselors has changed over time. At the turn of the 20th century, school counselors did not exist, rather, teachers used a few minutes of their day to provide students with vocational guidance (Bower and Hatch, 2002). In the early 1900s, an influx of various types of students in the public schools occurred as a result of the industrial revolution, initiating the development of the school guidance movement (Sidorkin, 2005). At this time, the purpose of the guidance counselor was to avoid problem behaviors, relate vocational interests to curriculum subjects and develop character. Guidance and counseling services are essential elements in discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of the common purpose. The role of guidance and counseling in the administration and management of student discipline in Cameroon has been recognized by various government policy documents since independence.

Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. Adjustment refers to a process in which an individual find and adopt modes of behavior suitable to or the changes in the environment. Hence, university adjustment involves an individual's general adaptation to own environment and the demands of life such as the way one relates to other people, that is interpersonal behavior, handles responsibilities, deals with stress and meets own needs and life satisfaction. The need for guidance and counseling services in all universities cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on University students. These students are faced with numerous personal, academic, social and emotional needs and problems when unattended could lead to host patterns of undesirable behaviors (Weiten, 2007). School guidance and counseling programs have therefore been introduced to assist students to overcome and adjust to a host of social and emotional challenges they experience at home and at school. Virtually, all countries have established channels to

intensify and improve guidance and counseling services in their respective learning institutions in an attempt to address tenets of students' behaviors. The history of guidance and counseling around the world varies greatly based on how different countries and local communities have chosen to provide personal.

The history of school counseling formally began in the turn with the twentieth century, though a case might be made for tracing the foundations of counseling and advice rules to ancient Greece and Rome with all the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the methods and abilities of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as may be observed from the determination to the idea of confidentiality within the confessional. Close to the end of the sixteenth century, one of the 1st texts about profession solutions appeared: *The Universal Plaza of All the Professions with the World*, (1626) written by Tomaso Garzoni quoted in Guez, W. & Allen, J. (2000). Nevertheless, formal guidance programs using specialized textbooks did not start until the flip of the twentieth century. The most dominant single influence on the cause of one's life is the person's work. This also affects one's family structure, social and intellectual activities, economic position, personality and happiness. One's occupational/career choice is mostly influenced by parents, friends, relatives, teachers, printed information, scholarship awards and pressure groups just to name a few.

Career decision making, is a process of finding the best possible match of a person with a particular kind of work. Dada, (2005) asserts that many youths do not know what to do when they plan to take decisions on occupational choices; these eventually lead many to take on wrong jobs. Also, many graduates presently do uninteresting jobs, which they got into due to lack of career decision-making. Ike, (1997) further opined that a lot of students do not know what to do with their lives and where they are going after school. Therefore, to assist such students develop their potentials, the school guidance and counselling program must be effective to guide them regarding the requirement of specific occupations; the services of the guidance and counsellors are highly required as their efforts assist in placing talents where it is mostly needed. Guidance and counselling on the other hand, is a helping career, which is a molding, rebuilding and rehabilitating process. It is a self-informative relationship, and it is both pre-emptive and restorative of maladaptive and self-destructive tendencies. Guidance and counseling focuses on individual and it is highly required in the schools, colleges, higher education institutions, hospitals, in courts, in the industries and companies; but for the purpose of this paper, the main focus is on guidance and counseling programs in the secondary schools. Formal guidance and counseling can be traced to America in the late 1890s and the early 1900s.

Frank Parsons who has been called the father of vocational guidance was among the pioneers of the guidance and counseling movement. Through his efforts, guidance and counseling became an organized service and it gained recognition for its important contribution in society. Parsons established the first career institution in the U.S.A, and set the pace for the development of psychological testing. Gradually the guidance and counseling movement developed into an organized service, which has continued to make a significant contribution to the development of society (Nyakan and Ondima, 2012). Counseling is an idea that has existed for a long time in Tanzania. We have sought through the ages to understand ourselves, offer counsel and develop our potential, become aware of opportunities and, in general, help ourselves in ways associated with formal guidance apply.

In most communities, there has been, and there still is, a deeply embedded conviction that, under proper conditions, people can help others with their problems. Some people help others find ways of dealing with, solving, or transcending problems as Nwoye, (2009) prescribed in his writings. In schools, presently if the collaboration between teachers and students is good, students learn in a practical way. Young people develop degrees of freedom in their lives as they become aware of choices and take advantage of them. At its best, helping should enable people to throw off chains and manage life situations effectively. Unprecedented economic and social changes have, over the years, changed the ways in which we manage our lives. Consequently, not all the lessons of the past can effectively deal using the challenges of modern day times. Effective counseling, especially in institutions of learning has now become important. Boys and girls, and young men and women, need to be guided in the relationships between health and the environment, earning abilities, knowledge, and attitudes that lead to success and failure in life. The need for counseling has become paramount in order to promote the well-being with the child. Effective advice and counseling should help to improve the self-image of young people and facilitate achievement in life tasks. Counseling should empower girls and boys to participate fully in, and benefit from, the economic and social development of the nation.

Guidance refers to advice or information provided by a person of experience, to solve a problem or improve something (Khan, 2019). Ipaye (1983) stated that guidance is a general label, an umbrella term that covers all the means whereby an institution identifies and responds to the individual needs of pupils/students and thereby helping the individual to develop his or her maximum potential. Counseling, on the other hand, is a subset of the general term we call guidance services. The purposes of guidance and counseling (G&C) programs for school children are many folds. Empirical evidences showed that G&C programs had significant



influence on improving discipline problems (Baker and Gerler, 2001), enhancing students' grades (Gerler, et al. 1985), strengthening social skills (Verduyn, et al. 1990), helping students make wise decision on career development and college choices and developing positive study habits and study skills

It is therefore against this backdrop that school management and career orientation needs to be taken into consideration which will go a long way to curb youth unemployment and the professionalization of the educational system based on the needs of our society which will make our educational system more productive and thus resulting to economic growth and the skilled personnel will enhance development in the country.

### **Contextual Background**

My focus in this work however is geared towards public primary schools in Yaounde VI. The importance of primary education in Cameroon cannot be over emphasized as, it is at this level where the fate of students is decided as concerns their admission into secondary education institutions in the country. Thus, it is germane that proprietors of these private primary schools exercise high level of managerial skills that would always encourage and motivate teachers to prepare the students for higher education.

Many public primary schools in Yaounde today face the problem of low teachers' output epitomized by high rate of absenteeism, poor preparation of teaching materials, general discontentment, etc. leading to poor academic performance by the pupils. Thus, the school administration finds it difficult to manage and motivate teachers to perform optimally. Adequate and effective motivation strategies, not necessarily financial rewards, need to be identified and implemented in public primary schools for teachers to be effective and efficient, thereby, maximizing their output. Research evidence shows that the level of stress amongst teachers is higher than that of other workers and that fatigue, lack of motivation and personal crisis negatively affect teacher performance.

The principal function of teaching is on learner outcome and achievement across grade levels. There is spirited discussion of determinants of performance among students (Koziuff et al., 2001). The role of the teacher needs to be re-evaluated on determining learner achievement. Teacher motivation factors therefore, play an extensive connection on the level of performance.

Teacher motivation has become an important issue given their responsibility. Satisfied teachers are generally productive and can influence students' achievement (Mertler,

1992; Analoui, 2000). Again, when school policies are favorable with good interpersonal working conditions, advancement and recognition for achievement, output is bound to increase.

Contrary, lack of facilities, competitive attitudes, etc. negatively impact teacher's motivation levels (Kocabas, 2009). Lack of motivation if not well handled by school heads will hinder the educational outcome because it can lead to stress which eventually translates into ineffective classroom instruction, management and school improvement (Ofeogbu, 2004). Improved students' performance therefore depends on teachers' performance.

In Zimbabwe, Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation. That said, the lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students in public primary schools in Yaounde including other cities of Cameroon. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues. Performance of a given school depends entirely on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers et al., (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting and training new teachers. The schools exist because of teachers. There is a growing awareness that education is the tool of socio-economic and political enhancement without which the society might be extinct. The indispensable role of the teacher is obvious and cannot be substituted with any means. The mission of the teacher is to instruct the students which have been confided to him/her. This will enable their insertion into the society upon graduation.

Generally, productivity to any sector would mean increase in output. In the education sector especially for teacher's productivity, one would mean better performance from teachers

leading to school leavers or graduates who are morally, spiritually, physically and mentally able to fit into the society as well as the labor market (Babalola, 2009).

Teachers are the most critical factor determining each level of education's effectiveness and efficiency. Students' success in the education and learning process will be determined by their teachers' work productivity, as stated by Etomes & Molua (2019: 109). Furthermore, Nwosu (2017) states that teacher work productivity is a determinant of success for participants in particular and the education system.

## **STATEMENT OF THE PROBLEM**

Today, motivation is a key factor in the performance of employees as it enhances commitment and engagement to work. People do not like to do their jobs, work hard and be satisfied because of mere existence of contracts or even rules and procedures. In addition to contractual requirements and rules, people must work hard but they need to be motivated, (Ngirwa, 2006). People should have a clear picture or goal they are to achieve so as to determine whether they are progressing or not.

However, teachers influence the quality of knowledge to be attained by learners (Bennel, 2004) provided that the teacher has a recommended level of qualification, level of satisfaction thus determining the readiness in imparting knowledge. A number of issues determine the level of satisfaction including rewards to effort, recognition, responsibility, independence, security, status, respect and motivation (Guam, 2005). Although such events are expected to have affected the morale of teachers to perform, detailed studies examining the role of motivation in performance are still scanty. Bennel (2004) argues that the teaching force has expanded rapidly in only a relatively few countries. He argued that teaching had become a last resort among undergraduates and secondary school leavers. Modern scholars linked poor quality education with teacher dissatisfaction that the majority of teachers trained under the foregoing method did not acquire professional skills. The modes of teacher training and categories of teachers in schools were improper, for example: they lacked integrity, code of conduct, class attainment and uniformity in terms of ability (MOEC, 2010).

All organizations need motivated workforce in order to accomplish their goals (Bwisa, 2012). Liu and Meyer demonstrated that primary school teachers had a positive perception on their job despite low salaries but however the teachers who possessed greater motivational drive in their jobs could be more dedicated to the success of their students but if it were the case, public school teachers would have worked harder to help their students achieve academic

goals. There were however frequent severe disciplinary actions, poor preparation of teaching materials, absenteeism as well as various forms of unrest which affected the accomplishment of the said mission. Consequently, this study intended to investigate the role of motivation in enhancing performance of public primary school teachers in Yaoundé VI. In a question form according to Kerlinger, (1979), what motivational strategies can enhance teachers' productivity in public primary schools in Yaoundé VI sub division?

## **RESEARCH OBJECTIVES**

### **General Objective**

The objective of this study is to evaluate the relationship between teachers' sustainable motivational strategies and its impact on their productivity.

### **Specific Objectives**

Specifically, this study intends to:

- To identify the factors that determine teacher's motivations in public primary schools in Yaounde VI sub-division.
- To investigate the role of remuneration on teachers in teachers' sustainable motivation and productivity in public primary schools in Yaounde VI sub-division.
- To assess the extent to which teacher's welfare affects teachers' productivity in public primary schools in Yaounde VI sub-division.
- To assess the role of delegation of power in Teachers productivity in public primary schools in Yaounde VI sub-division.

## **RESEARCH QUESTIONS**

### **General Research Question**

How does motivational strategies influence the productivity of teachers in public primary schools in Yaoundé VI sub division?

### **Specific Research Questions**

The following questions guided the study:

- What are the factors that determine teacher motivation and productivity?
- What is the role of remuneration on teachers' motivation and productivity?
- How does teacher's welfare affect teacher productivity?
- To what extent does delegation of function affect teachers' motivation and productivity?

## RESEARCH HYPOTHESES

The following hypotheses were tested at 0.05 level of significance:

### General Hypothesis

**H<sub>a</sub>:** Teachers' motivational strategies significantly affect teacher productivity

**H<sub>0</sub>:** Teachers' motivational strategies does not significantly affect teacher productivity.

### Specific Hypotheses

**H<sub>a1</sub>:** Remuneration significantly affects teachers' productivity.

**H<sub>a2</sub>:** Delegation of function significantly affects teachers' productivity in primary schools in Yaoundé VI Sub division.

**H<sub>a3</sub>:** Teachers welfare significantly influence teachers' productivity in primary schools in Yaoundé VI Sub division.

## SIGNIFICANCE OF THE STUDY

The results of this study are going to be helpful to the following group of people:

### To Administrators

From the results of this study, school administrators are going to figure out how motivation encourages teachers and makes them more committed to carry out their functions hence affecting student performance. School administrators through this study will seek means to ameliorate teachers working conditions to guarantee teaching learning effectiveness. By this information, the management of the schools can come up with better ways of improving teacher motivation

### To Teachers

This study will help teachers develop more passion for their profession which will cause them to be more committed leading to improvement of student's performance. If a teacher effectively performs their job in the school, then they must have a force within them which drives them towards the achievement of their goals. If the teachers do not perform their job well then they lack that drive. Studies show that improvement in teacher motivation has benefits for students as well as teachers. However, there is no consensus about the precise benefits (Bishay, 1996). Therefore, an identification of factors which could reinforce and strengthen a teacher's drive to perform well can contribute to knowledge in the productivity of teachers.

### To MINEDUB

The Ministry of basic and secondary education will find this study important in understanding teachers' expectations so that they can institute measures to enable them work

more effectively and willingly. With the intention of improving pupil's performance, the study will therefore help school administrators to be aware of and understand ways of motivating teachers who work under them. It will further help to provide alternative solutions to factors that serve as dissatisfies and reveal effective techniques for solving motivational problems that confront teachers.

## **JUSTIFICATION OF STUDY**

The significance of teacher motivation research is self-evident as it is a crucial factor closely related to a number of variables in education such as student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being. Therefore, it is helpful for administrators to determine how to attract potential teachers and how to retain them in teaching.

According to the report of the (2<sup>nd</sup> Survey on the Monitoring of Public Expenditures and the Level of Recipients' Satisfaction in the Education and Health Sectors in Cameroon 2010), public education trains 70% of the school population and the private nearly 30% of pupils. The availability, low cost of school fees and qualification of the teaching personnel may justify this choice. Independently of the socio economic group of household heads, the choice of the education order by children is almost the same. Between 2003 and 2010, one noticed an increase of around 6 points of the contribution of private school to child education.

This increase is well known in the two great cities of Douala (20 points) and Yaoundé (14 points). Despite the high cost of school fees in private schools, people prefer it rather than the public structures due to the good quality service rendered. Consequently, we cannot underline the importance of this study which will further enhance the importance of teachers' motivation.

More to that, about the appreciation of the quality of the education services provided, the same study revealed that 69% of parents think that it is particularly in private schools that students are well seated. This proportion is 61% for public schools against 88% for private. As for the school building, around 50% of the parents who send their children in public establishments find that they are in good state. This opinion is more important in private establishments (66%). Regarding area of residence, 58% of parent's estimate that the schools of their children are in good state against 48% rural areas. As such, the hygiene and sanitation conditions are satisfactory in private schools 87% than in public 69%. Private education contributes to almost 30% of the educated population. Bringing support to this order of education is part of the development strategic axis of the partnership in the education sector.

The subvention allocated by the State to private education is given to establishments that have an opening authorization issued by the ministries in charge of education. This subvention helps to complete the salaries or motivate the personnel authorized to teach in these establishments.

In 2009, 50% of primary schools and 62% of secondary schools have received State subventions. The subvention amounts and their distribution criteria are less known by school heads. Indeed, only 9% of headmasters and 16% of head teachers are informed of the subvention amount. Furthermore, among the establishments which have received subventions in 2009, a very low proportion (12% of head teachers and 16% of principals) know the distribution criteria. The remuneration of personnel is the main use of State subventions. In primary education 97% of officials use their subventions for remunerating the personnel (secondary) education, 63% for the functioning of their services and 31% for the purchase of materials and equipment. All the same, in secondary education, 88% of school's establishments use the subventions to pay the personnel, 44.1% for the running of services, 45.2% the purchase of materials and equipment.

## **DELIMITATION OF THE STUDY**

### **Geographical Delimitation**

This study was carried out in the center region of Cameroon (Yaoundé) precisely in Yaoundé VI. Yaoundé VI is found in the Mfoundi division. The center region is the capital of Cameroon. This choice was made so that we could have a mixed (French and English) population.

### **Thematic Delimitation**

This study falls within the domain of educational administration. It focuses on investigating how teachers' motivation influences academic performance. Motivation is the independent variable and the modalities that shall be examined are remuneration or reward system, delegation of function and welfare as well as the effects of motivation and the factors influencing motivation.

### **Theoretical Delimitation**

This study will be limited to the Expectancy theory by Vroom (1964), the Two-Factor theory of motivation (otherwise known as dual-factor theory or motivation-hygiene theory) developed by psychologist Herzberg in the (1950s), the Maslow's theory of Hierarchy (1908) and the McClelland's Theory of Motivational Needs (1987).

This study is very important because we have realized that there is a strong connection between teachers' motivation and academic performance.

## **OPERATIONAL DEFINITION OF TERMS**

### **Motivation**

This is the attribute that moves us to do or not to do something (Broussard and Garrison (2004). Motivation is the willingness of an employee to contribute high levels of effort towards his or her work, conditioned by the capacity of the effort to satisfy needs as well as his or her personal environment. A motivated employee willingly tries hard to contribute his or her best performance towards accomplishing his or her work (Ngirwa, 2006). Harry Potter (2005) defined motivation as a person's active participation and commitment to achieve the prescribed results.

In the context of this study, it is defined as the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input. Motivation is closely related to job performance not merely job satisfaction which was a characteristic of motivated employees or quality of work life improvement programs which was aimed at creating a situation of motivation. Therefore, for public schools to have a motivated workforce, they need to create an environment in which higher levels of motivation are maintained (Romero Martínez, Lila, Gracia, & Moya Albiol, 2019; Ghasemi, et Karimi, 2021).

### **Teacher Motivation**

Sinclair (2008) defined it in terms of attraction, retention and concentration as something that determines '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' (Sinclair, 2008, Santirso, et al. 2020), highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession.

### **Private Schools**

These are schools owned and funded privately with no state support. They ensure adequate pupil-teacher ratio, conform to certain qualification regarding the recruitment of principal and teacher assuring their financial viability, Ramachan (2008). All management decisions are taken by the school and they frame their own admission rules and fee structure for students.



## **Productivity**

In scientific literature, productivity is comparably defined as the relationship between output and input, between results and sacrifices (Aronoff and Kaplan, 1995). Baig (2002, p. 08) has defined productivity in the following words, doing things right at the least possible cost in least possible time with the highest possible quality and at to the maximum level of satisfaction of the customers and employees.

Vital (2002, p. 28) has attached another concept with productivity and that is the objective of the organization. To him productivity at a very element level can be defined as output by input. But mere increase in output is of no value unless the output also has a bearing on the objectives of the organization or the environment under which the transaction takes place.

## **Teacher productivity**

According to Mark and Bill (1993), teacher productivity is being able to bring about high and consistent learning gains in all students taught across all courses or subject areas for which one is responsible over two or more terms of school years. The concept of productivity of teachers involves the interplay of various elements in the workplace in the school while the inputs may be related to miscellaneous resources (labor, materials, and capital). The output is the outcome of the whole process in terms of student's achievement.

## **Employee Performance**

Employee performance plays an important role in the organization's performance. It comprises what the employee does or does not do. Performance involves quality of output, quantity of output, timeliness of the output, cooperation and the presence at work (Gungur, 2011). Employee performance can be defined as the record of outcomes achieved for each job function during a specified period of time (Macky and Johnson 2000). However, performance could be measured by variety of parameters which show an employee's pattern of performance over time. Performance in the organization context is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. It involves an organization to communicate its mission and strategies to the employees, setting individual performance targets to meet the employee as well as the organization mission. The continuous review of performance management ensures organizational performance (Ying, 2012)

## **Motivation and Performance**

According to Hoy and Mislal (1987), employee motivation is a complex force, drive, need, tension state that starts and maintains voluntary activity directed towards the achievement of personal goals. Therefore, motivation is what starts and energizes human behavior, how those forces are directed and sustained as well as the outcomes they bring about (performance). It therefore follows that there is a relationship between motivation and performance which is paramount in any organization's existence. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job (Obena, 2021). This state represents high job satisfaction. Ifnedo, (2003) demonstrated that a motivated worker is easy to be spotted by his or her agility, dedication, focus, zeal and general performance.

## **CHAPTER SUMMARY**

This chapter emphasized that teachers' motivation plays an important role in the promotion of teaching and learning excellence. It has also shown the research problem, the research questions, the hypotheses, the objectives, the significance of the study, delimitation of the study and the definition of key terms. We are going to focus on review of related literature in the next chapter.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

This chapter presents relevant literature on teacher motivation and productivity. For purpose of clarity, this section was carried out under the following subheadings; Theoretical Framework, Conceptual Framework, Empirical Studies and Appraisal of Literature.

### **THEORETICAL FRAMEWORK**

#### **The Expectancy Theory by Vroom, 1964.**

This study was based on Expectancy theory by Vroom, (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. Similarly, Bedassi, (1990), notes that individual motivation is a function of a person's perception that his or her increased performance will result in certain rewards which will help him or her to attain personal goals. Thus, according to the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. According to Cole (1996), it is the individual's subjective perception of the situation that is the vital part of expectancy theory.

According to Van Fleet et al. (1991), the expectancy model focuses on effort, performance, and outcomes, and looks at the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. They further explain that whenever people make an effort, they gauge the probability that the effort will increase their performance. Apart from effort, other factors such as the individual's personality, knowledge and skills, and role perception also affect performance. According to Cole (1996), effort does not necessarily lead to effective performance, if the individual has insufficient knowledge and skills or if role perception does not equate with that of his or her supervisor. According to the expectancy theory, there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are: expectancy, instrumentality and valence.

Expectancy is the extent of the individual's perception or belief, that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. According to Cole (1996), valence is the strength of the belief that attractive rewards are potentially available; it is the power to motivate, which varies from individual to individual.

According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance, and obtain rewards at

the end. According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self-esteem and personal growth, and the individual can exercise a degree of personal control over these. According to Cole (1996), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence the effort put into further task accomplishments.

According to Cole (1996), the expectancy theory takes a comprehensive view of the motivational process; it indicates that individuals will only act when they have reasonable expectancy that their behavior will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behavior can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity.

This study therefore adopted the expectancy theory to explain the factors affecting teacher motivation in public primary schools. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how leadership styles, remuneration, work environment and job satisfaction affect teacher motivation.

### **Advantage of This Theory to Teachers'**

- It is based on self-interest individual who wants to achieve maximum satisfaction and who wants to minimize dissatisfaction.
- This theory stresses upon the expectation and perception.
- It emphasizes on reward or pay offs. Hence this theory builds the expectation of job performance to teachers since it facilitates reward in work places for instance in schools.

With reference to specific incentives, the “expectancy theory” is relevant to developing countries because of its recognition that the links between effort and reward may be very tenuous. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts.

### **The Two Factor Theory by Frederick Herzberg, 1950.**

The study was based on Herzberg’s two factor theory. Herzberg, Mausner and Snyderman’s (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. After carrying out several studies to explore the things that cause white collar workers to be satisfied and dissatisfied, they concluded that factors that lead to job satisfaction when present do not cause job dissatisfaction when absent. They saw job satisfaction as being independent from job dissatisfaction. Those environmental factors that lead to worker’s satisfaction were referred to as hygiene factors, while those that made workers to work harder were referred to as motivating factors.

The presence of hygiene factors according to Herzberg et al, does not cause satisfaction and do not increase performance of workers. Hygiene factors include: company policy and administration, technical supervision, salary, interpersonal relationship with the supervisors and work conditions. All these factors are associated with job context. These factors are necessary but not sufficient conditions for the satisfaction of workers. According to Taylor (1980), if hygiene factors are allowed to deteriorate, a climate of dissatisfaction, tension, frustration and friction will prevail and workers will not perform their best.

Motivators on the other hand include: achievement (drive to excel and accomplish challenging tasks and achieve a standard of excellence), recognition, the work itself, responsibility and prospects for career advancement. Motivators are associated with the job content or what workers actually do in their work. Herzberg, et al. pointed out that dissatisfaction is not the opposite of satisfaction. Both hygiene and motivation factors are important in different ways (Naylor, 1999).

In applying these factors to education if school improvement depends on an improvement in teaching, then ways of increasing teaching motivation and capabilities should be sought. Highly motivated and need-satisfied teachers can create a conducive social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships) and intrapersonal knowledge (ethics and reflective capacity) when they are satisfied with the job (Collinson, 1996; Connell and Ryan, 1984; Rosenholtz, 1989).

Further, a teacher's commitment to teaching and his work place has been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision- making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay and learning opportunities providing challenging task and accomplishment (Firestone and Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). On the other hand, extrinsic incentives such as merit pay or affecting teaching rewards have not been found to effect teacher job satisfaction and effectiveness. According to Bishay (1996), pay incentives have been found to be unsuccessful in increasing motivation. In their studies of 167 teachers, Sylvia and Hutchison, 1985 (cited in Bishay, 1996) concluded 'Teacher motivation is based in the freedom to try new ideas, achievement and appropriate responsibility levels and intrinsic work elements...based upon our finding, schemes such as merit pay were predicted to be counterproductive.'

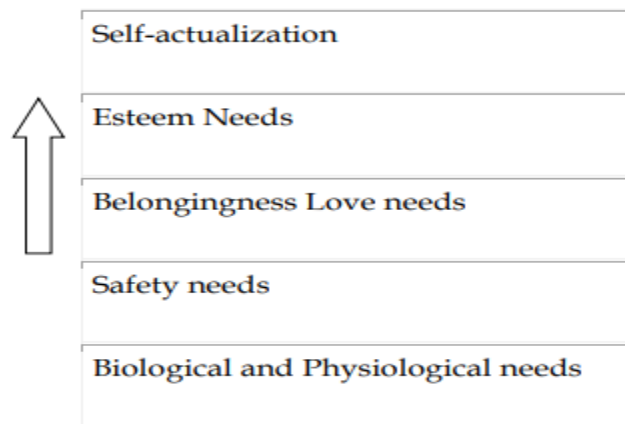
They posit that true job satisfaction is derived from the gratification of higher order needs, "social relations, esteem and actualization" rather than lower- order needs. The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a great effectiveness by designing and developing teachers higher level needs (Nwachukwu, 2006). However, several researchers are of the opinion that if educational administrators and policy makers understand teacher's job satisfaction needs, they can design a reward system to satisfy both the teacher and the educational goals. Ukeje et al (1992: 269), is of the opinion that "however highly motivated to perform a teacher may be, they need to possess the necessary ability to attain the expected level of performance."

Applying this theory in the educational practices, it can be said that educational managers and administrators need to understand that apart from making available motivators for their subordinates, they must equally ensure that they put in place the hygiene factors because, even though their presence do not motivate, their absence will limit the output of staff. In summary, there will be job dissatisfaction in the absence of hygiene, but there will be no job satisfaction in the absence of motivators.

### **The Hierarchy of Needs Theory by Abraham Maslow, 1908-70.**

Maslow (1908-70), saw human needs in the form of a hierarchy, ascending from the lowest to the highest, and he concluded that when one set of need is satisfied, this kind of need ceases to be a motivator (Hoffman, 1988, p. 79). To him, in order for an individual to be motivated, these needs must be satisfied.

**Figure 1**  
**Maslow hierarchy of needs.**



Source: <http://www.businessballs.com/maslowhierarchyofneeds5.pdf>.

### **Physiological Needs:**

Physiological needs are very essential for human life. Example of such needs include; water, food, air, shelter, sleep, warmth, medicine. Just to name a few. According to Maslow, unless these needs are being satisfied and meet in such a manner that life will be maintained; no other motivating factors can work (Shafritz and Ott, 2001, p. 168).

### **Security or Safety Needs:**

This is the next level of needs in Maslow Hierarchy of needs which ought to be satisfied after the physiological needs are already being satisfied. According to Pfeifer, (1998, p. 269), in order to develop and learn, we need to make sure that we are safe where ever we are being it in lives or in our jobs. We need certain steadiness in our lives. We need to be well organize in every aspect in our daily lives such as feeling secure where ever we are. To Maslow, this is a motivating factor.

### **Social needs:**

Such needs include love, friendship, to sum up it is the socialization/interaction of an individual in the society. When the physiological and security needs are being satisfied, the next level of need to be satisfied is the love and belonging need. To Maslow, we need to give and receive love in order to overwhelm the feelings of isolation and disaffection (Nyameh, Douglas, Teru and Titu, 2013, p. 93).

### **Esteem Needs:**

When the above mentioned needs are being met, self-esteem needs can become prevailing. This needs include both the needs for self-esteem and the esteem a person gets from

friends. In life, we need to be respected while we also need to respect others. According to Maslow, when esteem needs are being met and satisfied, we feel belong in the world and if they are not met, we feel inferior and valueless in the society (Nyameh, Douglas, Teru and Titu, 2013, p. 93).

#### **Need for Self-Actualization:**

To Maslow, this is the highest needs amongst the others and he is of the view that, unless the previous needs are being met and satisfied, then the needs for self-actualization is triggered (Nyameh, Douglas, Teru and Titu, 2013, p. 94). He sees these needs in regard to human life as that point of life in which an individual has reach where he/she was destined to reach (Nyameh, Douglas, Teru and Titu, 2013, p. 94).

#### **Implications of Maslow's Theory on Educational Practices**

Maslow's theory is of great importance in educational practices both in students and staff administration. Learning to understand in schools is one of the most important goals in education and the need to make meaningful use of the information learned. The essential tool needed in achieving these goals is motivation. If teachers and students are unmotivated in one way or the other, it is likely that very little learning will take place and if by chance some learning takes place, it is probable that it will not be retained. Consequently, in order to maximize the effectiveness of the entire school system and individual classrooms in particular, administrators must consider teachers' needs, and both administrators and teachers must consider the needs of students in their hierarchical order. This must be their top priority in the development of school programs so that students can have the capabilities of reaching their highest levels of potential. For instance, a teacher who is frequently owed salary arrears, and a student who comes to school without eating or taking breakfast will not be concentrating in the teaching - learning exercises but will preoccupy themselves with the need for food. It is therefore the duty of the school system to identify these needs and address them before teaching and learning continues. This explains why in some schools; the administration ensures that children take breakfast every morning before learning commences.

In school administration, the implication of Maslow's theory is that administrators need to know the needs of the personnel in order to better manage them and looking for means to satisfy them. The school administrator must help the personnel achieve their basic needs. For instance, as principal, to satisfy the needs of a new teacher, one needs to sit down with the teacher and discourse his needs and how the school could be of help for him to perform well



in his task. The table below summarizes the application of Maslow's theory in an educational setting and at the home.

The researcher expects that, in the latter situation, improvements in pay or managerial policy could be important positive motivators. Nevertheless, he expects that teachers in developing Tanzania, as in richer countries (see Jacobson, 1995), are likely to be motivated by a mixture of intrinsic and extrinsic factors.

### **The Theory of Motivational Needs by David McClelland, 1987.**

McClelland, (1987) sees human motivation into a set of basic needs. To him, people are more motivated strongly by some needs and are less strongly motivated by some other needs (Hedberg, Hirth and Petzold, 2002, p. 4). They posit that, according to McClelland, everybody is in possession of all these three needs which are; the needs for Power, Affiliation and Achievement, but merely with a different kin degree (p. 4). The result of McClelland study reveals that 80 % of human daily cognitive activities could be related to the above three social motives (Hedberg, Hirth and Petzold, 2002, p. 4). McClelland Basic Needs are:

#### **The Need for Achievement:**

To McClelland, it is the desire for an individual to strive to achieve a set goals and also to try to put an effort to succeed (Hedberg, Hirth and Petzold, 2002, p. 4).

#### **The Need for Affiliation:**

It is the need for social interaction with individuals in the society. Also, it is the need for close interpersonal and friendly relationship (Hedberg, Hirth and Petzold, 2002, p. 4).

#### **The Need for Power:**

It is the need to influence others in order to get things done the way they were supposed to be done in which if it was not use, it would not have been done (Hedberg, Hirth and Petzold, 2002, p. 4).

In applying this theory to the educational setting, there is need for school administrators to study their staff and know where each of them falls under this classification. By so doing, they will be able to place every member of staff where they are fit and could best be motivated to perform so as to ensure proper management. Staff that have very high need for Power and work very hard could be engaged by the principal in most decision making exercises and could even be recommended for appointment to other post of responsibility when the time comes. This will not only make school management effective but will equally reduce the opposition in the school administration by power-hungry staff.

## CONCEPTUAL FRAMEWORK

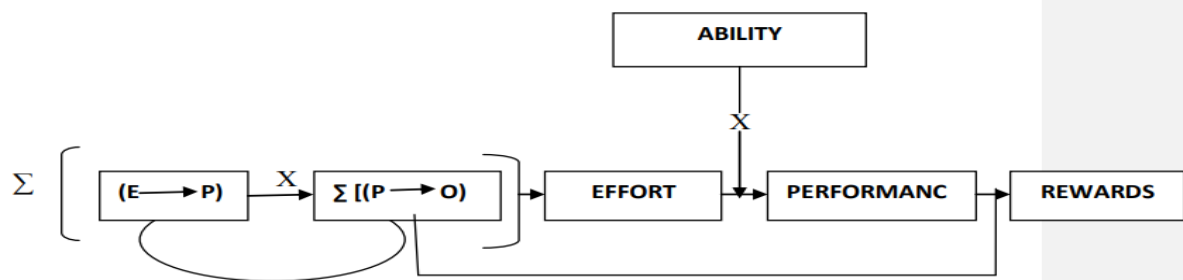
### The Concept of Motivation

Russell, (1971) identifies three characteristics that define motivation: a presumed internal force; it energizes for action; and it determines the direction for that action. Kelly (1974:279) observes that motivation refers to forces that maintain and alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987 P.176), employee motivation is the complex forces, drives, needs, tension, states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Dessler (2001) looks at motivation as the intensity of a person's desire to engage in some activity. Herzberg, Mausner and Snyderman (1959) based their suggestions on motivation on their studies of work motivation amongst their employees. They argued that the accumulation of achievement leads to a feeling of personal growth in the individual, accompanied by a sense of increasing responsibility. Goodman and Fandt (1995) see an organization's liveliness, whether public or private as coming from the employees "motivation although their abilities play an important role as well in determining their work performance. Lewis, Golembiewski (1973:595) as cited in the Nwanchukwu (2002) refers to motivation as the degree of readiness of an individual to pursue some designated goal and implies the determination of the nature and locus on the forces inducing the degree of readiness. Jacobsen (as cited in Mcknney 2000:33) noted that the central premise of performance-related pay, that reward can effectively motivate teachers to improve their performance, is based on the assumption that teachers are primarily motivated by money.

From the above definitions, some issues are brought to mind that deal with the ignition and the energizing of human behavior, how these forces are directed and sustained as well as the outcomes they bring about (performance). It is fair to conclude motivation is primarily concerned with goal-directed behavior. As Ifinedo (2003) argues a motivated worker is easy to spot by their agility, dedication, enthusiasm, focus, zeal and general performance and contribution to the organizational objectives and goals.

With regard to learning, Natriello (as cited in Mcknney, 2000) presented Lawler's model of extrinsic and intrinsic teacher motivation as in figures 1 and 2 below:

**Figure 2**  
**Extrinsic Teacher Motivation Model**

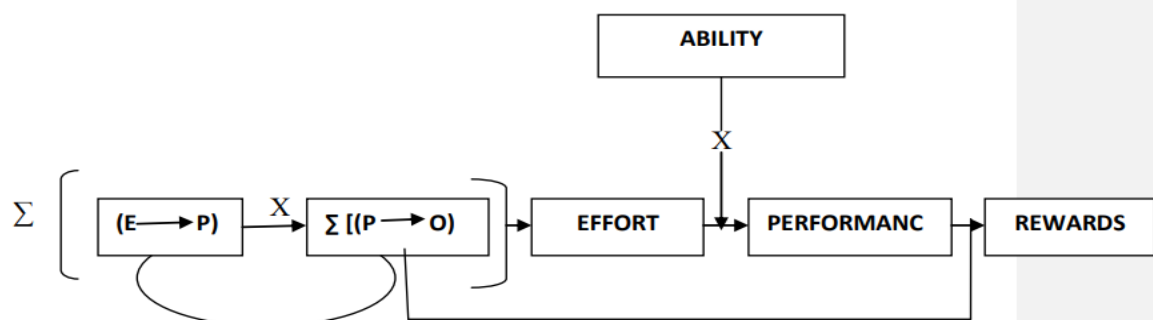


Source: (Lawler, 1976)

In figure 2.2, an individual's motivation to perform a certain task is the result of their subjective probability that effort on their part will lead to a successful performance (E P), multiplied by the product of his probability that performance will lead to an outcome (P O) and the value of that outcome to the individual (V). The sum can then be used to predict the effort that a person will devote to a task. Effort is combined with the ability to produce a certain level of performance, which in turn leads to a reward.

In figure 2.3 below, Lawler presents a model of intrinsic motivation. First, the model shows how the intrinsic motivation model differs from the extrinsic motivation model in the sense that subjective probability of effort leading to successful performance is depicted as influencing the subjective probability that performance will lead to an outcome. Secondly, the connection between performance and rewards is shown as more direct than in the extrinsic model. Natriello (as cited in Johnson, 1990) links this more direct connection to the fact that employees may give themselves intrinsic rewards.

**Figure 3**  
**Intrinsic Teacher Motivation Model**



Source: (Lawler, 1976)

Intrinsic reinforcement is an essential cue inherent in the learning process and is not an extraneous ingredient imposed from outside. Extrinsic reinforcement on the other hand is a tangible or an intangible- not a part of the internal learning process and is imposed from the outside.

### ➤ **Teacher Motivation**

According Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore, a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

In Africa, there appears to be mounting concerns that high proportions of teachers working in public school systems are poorly motivated due to a combination of factors. Low morale, job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions, and the excessive politicization of public education are some of them. The poor and declining quality of public education has led to growing numbers of parents sending their children to private schools (academies). In some countries, this amount to a mass exodus. Incentives for teachers in the public education system to perform well are frequently weak and ineffective. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management practices also seriously demotivate teachers. Teacher management at the national and sub-national levels is nothing short of chaotic. Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to the school management, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers (Igoche, Kelechi, & Takor, 2022).

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the "social contract") is not pitched at a realistic level in many countries given the material rewards, workloads, and living environments. In many countries, teachers are being asked to take on extra responsibilities, including HIV/AIDS education, counseling, and community development. The work and living environments for many teachers are poor, which tends to

lower self-esteem. Housing is a major issue for nearly all teachers. The “struggling teacher” is an all-too-common sight, especially in primary schools. High proportions of teachers remain untrained, which adversely affects “can-do” motivation. Too often, teachers are “thrown in at the deep end” with little or no induction. Multi-grade teaching is common in most countries, but most teachers are not adequately prepared for the special demands of this type of teaching. Individual teacher characteristics can also adversely impact on motivation levels. In particular, the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition (Ghasemi, et Karimi,2021).

### ➤ **Job Satisfaction and Teacher Motivation**

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one ‘s job or job experiences. There are a variety of factors that influence a person ‘s level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker. According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and some inconsistent relationship between job satisfaction and performance. A review of the literature in 1985 suggested that the statistical correlation between job satisfaction and performance was about .30. Thus, these authors concluded that the presumed relationship between job satisfaction and performance was a management fad and illusory. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally

reflected in performance appraisals, such as organizational citizenship behaviors, its relationship with job satisfaction improves. Research tends to support Organ 's proposition in that job satisfaction correlates with organizational citizenship behaviors (Organ & Ryan, 1995).

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (1985) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver and Mooradian, 2003).

A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behavior of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

#### ➤ **Teacher Reward Systems Such as Remuneration and Compensation**

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition play a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the

head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

Glewwe et al. (2003) found that in the sample they are studying in Kenya, teachers are absent 20% of the time. Absenteeism rate as high as 26% of the time have been found in Uganda. Madagascar suffers from the same difficulties. Teachers also often hold a second job. Remuneration is typically utilized to energize, direct or control employee behavior. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation individuals willingly engage in some behavior (Heneman et al, 1980). In retention, linking pay to performance is likely to help improve workforce composition (Cole, 1997). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization. Thus the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations.

If employees feel that their inputs outweigh the outputs, then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behavior to reduce the tension and that quite often a variety of behaviors are available for correcting a situation of perceived inequality.

Carraher, et al. (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employee's organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (1987) suggested that pay is directly related with productivity and reward system depends upon the size of an organization. Organizations in today 's competitive environment want to determine the reasonable balance

between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees.

Reio and Callahon, (2004) argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc., while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc. Filipkowski and Johnson (2008) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tosti and Herbst (2009) discussed about behavior systems approach which can be used to achieve a customer centered organization through examples and reports from consultation cases. Johnson et al (2010) established the effects of presenting organizational information through implicit and explicit rules on sales-related target behaviors in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms.

Greenberg and Liebman (1990) mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain an executive through the more mundane tasks.

For those with a strong need for personal growth, these activities include new challenges and opportunities. Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu & al. (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making,



public recognition), is a key exchange resource that employers use to support their differentiation of employees.

Herzberg (1987, p. 118) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Herzberg (1968) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation 'for fear of punishment or failure to get an extrinsic reward, rather than true motivation. Motivation is an important issue in any organization because it is involved in energizing or initiating human behavior, directing and channeling that behavior and sustaining and maintaining it. Deci (1972) showed a decrease in intrinsic motivation when extrinsic rewards were used to promote behavior. It is important to note that the reduction in intrinsic motivation occurred with monetary rewards, but not with verbal praise. When individual performance is viewed as the outcome the concern regarding extrinsic rewards decreasing intrinsic motivation is not so clear-cut.

There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987b), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises.

Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey and Ichter 1997). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money. Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford, 1992). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them.

No consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teachers 'low

esteem and their productivity. Youlonfoun, (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) found that what the typical low income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teacher's incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

#### ➤ **Professional Training and Development and Teacher Motivation**

The 21st century employment relationship has redefined development and career opportunity. Dibble, (1999) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organization alike. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are —key attractors to organizations. According to Kreisman (2002), if an organization does not recognize the individual 's need and desire to grow, then development becomes a primary reason for resignation.

In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training is more likely to be captured by the firm if employees are motivated to stay and contribute to the firm 's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Organizations with extensive training opportunities should experience lower turnover rates. However, an interesting finding included a positive relationship between training and the discharge rate. They theorize that companies

that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations. Conversely, companies that experience a high discharge rate initiate training programs because of lower workforce skill levels. In a recent study of young professional's respondents rated formal and professional job training lower on their challenging work scale, indicating that the type of learning that respondents sought occurs through actual work experience.

Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The general skills training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Glance, et al. (1997) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations. The researchers affirmed that training encourages spontaneous cooperation in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies. This spontaneous cooperation which results from training is due to the training participant's sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company goals and gain a competitive advantage. Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to spontaneously cooperate as a means of repaying the reward that they received.

Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of an intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a benefit of training from the

company and will attempt to repay it in the future. According to Scholl (1981), in essence, the employee will need to remain committed to the organization until the benefit is paid off.

The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills. Hedges & Greenwald (1996) found that easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment.

There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fueled a wide range of policy prescriptions. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al. (2007), Hill, et al. (2005), Kane, et al. (2006), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or —covariates to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation.

According to Clotfelter, et al. (2006), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. Varga (2007) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled *Teachers Matter* comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement.

McKinsey & Company report stated that certain education systems achieve substantially better outcomes than others because they have produced a system that is more effective in doing three things: getting more talented people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system. According to Barber & Mourshed (2007), the quality of an education system cannot exceed the quality of its teachers. This appears to be the area that resources should target; knowledge-intensive training institutions and knowledge-rich teacher development centers should be provided. Falus (2002) stated that requirements defined in terms of teacher competences cannot fully replace qualification requirements since the latter must be measurable in an unambiguous and economical way. According to TDA (2005), indicators of teachers' 'qualifications, the so-called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies. For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement.

➤ **Work Situation Factors and Teacher Motivation**

According to Judge & Church (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, coworkers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work. For example, according Kovach (1995) in a study examining the importance of job attributes, employees ranked interesting work as the most important job attribute and good wages ranked fifth, whereas when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth.

According to Weiner (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself which includes job challenge, autonomy, variety, and scope best predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

### ➤ **Work Environment and Teacher Motivation**

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions (Pham, Nguyen, & Springer, 2021).

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employee's quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor.

According to Macfie (2002), it is important for management 's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work

### ➤ **Arrangement of the Workspace and Teacher Motivation**

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one 's workspace is important primarily because it significantly influences social interaction. An employee 's work location therefore is likely to influence the information to which one is privy

and one 's inclusion or exclusion from organization's events. Whether you are on a certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization. According to Zweigenhaft (1976), one topic that has received a considerable amount of attention is furniture arrangements in traditional offices. Unlike factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship.

Privacy within the work place is in part a function of the amount of space per person and the arrangement of that space. But walls, partitions and other physical barriers also influence it. One of the most widespread work space design trends in recent years has been the phasing out of closed offices and replacing them with open office plans that have a few, if any walls or doors. Lohr (1997) said that sometimes described as the cave versus cube debate, the former provides privacy whereas the latter facilitates open communication.

Caves limit interaction and thus organizations have sought to increase flexibility and employee collaboration by removing physical barriers like high walls, closed offices and doors. Benciveng et al, (1999) asserted that, while the trends are clearly towards cubes, organizations are making exceptions for employees engaged in work that requires deep concentration. Companies like Microsoft, Apple computer, and Adobe systems, for example continue to rely primarily on private offices for software programs, as it requires tremendous concentration. According to Baron (1994), there is also growing evidence that the desire for privacy is a strong one on the part of many people, yet the trend is clearly toward less privacy at the work place. Further research is needed to determine whether organizational efforts to open workspaces and individual preferences for privacy, are incompatible and results in lower employee performance and satisfaction.

The work environment is also an important determining factor in teacher motivation. The teacher 's working environment in Nigeria has been described as the most impoverished of all sectors of the labor force (Nigeria Primary Education Commission (1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Bishay (1996), the working environment of teachers also determines the attitude and behavior of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

#### ➤ **Factors influencing motivation of teachers**

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom and Joshua, 2004). Similarly, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Oluchukwu, 2004).

According to Ngalyuka (1985), employee's needs are influenced by a variety of individual factors and this is so because human beings have their own tastes. Educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance.

The factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pay, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age (Herzeberg 1968).



### **Remuneration and Motivation of Teachers**

For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Studies conducted by Marnane and Olson (1990), using data from Michigan and North Carolina, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degree subject, stay in teaching less than other teachers.

### **Working Conditions On Motivation of Teachers**

Working and living conditions have effect on teacher morale and motivation and thus their performance. The key factors are workload, classroom conditions, management support and distance at work, housing and travel affects teachers' morale and motivation. The high cost of travel contributes to teacher absenteeism and lateness in schools while very large class sizes are the norm for most teachers in countries such as India and Pakistan according to Bannell and Akyeampong (2007).

### **Professional Development On Motivation of Teachers**

Professional development is a means for increasing teaching professionalism, which could have a positive influence on the job satisfaction and retention in their schools and their profession. Several studies in other employment situations other than schools support a positive relationship between satisfaction with work place training and overall job satisfaction (Schmidt, 2004) and found that satisfaction with career development positively correlated with organizational commitment and job satisfaction. The role of supervisor must provide adequate guidance for his subordinates.

### **Age in Relation Teachers' Motivation**

A number of studies have been conducted to find out how job satisfaction differs with age. Hertzberg (1959) reported that there is a relationship between job satisfaction and age. Job satisfaction started high, declined, and then started to improve again with increasing age in a U-shaped curve. Another factor contributing to age job motivation relationship might be the expectation that as one's age increases, so does prestige and confidence.

### **Gender in Relation to Teachers Motivation**

According to Gruneberg (1979), female workers were less concerned with career aspects and more concern with social aspects of the job. There seems to be some inconsistencies in motivation differences of males and females as reported in some studies. Women

administrations in Vaughn-Wiles study ranked work itself, responsibility and peer relationships as contributing most motivation.

### **Working Experience in Relation to Teacher's Motivation**

A study of elementary head teachers in Virginia indicated that head teachers who had six years or more of service had a stronger feeling regarding interpersonal relationship with teachers than did head teachers who had five or fewer years of experience (Ward, 1997). Dinham and Scott (1996) found no relationship between length of service as a teacher and job satisfaction. However, a significant association emerged between length of service and changes to job satisfaction.

### **Supervision in Relation to Teachers' Motivation**

Teachers' supervision can both be rewarding and frustrating. Duke and Stiggins (1986) concur that effective teacher supervision can lead to improved performance, personal growth and professional growth. If supervision is poorly done anxiety or boredom can result. Supervision must be planned in order to yield a positive outcome. ([www.eurojournals.com](http://www.eurojournals.com))

#### **➤ Effects of Motivation On Teachers**

Job satisfaction/motivation and dissatisfaction/de-motivation are opposing each other as one is a positive feeling while the other is a negative feeling towards work or job. According to Mwamwanda, (1995), job dissatisfaction/demotivation results in absenteeism from schools, aggressive behavior to colleagues and learners, early exits from teaching profession and psychological withdrawal from work. Other effects may be poor performance of school in examinations and co-curricular activities, financial mismanagement, demoralized work force and students' unrest among many. Alternatively, job satisfaction/motivation will result in low absenteeism from schools, commitment, friendly behavior with colleagues and students, low quits from the profession, good performance in examinations, co-curricular activities and motivated work force (Leitão,Pereira, and Gonçalves, 2021).

### **The Concept of Productivity**

Productivity is a measure of how well resources are utilized to produce output. It is defined as a ratio of outputs to inputs (Darra, 2006). To manage productivity is to achieve more outputs for the same inputs, usually measured in money terms or the same outputs for less input. The modern notion of productivity includes both organizational efficiency and effectiveness. In education outputs are principally represented by teaching, outcomes by learning. The definition of productivity should not be confused with efficiency and

effectiveness. Effectiveness is a measure of the outcome of an operational unit like a school or a university department. It is a measure of how well an operational unit was able to accomplish its objective. Efficiency is a measure of the degree to which an operational unit utilizes appropriate resources in the right manner (Darra, 2006).

The concept of productivity of teachers involves the interplay of various elements in the workplace in the school. While the inputs may be related to miscellaneous resources (labor, materials, and capital), the output is the outcome of the whole process in terms of student's achievement. The issue of productivity and how to raise the level of productivity of the citizens of a country and particularly labor is important and should be of utmost concern to employers of labor both in the public and private sectors of the economy. Therefore, it is now very important for all employers to have a way of measuring the productivity of the employees.

### ➤ **Measuring Productivity in Education**

Productivity measurement is difficult in most service industries and education is certainly no exception. Some observers seem to assume that quality “must” be higher when the student-faculty ratio is lower. Although one-on-one teaching has its place, some educators argue that a class of 25 is often better than a class of 5 because of student interaction. In any event, when we study productivity it is important to measure output directly and not make assumptions about what the case must be.

Before any measurement of productivity administrators need to decide what level or levels of the organization's productivity should be measured. For example, is the productivity of an individual, say a professor or an administrative assistant, or is the productivity of an academic department or a university as a whole? An important aspect is that measures should not be constructed prior to setting goals and objectives. Doing so will lead administrators to value something that is measurable rather than measuring something with value.

Measuring productivity in education requires a measure of both efficiency and effectiveness. Efficiency is often measured using ratios, such as physical output relative to an input or money cost of an input relative to an output. The exact efficiency measure used depends upon the objective set by the administration. Efficiency ratios such as enrolment per section or contact hours per faculty member are reasonable and useful. An objective of improving students' progress toward a degree would require measures such as a withdrawal rate and average course load taken. Examples of cost-efficiency measures include instructional costs per student, library expenditures per student, and administrative costs per student.

Measuring effectiveness can be difficult, though not impossible. Several ideas have been suggested in the literature. One way to measure effectiveness is to assess community or client conditions and benchmark them to community standards or those standards of other institutions of higher learning. An example could be the number of graduates who find a job within three months of graduation. Another option is to measure accomplishments, such as the number of graduates or the percentage of students taking a class that requires relatively advanced work, such as technical research paper. The number of graduates going on to receive advanced degrees is an alternative measure. Finally, client satisfaction is a third avenue to measure effectiveness. Clients can include alumni or businesses that frequently hire a university's graduates.

### ➤ **Productivity Improvement**

Achieving excellent and acceptable levels of productivity requires careful attention to the following:

#### **Adequate work climate and teamwork**

Productivity improvements at the source are possible if the work environment is conducive to innovation and individual creativity. Total teamwork between management and employees, unions and other functional areas of the organization is also essential. An environment where school teachers and managers are able to participate in problem solving, decision making, process changes and planning improved performance provides fertile ground for improvement in productivity.

#### **The right training**

Training is essential because it prepares everyone to do his job well, by building the right knowledge for logical and intelligent actions and decisions. Well-trained people attain efficient work habits and positive attitudes that promote cooperation and teamwork.

#### **A balanced emphasis on people and service management**

Often the pressure to provide more services can lead to neglect of employee development, degradation in the morals of employees and breakdown in communication within the organization. Productivity improvement requires focus on people and product requirements. The manager's role in the improvement process is to provide the right level of encouragement, training, guidance, support and help as required. Employees also have very important roles to play in ensuring that there is a mutual trust and confidence required to deliver the final output successfully.

### **Creation of awareness among management and employees**

Everyone within an organization has both internal and external customers. The notion that educational service quality is only important to the final customer outside the organization should be discouraged. Increasing productivity at the individual level ensures that excellent services are delivered to the ultimate customer.

### **Adequate focus on providing the fundamentals at productivity excellence**

The fundamentals of productivity excellence are the corner stones of process and program enhancement that lead to productivity improvement. Some of these fundamentals are:

- Management and employee commitment
- Process innovation
- Adequate reward system
- Systems innovation
- Goal setting
- Error cause removal

### **Adequate measure and data**

Everyone within the organization is trained on how to use the various measures for planning, improvement and control. For measures to be meaningful and useful there is the need to collect accurate data.

### **Focus on managing the total system requirements**

Productivity improvement at the source cannot be achieved through piecemeal ideas, actions and controls. Very good productivity results are obtainable through focusing on managing the total requirements of each operational unit as well as the total organization. Managing the total requirements involves the use of managerial skills to provide the right direction, supervising at the right level, defining responsibilities adequately, providing positive reinforcement, motivation, recognition and encouragement.

#### **➤ Tailoring Motivation into Productivity**

Employee satisfaction and productivity are goals that administrators should stress in order to accomplish the objectives of an educational facility, whether those decisions are made through a traditional or non-traditional approach. However, principals should accept the diversity of human attitudes, feelings and motives and professionalism while working with each teacher to personalize his/her needs.

Moreover, as commercial concerns broadened, Lawrence (1975) believed that individual interests should be adapted to increase motivation, morale, and productivity, thereby reducing employee turnover and alienation within the organization.

While motivation varies between individuals, the administrator in the current educational climate must understand the beliefs, desires, and values of his or her employees and how these attributes will affect job performance. The ability to understand motivated behavior of employees is only the initial stage. Limited unmotivated behavior is the desired outcome for administrators and managers alike.

Much motivated research has concluded that a strong organization and positive work environment will encourage, and even promote greater motivation and productivity. Administrators who offer professional employees the possibility of doing new and original tasks in an effort to motivate them to set high standards of performance often exceed organizational standards (Alan, 2005).

To achieve a high productivity, all efforts must be made to ensure that the teachers are secured, retained and developed. These can only be achieved through an effective personnel management practice. According to Cole (1996), personnel management practices include human resources planning, recruitment, selection, socialization, training and development, staff appraisal, compensation and staff welfare.

## **EMPIRICAL STUDIES**

In a survey done in Detroit on job motivation as reported in Crain's Detroit Magazine (2001), 84 percent of the respondents attributed pay, process feedback from supervisors and trust in the management to their job satisfaction. Predictors of retention on the job were career opportunities, feedback from supervisors, job security, satisfaction with job titles, and training and development opportunities.

Research in OECD countries has consistently found that working with children is the main determinant of teacher job satisfaction. It is the rewarding nature of the job rather than pecuniary gain that is the primary motivation for becoming a teacher. Teachers are most dissatisfied about work overload, poor pay, and low status.

There are mounting concerns that unacceptably high proportions of teachers working in public school systems in many LIDCs are poorly motivated for example, the 2000 EFA Country Assessment for Pakistan notes that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. Low teacher motivation is reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside

of work), and poor professional performance. Teacher absenteeism is unacceptably high and rising, time on task is low and falling, and teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers are devoting less and less time to co-curricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarizes these concerns about teachers: “Cases of malpractices among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching - this is not teaching at all” (World Bank, 2004).

In Africa, there appears to be mounting concerns that high proportions of teachers working in public school systems are poorly motivated due to a combination of factors. Low morale, job dissatisfaction, poor incentives, inadequate controls and other behavioral sanctions, and the excessive politicization of public education are some of them. The poor and declining quality of public education has led to growing numbers of parents sending their children to private schools (academies). In some countries, this amount to a mass exodus. Incentives for teachers in the public education system to perform well are frequently weak and ineffective. Very low pay forces large proportions of teachers to earn secondary income from private tutoring and other activities. Poor human resource management practices also seriously demotivate teachers. Teacher management at the national and sub-national levels is nothing short of chaotic. Where teachers pay large bribes to secure employment and desired postings, this may impact on job commitment and overall motivation. In these situations, teaching positions are little more than sinecures, which means that teachers do not feel accountable to the school management, parents or the wider community. Being posted to a rural school is likely to be de-motivating for most teachers.

Increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract) is not pitched at a realistic level in many countries given the material rewards, workloads, and living environments. In many countries, teachers are being asked to take on extra responsibilities, including HIV/AIDS education, counseling, and community development. The work and living environments for many teachers are poor, which tends to lower self-esteem. Housing is a major issue for nearly all teachers. The struggling teacher is an all too common sight, especially in primary schools. High proportions of teachers remain untrained, which adversely affects can-do motivation. Too often, teachers are thrown in at the deep end with little or no induction. Multi-grade teaching is common in most countries, but most teachers are not adequately prepared for the special demands of this type of teaching.

Individual teacher characteristics can also adversely impact on motivation levels. In particular, the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

When teachers and school managers have been directly asked about teacher motivation, reported levels of morale have generally been quite high. As part of a study on the impact of the AIDS epidemic on education in Botswana, Malawi and Uganda, representative groups of primary and secondary school teachers were asked if they agreed with the statement that teacher morale at this school is high. Morale in Botswana and Uganda was reasonably good whereas there appears to be more cause for concern in Malawi, especially at primary schools (Bennell, Hyde and Swainson, 2002). Another study on the impact of AIDS in Tanzania, Mozambique, Kenya and Uganda, noted that the morale among teachers is surprisingly high (Carr-Hill et al, 2003). A recent survey in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one third stated that they did not intend to remain in the teaching profession.

Conversely, over 80 percent of primary school teachers recently interviewed in Sierra Leone said they did not want to be teachers (Action Aid, 2003). Teacher morale also varies noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high (44 percent), moderate/average (33 percent) and poor (22 percent) (Bennell, Bulwani and Musikanga, 2003).

In addition to that, Adelabu (2005), studying teacher motivation and incentives in Nigeria, discovered a consistent trend in teacher job morale improvement because of the advent of democratic governance since 1999, and increased tempo of private sector involvement in provision of education. However, he cites critical challenges in improving Nigerian teachers' job morale. He states:

“The Nigerian educational system appears to be staffed by teachers with poor morale and low levels of commitment to their work... There is a systematic motivation crisis with the Nigerian educational system. School buildings are largely dilapidated, schools are overcrowded and reward systems in terms of salaries and emoluments appear largely unsatisfactory. Improvements in recent years are not deep enough to record satisfactory improvement in teacher's morale” (p. 20)



Adelabu considers teacher dissatisfaction in Nigeria as arising from disparities between the teaching profession and other professions such as nursing with respect to time and mode of payment of salaries, fringe benefits, promotion prospects and working conditions. A study by Nwanchukwu (2002) on teacher job satisfaction and motivation for school effectiveness concurs with most findings regarding the relationship between job satisfaction, need satisfaction, motivation and job performance (e.g. Adams, 1963; Herzberg et al; 1959; Ifinedo, 2003, 2004; Labedo, 2005; Roe 1970; Ulom and Joshua, 2004; Ulom, 2001). Overall, he found out that teaching-related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, self-esteem needs, and self-actualization needs are significant predictors of the job performance among Nigerian teachers. Others are adequate educational policies and administration in terms of reasonable payments and fringe benefits commensurate with the job they do for them to be able to satisfy their basic needs in life such as food, clothing, healthcare etc.

Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that pay on its own does not increase motivation. However, pecuniary motives are likely to be dominant among teachers in low income countries where pay and other material benefits are too low for individual and household survival needs to be met. Only when these basic needs have been met is it possible for higher-order needs, which are the basis of true job satisfaction, be realized.

More to that, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is a higher. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs.

Job satisfaction has been the most frequently investigated variable in organizational behavior (Spector, 1997). Job satisfaction varies from one individual to another Peretomode (1991) and Whawo (1993), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one 's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one 's relationship with their supervisor, the quality of the physical environment in which they work,

and the degree of fulfillment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (1998) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

Finally, Teachers' supervision can both be rewarding and frustrating. Duke and Stiggins (1986) concur that effective teacher supervision can lead to improved performance, personal growth and professional growth. If supervision is poorly done anxiety or boredom can result. Supervision must be planned in order to yield a positive outcome. ([www.eurojournals.com](http://www.eurojournals.com))

## **CHAPTER SUMMARY**

The literature review shows that intrinsic and extrinsic motivation and job satisfaction affect the performance of the teachers and hence the performance of the students. Both intrinsic and extrinsic rewards such as better housing and remuneration, promotion, conducive working environment, feasible workload, better terms and conditions of service, achievement, recognition, accountability, responsibility, and good relation would positively influence teachers' motivation hence, teachers' and students' performances. Student's performance reveals that success or failure of a school depends on many factors such as teachers' motivation which affect teacher's morale and hence productivity (performance).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter deals with the procedures or methods and instruments used to collect information for this study. It treats the research design, the area of study, population of study, the sample and sampling techniques, instruments used for data collection, techniques and tools of data analysis, variables, indicators and recapitulative table.

### **RESEARCH DESIGN**

This study has two research approaches, namely: qualitative and quantitative approach. Both approaches were used in this study in order to obtain data of high quality which are relevant and in depth information that fulfils the stated objectives. Kombo and Tromp (2006) clarify that qualitative research is a form of research that involves description of the data obtained. It seeks to describe and analyze the behavior of groups from the point of view of those being studied. Also, this approach enables a researcher to relate particular aspects of behavior to the wider context. In this study, qualitative approach was used to enable the researcher to get direct explanations and views of respondents on factors affecting teacher motivation in Public primary schools in Yaoundé VI. Therefore, Interview was used by the researcher. In this way, this study is social in nature and a descriptive study because it is concerned with describing the characteristics of particular group.

Quantitative research approach relies on the principle of verifiability that means confirmation, proof, corroboration or substantiations. It is focused on measurements which are assignment of numerical events according to rules. Quantitative approach involves the generation of data in quantitative form, which can be subjected to rigorous quantitative analysis in formal and rigid fashion (Kothari, 2006). In this study, the quantitative data were obtained through questionnaire administered to respondents as well as from different documents. The quantitative research techniques were used to enable the quantification of some information in frequencies and percentages. The aim of the research focused on the factors affecting teacher motivation in public primary schools in Yaoundé VI.

### **AREA OF THE STUDY**

The study was conducted in the Centre region of Cameroon, Mfoundi Division (Yaoundé VI Municipality). The region is the intellectual capital of Cameroon comprising of a variety of primary and secondary school as well as universities. According to Singleton (1993), the ideal setting is one that is related to the researcher's interest, is easily accessible and that which allows the development of immediate report. The choice of the Yaounde VI Municipality was

determined by the fact that the researcher used to encountered so many frustrations from teachers during different meetings alongside with the parental visits in various schools.

## **POPULATION**

A population is a group of individuals, objects or items from which samples are taken for measurement. It is an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). Yaounde VI subdivision comprised of many primary schools with estimated population of approximately 36,400 pupils. The respondents of this study were drawn from some primary schools at random. To be more specific, the target population for the study was all the Public primary schools in Yaounde VI. The study targeted 200 teachers in these schools.

## **TARGET POPULATION OR POPULATION OF STUDY**

Target population involves all individuals that qualify for the specific characteristics considered. (Tsala Tsala, 1991-1992). The population of this study was that of primary school teachers school. The population included individuals of both sexes, qualifications of different teaching grades and from different backgrounds. The results of the findings were generalized based on this population.

## **SAMPLING TECHNIQUE**

Sampling is the process of selecting or choosing a population or elements from a population in such a way as to represent the whole population. A convenient sampling involves selecting or choosing whoever is available at a given moment for a researcher conducting the study. The Simple Random Sampling Technique or Method (SRS) was used to select the sample. This researcher had access to some schools in Yaounde VI subdivision. The simple random sampling “lottery method” was used so as to eliminate the aspect of researcher’s bias in selecting the schools needed by the researcher for the study. Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling is a research procedure that is used to select a given member of subjects from a target population. All Public primary schools in the sub division were studied. Purposive sampling technique was used to sample head teachers while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gave equal chances for the teachers to be sampled for the study. On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study.

## **RESEARCH INSTRUMENTS**

These are instruments used for the collection of data to be analyzed by the researcher in order to get the desired information. Two research tools were utilized to conduct the research in this study to reflect the triangulation nature of the research and the method. In this purpose, the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Interview and Questionnaires schedules were therefore used as instruments for data collection.

### **Interview Guide**

This study employed the semi-structured interviews as they allowed more probing questions and facilitated interaction between the researcher and the informants (Fontana and Frey, 1994). It is a powerful tool that enables the researcher to understand the fellow human beings. The choice of the method based on Bryman (2004) who contends that, if one wants to understand peoples' world and their life, she/he should talk with them. Qualitative interview facilitated the researcher to understand the world from informants' point of view, to unfold the meaning of peoples' experience and to uncover their experiences prior to scientific explanations (Kvale, 1996). The method was considered relevant for this study based on its theoretical underpinnings of drawing the best from the participants. This was the case because the researcher believed in the individual uniqueness and differences in perceiving things. The interview helped the researcher to collect data from real lived experience of the informants. It enabled the researcher to learn about informants' experiences, feelings and the kind of world they live in with the hope they have in their profession. Through the use of interview, the researcher had an in-depth information on the factors that affect the productivity of teachers.

Unstructured interview was chosen to enable the researcher to be flexible due to different situation and people individuality. Structured interview was also preferred to gather information with higher reliability due to the similarity of questions given to all respondents (Prakashan, 2003). In this sense, Interview guides were conducted on 10 respondents who were randomly selected from the staff of teachers to ascertain the correctness of the data collected and to get an in-depth understanding of the motivation factor in the schools in the study. Interview guides were used because they provided in-depth information that could not be captured using questionnaires (Amin, 2005).

## **Questionnaire**

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. Each questionnaire had three parts. Part one dealt with demographic information of the respondents on gender, age, academic qualification and work experience. Part 2 dealt with data on factors influencing teachers' motivation. The factors considered included remuneration, working conditions, opportunities for professional development. Part 3 had open ended items to probe teachers' suggestions on measures that could be employed to improve their motivation. Each of these questionnaires provided to the respondents was presented with a cover letter. This letter presented the purpose of the study, its subject, and solicited cooperation of the respondents as well as guaranteeing confidentiality of their response. The respondents had to choose among a variety of responses provided.

## **VALIDITY OF THE INSTRUMENTS**

Validity is the ability of the research tools to measure what is required to measure. It is the extent to which a measure adequately represents the underlying construct that it is supposed to measure (Drost, 2011). The term validity indicates the degree to which an instrument measures the item under study researcher (Cohen, Manion and Morrison, 2007; Davidson & Tolich, 2003). Through piloting, the instruments were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires. The items found inadequate were discarded while some were modified. Secondly the researcher sought assistance from the supervisor in order to help improve content validity of the instrument.

## **PRETEST**

A pilot test was run first to ensure the questionnaire provided rich and useful data and to check that each question was clear and easy to follow. Bell (2007) asserts that "it is only when a group similar to your main population completes your questionnaire and provides feedback that you

know for sure that all is well”. Feedback from the pilot allowed for adjustment of some of the questions to gain more meaningful data.

An electronic and physical questionnaires were then emailed and administered to some informants who accepted to respond through the email, along with a letter which explained the nature of the study and that the responses would be coded and the participant and school kept confidential. The questions were mostly open-ended as the researcher wanted to explore as deeply as possible the participants’ views on each topic (Bryman, 2008). The results allowed for comparison across the sector and, with the pupil and post-pupil responses, created triangulation and depth within the data.

## RELIABILITY OF RESEARCH INSTRUMENTS

Mugenda and Mugenda (2003), define reliability as a measure of the degree to which a research instrument yields consistent results or data after several repeated trails. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. Researchers stress the importance of reliability and replication in research which is measured by the consistency of the results when repeated at a different time, in a different place and with a different researcher (Cohen, Manion and Morrison, 2007; Davidson and Tolich, 2003; Keeves, 1997). However, reliability in research is affected by random errors. The pre-test helps researchers to identify the most likely sources of errors and correct them before engaging in the findings. The test and re-test method was used to pilot the questionnaire by using one public and one private school in Yaounde VI subdivision. The reliability of questionnaires was measured by Pearson’s correlation coefficient which was computed with the help of statistical Package for Social Sciences (SPSS). The questionnaires were administered for pilot purposes to the respondents within a two-week period and analysis done. The response obtained from testing using a retest was analyzed manually and comparison done. The case processing summary technique was used to test the reliability of the research instrument and from the analysis, it was observed that, the questions are reliable with a strong coefficient.

**Case Processing Summary**

		N	%
Cases	Valid	162	90,0
	Excluded <sup>a</sup>	18	10,0
	Total	180	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,780	45

## METHOD OF DATA ANALYSIS

The data collected were summarized, coded and analyzed using tabulation approach and content analysis. Tabulation involved the process of summarizing collected data in a table to facilitate computation of various variables during data analysis. With the aid of SPSS version 21, tables were developed with the descriptive and inferential analyses. The protocol of interview (semi-structured interviews) was conducted for data collection. The obtained data provided by the participants were analyzed using qualitative thematic analysis (content analysis) to answer the questions and accomplish the objective of the present study. This analytical method saved space, made comparisons possible while affording opportunity for easy identification of possible error (Kamuzora, 2008).

## DATA MANAGEMENT AND ANALYSIS

Data management deals with handling and processing the collected data in the field. On the other hand, data analysis refers to the process of examining what has been collected in a survey or experiment and making deductions and references (Enon, 1998). Data management and analysis in this study involved scrutinizing, uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. Descriptive analysis such as frequencies and percentages were used to present quantitative data collected from lecturers, counselors and students using questionnaire. Data collected through school administrators was done through interviews and was analyzed qualitatively. The key points from the interviews were reported in narrative form based on the research questions. The study involved the use of tables and percentages and the interpretation of data involving both statistical and descriptive analysis, and quantitative analysis in reporting on the roles of school managers in relation to student's career guidance.

The data was presented in the form of tables to show the characteristics of the sample and the statistical technique used to verify the hypothesis was the chi-square ( $\chi^2$ ) test of independent. The chi-square test was the most appropriate because of the nature of the data and because the study is a relational one. The formula used is as follows:

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where:

$f_o$  = observed frequency  
 $f_e$  = expected frequency  
 $\sum$  = sum of  
 $X^2$  = Chi-square



The expected frequency was computed using the formula:

$$\Sigma = \frac{fr \times fc}{N}$$

Where:

fr = total frequency of row  
 fc = total frequency of column  
 N = total number of responses

After obtaining the calculated value, the degree of freedom is computed to enable the reading of the critical value using the formula:

$$Df = (r - 1) (c - 1)$$

Where:

r = total number of rows  
 c = total number of columns

The null hypothesis is either rejected or retained following the decision rule which states that:

- Reject the null hypothesis if  $X^2$  calculated value is greater than  $X^2$  critical value, that is  $X^2 \text{ cal} > X^2 \text{ cv}$ .
- Retain the null hypothesis if  $X^2$  calculated value is less than  $X^2$  critical value, that is  $X^2 \text{ cal} < X^2 \text{ cv}$

Finally, if a relationship is established from the inference made, that is, if the null hypothesis is rejected, the degree of the relationship is determined from the contingency coefficient which is computed using the following formula:

$$\text{Phi} = \sqrt{\frac{X^2 \text{ cal}}{n-1}}$$

Where:

$X^2$  = Chi-square  
 C = Contingency correlation coefficient  
 N = total number of respondents

The correlation coefficient will be compared to the contingency maximum to determine the strength of the relationship between the variables, which is calculated as follows:

$$C. \text{ Max} = \sqrt{\frac{K-1}{K}}$$

Where:

C. Max = contingency correlation maximum  
 K = lower level of contingency table

The relationship is low, moderate or high depending on the contingency coefficient.

## **ETHICAL CONSIDERATIONS**

Generally, ethical requirements in research emphasized on exhibiting high standard of professionalism when conducting research works of any kind and as such, research endeavors must be guided by research ethics in the planning, conducting and reporting Guthrie, (2010). The most probable problems in the study were privacy and confidentiality of the respondents. Many teachers were at first uncomfortable to release information on particular aspects like their satisfaction of employer motivation. However, the respondents were assured of confidentiality of the information which they provided and that the study findings were used for academic purposes only. Respondents were further assured of their personal protection and that they had authority to refuse or accept to be interviewed.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

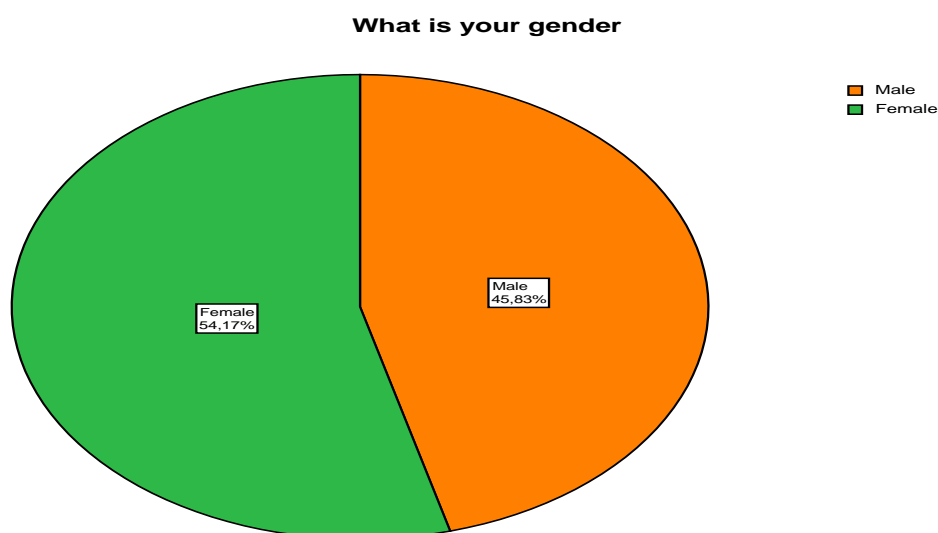
This chapter presents data from the questionnaires, interviews, documents analysis and observation, data regarding the role of motivational strategies on teachers' productivity in primary schools in Yaoundé VI sub-division. The findings are organized and presented in accordance with the main themes embraced in the research specific objectives namely; to assess the relationship between motivation and teacher's productivity in primary schools in Yaoundé VI sub-division and to examine the motivational strategies on teachers' productivity in primary schools in Yaoundé VI sub-division. However, the background of respondents is presented first to provide a clear picture of the nature of people that participated in the study. Then the discussions of the findings collected from the respondents are presented.

### DEMOGRAPHIC INFORMATION

This section includes the background of respondents found in the Yaoundé VI sub division, sex of respondents, and age variation of respondents, marital status of respondents, education level and years of employment. Participants were 200 teachers from private schools in the Yaoundé VI sub division. Also the researcher interviewed 2 Education Officers, and 1 school Inspector.

**Figure 4**

#### Gender of Respondents



Source: Field work (2022).

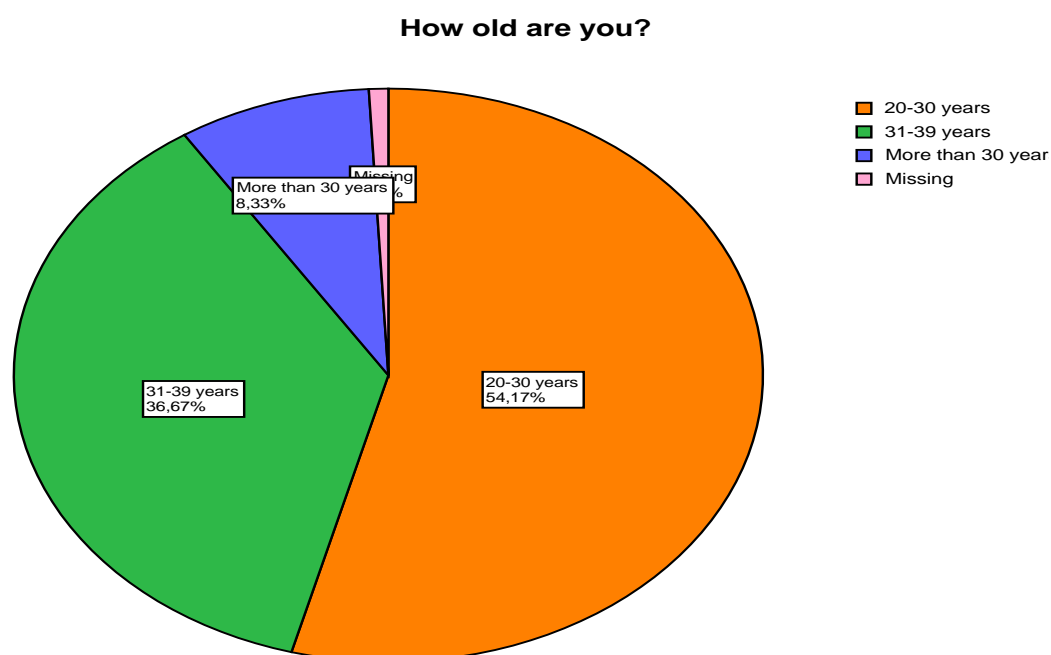
**Table 1**  
**Gender Distributions of Respondents**

Gender	Frequency	Percent
Male	55	45.8
Female	65	54.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field work (2022).

From Figure 4.1 and Table 4.1 above, the study found that 54.17% of participants were females who participated fully in this study and 45.83% represented the male respondents. Therefore, from the above description, the study showed that both sexes were presented and provided information respectively. Research by Davidson et al. (2005) showed that female-male composition of teaching and senior posts is not new: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions. From the findings of the study, it can be said that there are many female teachers in Public primary schools in Yaoundé VI sub division.

**Figure 5**  
**Age of Respondents**



Source: Field work (2022).

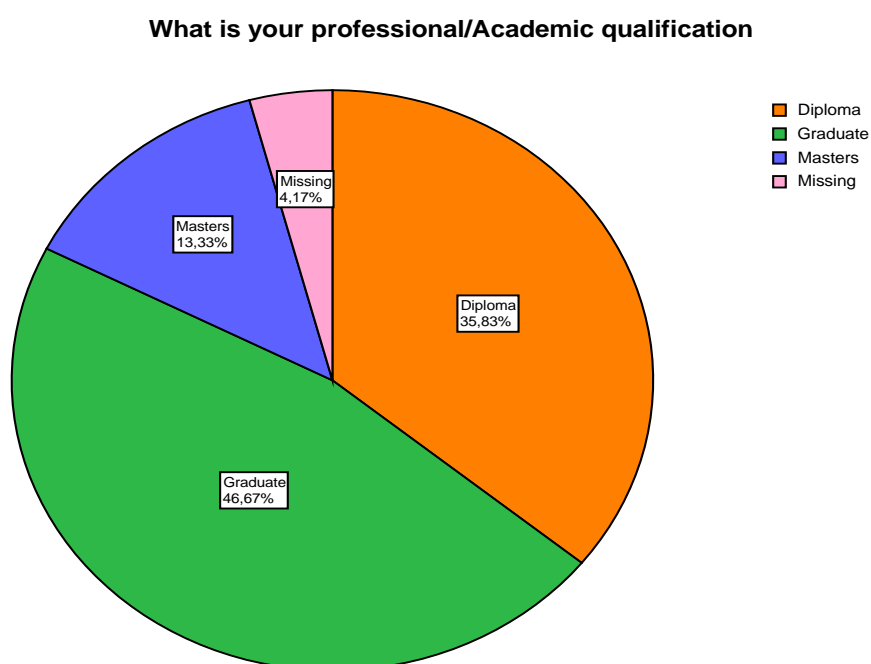
**Table 2**  
**Age of Respondents**

Age	Frequency	Percent
20-30 years	65	54.2
31-39 years	45	37.5
More than 40 years	10	8.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

Source: Field work (2022).

Figure 5 shows that 54.2% of the teachers interviewed were between 20 - 30 years, 37.5% were between 31 – 39 years, and 8.3% were above 40 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

**Figure 6**  
**Distribution of Teachers by Academic Qualifications**



Source: Field work (2022).

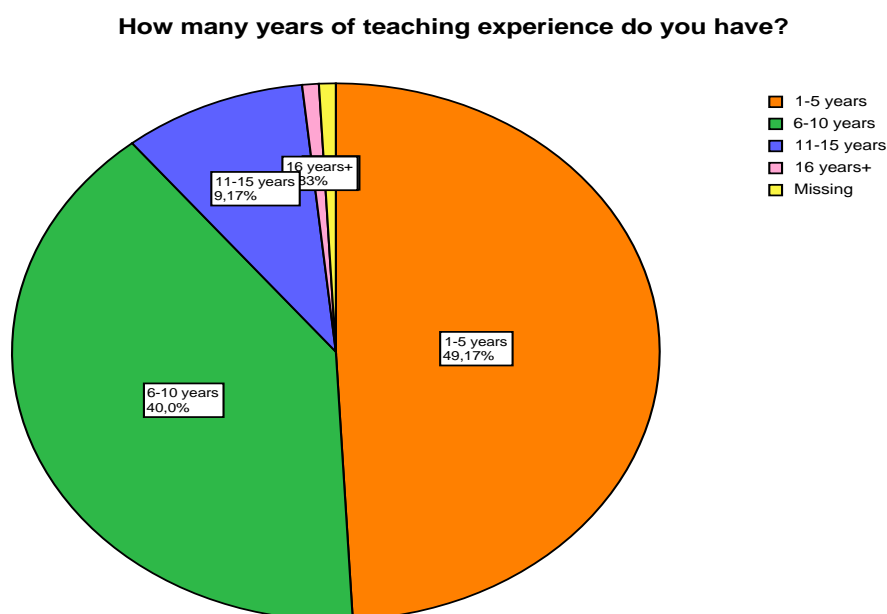
**Table 3**  
**Distribution of Teachers by Academic Qualifications**

professional/Academic qualification		Frequency	Percent
Valid	Diploma	43	35,8
	Graduate	56	46,7
	Masters	16	13,3
	Total	115	95,8
Missing	System	5	4,2
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

Teacher respondents were asked to indicate their highest academic qualifications. It turned out that 46.67% of the respondents had Bachelor's Degree in education. The study also found that 13.33% had Master's degree in education and that 35.83% had a Diploma in education. From the findings of the study, it can be said that teachers in Yaoundé VI sub division are qualified to embark on the teaching profession.

**Figure 7**  
**Work experience of respondents**



Source: Field work (2022).

**Table 4**  
**Work experience of respondents**

<b>Years of teaching experience</b>		<b>Frequency</b>	<b>Percent</b>
Valid	1-5 years	59	49,2
	6-10 years	48	40,0
	11-15 years	11	9,2
	16 years+	2	1,6
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

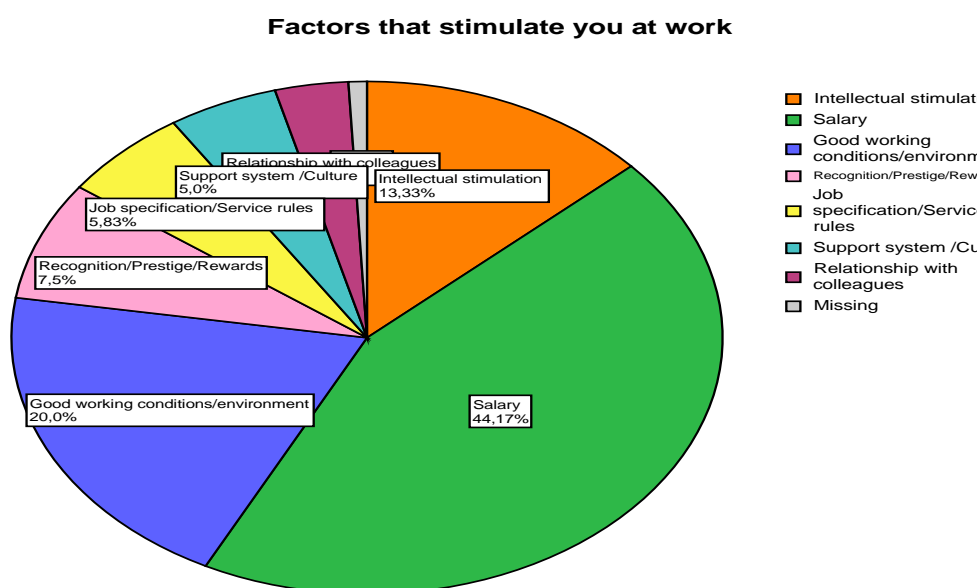
The study found it necessary to analyze the work experience as this reflected on the number of years worked and hence the need and type of motivation strategy to be used for motivation. Teachers were asked to indicate the period for which they had been teaching. It turned out that 49.2% of the respondents indicated that they had taught for a period between 1-5 years, 40% of the respondents had taught for a period between 6-10 years, 9.2% had taught for a period between 11 - 15 years and 1.6% had taught for a period of above 16 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study.

The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers 'motivation based on prior learning and teaching experiences and teachers 'motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience.

## ANSWERS TO RESEARCH QUESTIONS

Figure 8

### Factors that stimulate teachers at work



Source: Field work (2022).

Table 5

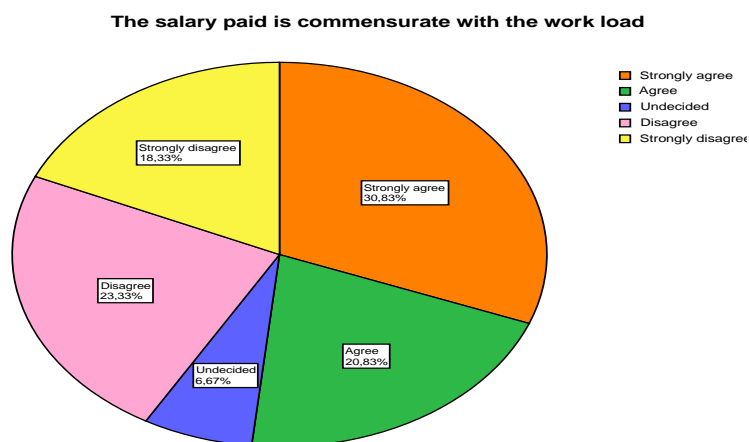
### Factors that stimulate teachers at work

	Factors that stimulate you at work	Frequency	Percent
Valid	Intellectual stimulation	16	13,3
	Salary	53	44,2
	Good working conditions /environment	24	20,0
	Recognition/Prestige/Rewards	9	7,5
	Job specification/Service rules	7	5,8
	Support system /Culture	6	5,0
	Relationship with colleagues	4	3,3
	Total	119	99,2
Missing	System	1	,8
	<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the table above, we can see that, the factors that stimulates teachers at work, 44.17% of the respondents said it was the salary, 20.0% said it was good working conditions, 13.33% said it was intellectual, 7.5% said it was recognition, prestige and awards while 5.83% said it was support system and culture.



**Figure 9****The role of Remuneration on Teachers' Motivation and Productivity****Salary Paid (Remuneration)**

Source: Field work (2022).

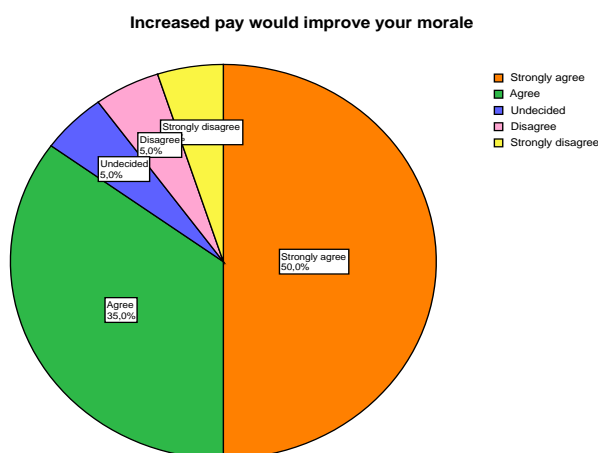
**Table 6****Salary Paid**

<b>The salary paid is commensurate with the work load</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	37	30,8
Agree	25	20,8
Undecided	8	6,7
Disagree	28	23,3
Strongly disagree	22	18,3
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From figure 5 above, we will realize that 30.83% of the respondents strongly agree that the salary paid is commensurate with the work load, 20.83% agree, 23.33% disagree and 16.33% strongly disagree. This implies that most teachers who are teaching in Public primary schools are being paid enough money for salary per month that satisfies their basic needs and hence feel motivated to pursue on with their profession.

**Figure 10**  
**Increased pay**



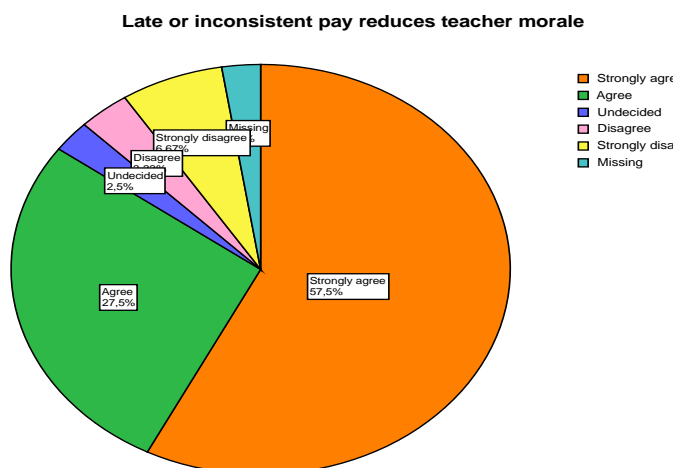
Source: Field work (2022).

**Table 7**  
**Increased Pay**

<b>Increased pay would improve your morale</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	60	50,0
Agree	42	35,0
Undecided	6	5,0
Disagree	6	5,0
Strongly disagree	6	5,0
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the figure above, we realized that 50.0% of the respondents strongly agree that increased pay would improve their morale, 35.0% agreed and 5.0% disagreed. This implies that increase in salary payment is a huge motivational strategy that can boost up productivity in Public primary schools in the Yaoundé VI sub division.

**Figure 11****Late or inconsistent pay**

Source: Field work (2022).

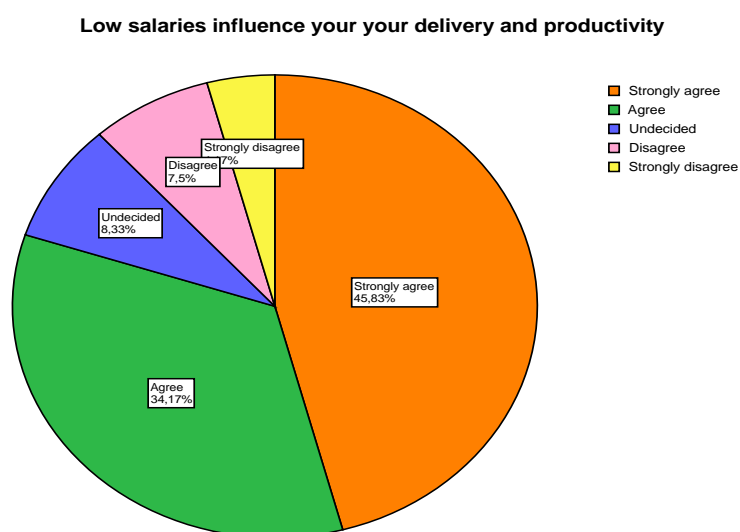
**Table 8****Late or inconsistent pay**

<b>Late or inconsistent pay reduces teacher morale</b>		<b>Frequency</b>	<b>Percent</b>
Valid	Strongly agree	69	57,5
	Agree	33	27,5
	Undecided	3	2,5
	Disagree	4	3,3
	Strongly disagree	8	6,7
	Total	117	97,5
Missing	System	3	2,5
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the figure above, 57.5% of the respondents strongly agree that late or inconsistent pay reduces teachers' moral, 27.5% agree, and 6.62 strongly disagree. This implies that, the payment of teachers' salary is not only important but must be timely for them to feel motivated to work.

**Figure 12**  
**Low Salaries**



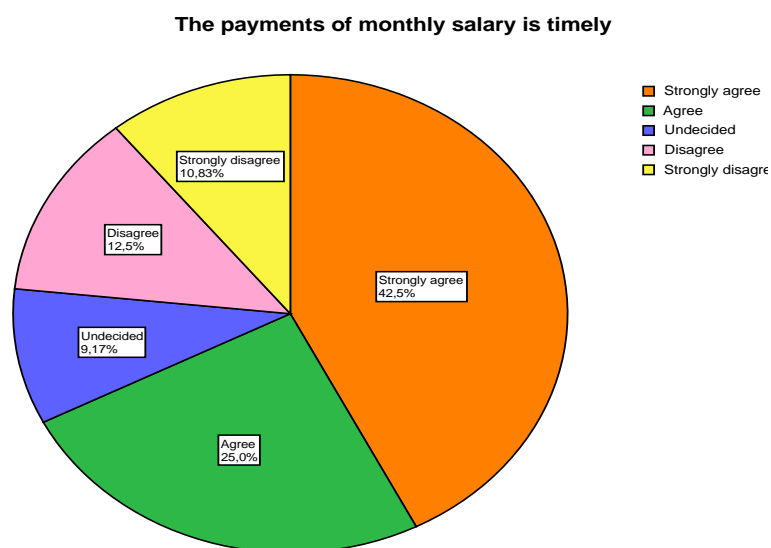
Source: Field work (2022).

**Table 9**  
**Low Salaries**

<b>Low salaries influence your delivery and productivity</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	55	45,8
Agree	41	34,2
Undecided	10	8,3
Disagree	9	7,5
Strongly disagree	5	4,2
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

45.83% of the respondents strongly agree that low salaries influence their delivery and productivity. 34.17% agree and 7.5% disagree. This implies that low salaries is another key factor that can demotivate teachers in Public primary schools of Yaoundé VI sub division.

**Figure 13****The Payment of monthly Salary is timely**

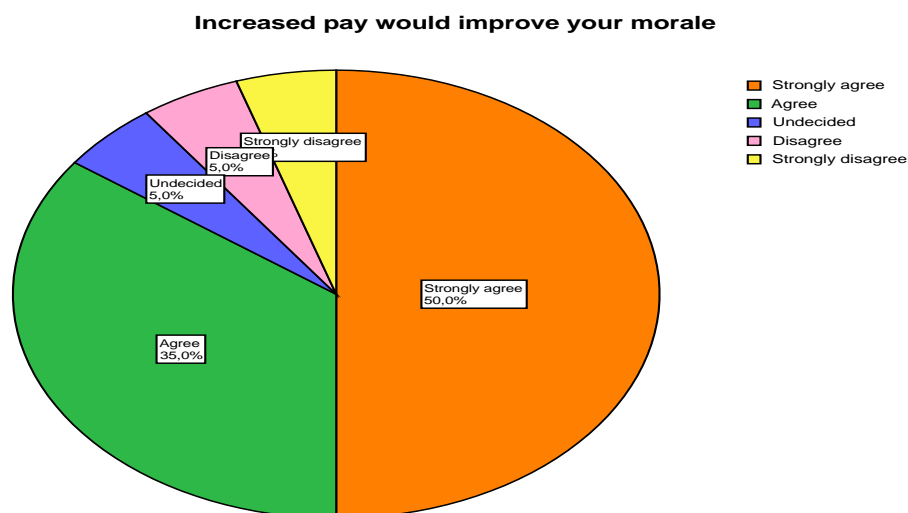
Source: Field work (2022).

**Table 10****The payment of monthly salary is timely.**

<b>The payments of monthly salary is timely</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	51	42,5
Agree	30	25,0
Undecided	11	9,2
Disagree	15	12,5
Strongly disagree	13	10,8
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the figure above, we can see that 42.5% of the respondents strongly agreed to the fact that the payment of monthly salary is timely while only 12.5% of the respondents disagreed. This implies that, the private school teachers in Yaounde VI sub division have no challenges with the payment of their salaries on time. However, it is important to note that, while the same respondents strongly agreed to the fact that salary is a huge motivating factor for them, it is important to note that, the payment of these salaries on time is equally another huge motivating factor which should not be neglected.

**Figure 14****Increased pay will improve your morale**

Source: Field work (2022).

**Table 11****Increased pay will improve your morale**

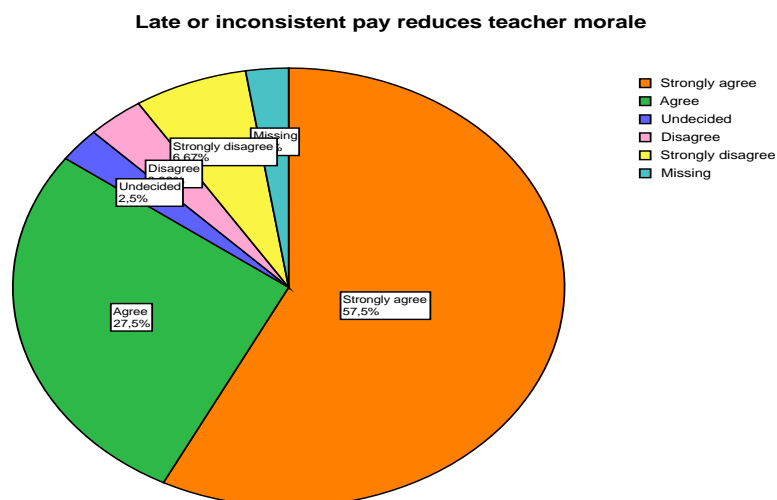
<b>Increased pay would improve your morale</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	60	50,0
Agree	42	35,0
Undecided	6	5,0
Disagree	6	5,0
Strongly disagree	6	5,0
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the figure 10 and table 7 above, we will realize that 50.0% of the respondent strongly agreed to the fact that increased pay will affect their morale while only 5.0% of the respondents strongly disagreed. This implies financial remuneration is a huge motivational strategy that affect teacher's productivity.

Figure 15

## Late or inconsistent pay reduces your morale



Source: Field work (2022).

Table 12

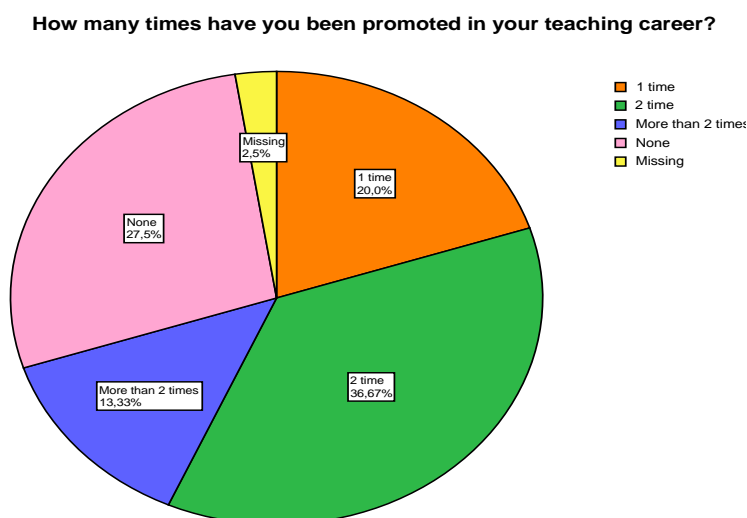
## Late or inconsistent pay reduces your morale

<b>Late or inconsistent pay reduces teacher morale</b>		
<b>morale</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	69	57,5
Agree	33	27,5
Undecided	3	2,5
Disagree	4	3,3
Strongly disagree	8	6,7
System	3	2,5
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the table 12 above, 57.5% of the respondents strongly agreed that late or inconsistent pay reduces your morale while 6.67% disagreed. This is to further accentuate the fact that late salaries demotivate teachers and affects their productivity.

**Figure 16**  
**Promotion Opportunities**



Source: Field work (2022).

**Table 13**  
**Promotion opportunities**

<b>How many times have you been promoted in your teaching career?</b>		<b>Frequency</b>	<b>Percent</b>
Valid	1 time	24	20,0
	2 time	44	36,7
	More than 2 times	16	13,3
	None	33	27,5
	Total	117	97,5
Missing	System	3	2,5
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From table 13 above, 36.67% of our respondents have been promoted two times, 13,33% have been promoted more than two times, 20% have been promoted once and 27.5% have never been promoted. This analysis implies that the motivational strategy of promotion at work is not implemented at its best. It is vital for us to mention that promotion goes with authority and hence a difference in facilities would be more motivating and hence contribute towards improved students' academic performance. New responsibilities are also motivating as they signify growth and if they are not coming, we stand to say, there is little or no growth at all. This is a key pointer to a lack of motivation and consequently, teachers' productivity will be greatly impaired.

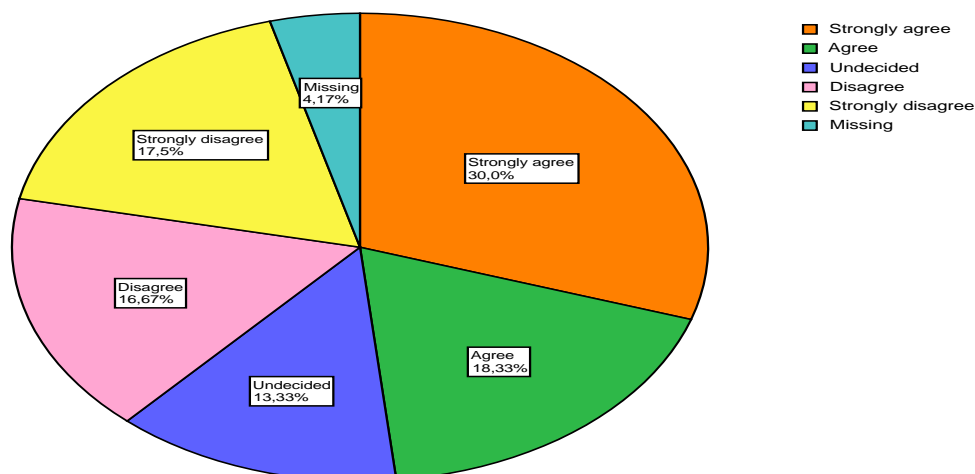


## How Does Teacher Welfare Affect Teacher Productivity?

Figure 17

### Pension Scheme

The pension scheme in place offers good expectations upon retirement



Source: Field work (2022).

Table 14

### Pension scheme

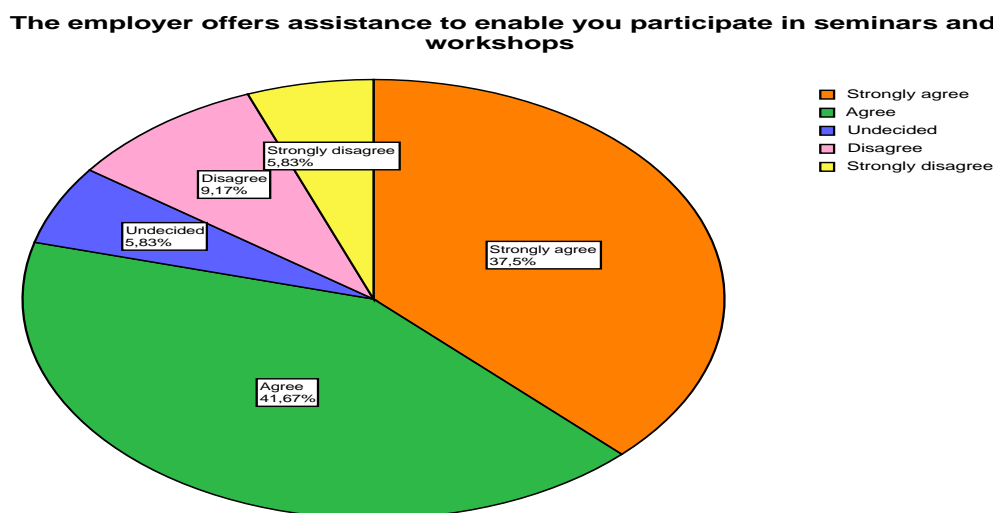
The pension scheme in place offers good expectations upon retirement		Frequency	Percent
Valid	Strongly agree	36	30,0
	Agree	22	18,3
	Undecided	16	13,3
	Disagree	20	16,7
	Strongly disagree	21	17,5
	Total	115	95,8
Missing	System	5	4,2
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the table 14 above, 30.0% of the respondents agree that, the pension scheme put in place offers good expectations upon retirement, 18.33% agree, 16.67% disagree and 17.5% strongly disagree. This implies that, the teachers of Yaoundé VI Public primary schools are ok with the pension scheme put in place by their employers and feel motivated to pursue on their teaching career.

Figure 18

## Assistance to participate in seminars and workshops



Source: Field work (2022).

Table 15

## Assistance to participate in seminars and workshops

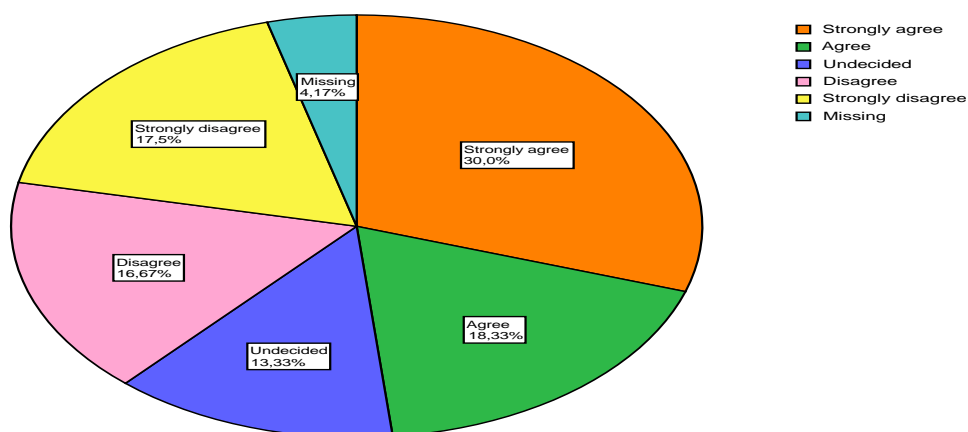
<b>The employer offers assistance to enable you participate in seminars and workshops</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agree	45	37,5
Agree	50	41,7
Undecided	7	5,8
Disagree	11	9,2
Strongly disagree	7	5,8
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the figure above, we noticed that 41.67% of the respondents agree that, the employer offers assistance to participate in seminars and workshops, 37.5% agree, 9.17% and 5.83% strongly disagree. From the findings of the study, it can be said that most of the teachers in Public primary schools have attended trainings organized for teachers and thus are motivated to pursue their teaching profession.

**Figure 19**  
**Provision of Teaching/Learning Resources**

**The pension scheme in place offers good expectations upon retirement**



Source: Field work (2022).

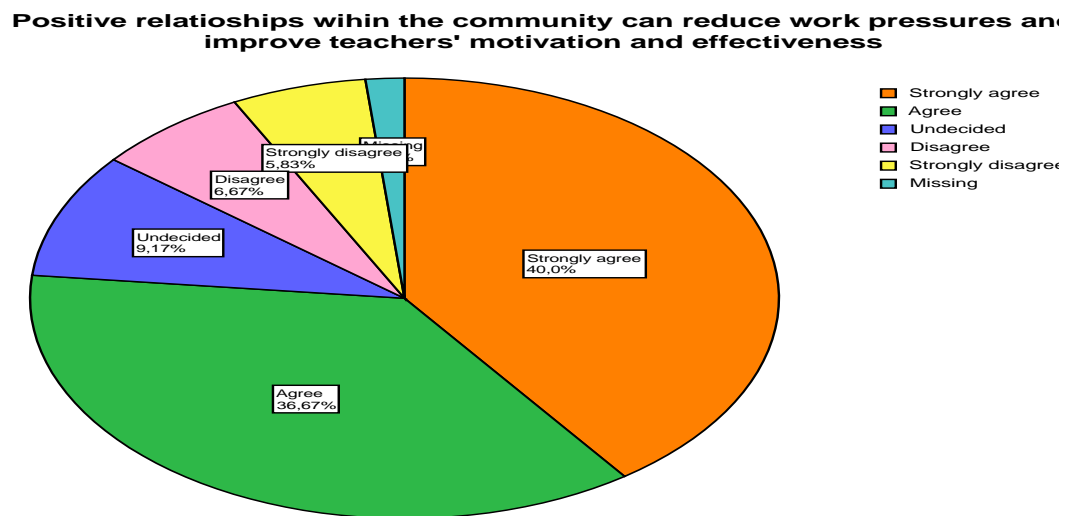
**Table 16**  
**Provision of Teaching/Learning Resources**

The school provides teaching/learning resources		Frequency	Percent
Valid	Strongly agree	48	40,0
	Agree	47	39,2
	Undecided	11	9,2
	Disagree	5	4,2
	Strongly disagree	6	5,0
	<b>Total</b>	<b>117</b>	<b>97,5</b>
Missing	System	3	2,5
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the table 16 above, 30.0% of the respondents strongly agree that, the school provides teaching/learning resources, 18.33% agree, 17.5% disagree and 16.67% strongly disagree. From this analysis, it is evident that, the provision of teaching and learning resources is very effective in Public primary schools in Yaoundé VI sub division hence, the output and performance of students.

**Figure 20**  
**Positive relationship within the Community**



Source: Field work (2022).

**Table 17**  
**Positive relationship within the Community**

Positive relationships within the community can reduce work pressures and improve teachers' motivation and effectiveness		Frequency	Percent
Valid	Strongly agree	48	40,0
	Agree	44	36,7
	Undecided	11	9,2
	Disagree	8	6,7
	Strongly disagree	7	5,8
	Total	118	98,3
Missing	System	2	1,7
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

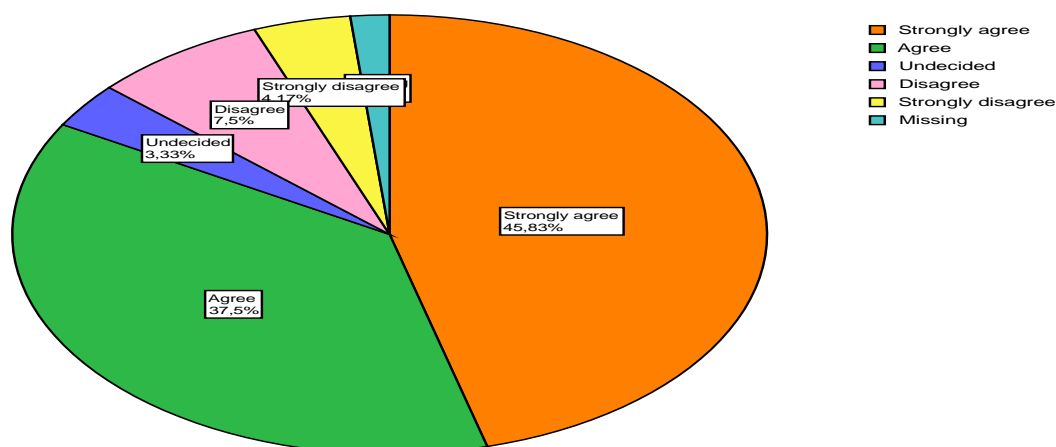
From the table 17 above, 40.0% of the respondents strongly agree that Positive relationships within the community can reduce work pressures and improve teachers' motivation and effectiveness, 36.67% agree, 6.67% disagree, and 5.83% disagree. From this perspective, we can affirm building Positive relationships within the community can reduce work pressures and improve teachers' motivation and effectiveness.

To what extent does delegation of function affect teachers' motivation and productivity?

Figure 21

Delegation of Responsibility

The head teacher often delegates responsibility to teachers in the running the school



Source: Field work (2022).

Table 18

Delegation of Responsibility

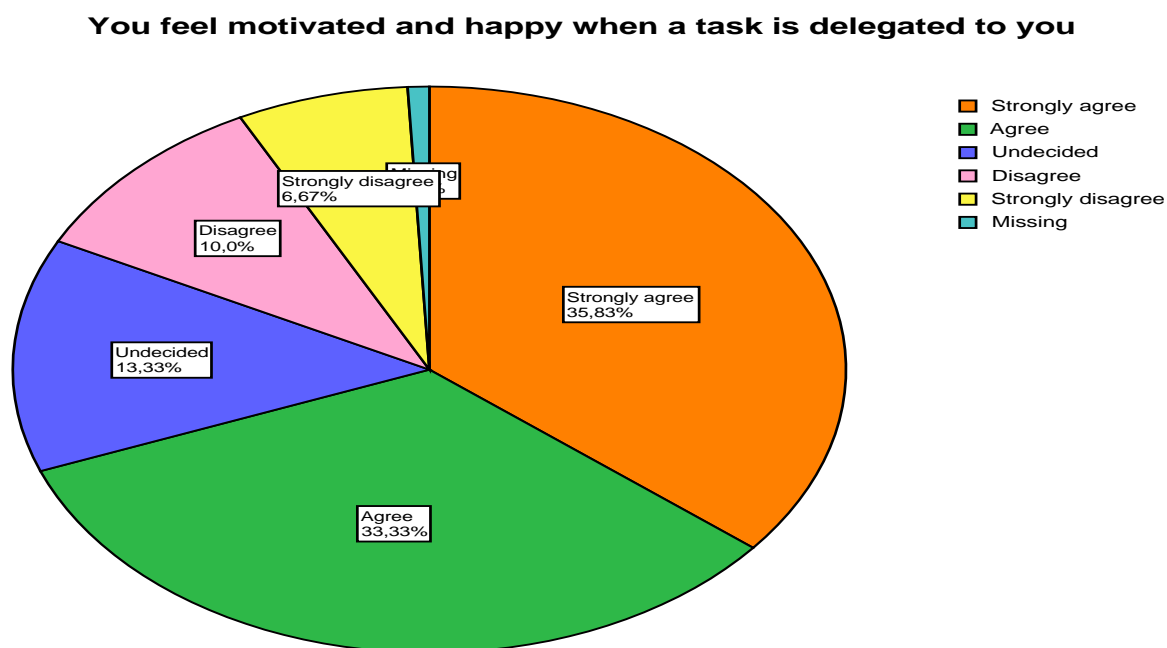
The head teacher often delegates responsibility to teachers in the running of the school		Frequency	Percent
Valid	Strongly agree	55	45,8
	Agree	45	37,5
	Undecided	4	3,3
	Disagree	9	7,5
	Strongly disagree	5	4,2
	Total	118	98,3
Missing	System	2	1,7
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From the table 18 above, 45.83% of the respondents strongly agree that the head teacher often delegates responsibility to teachers in the running of the school. 37.5% agree, 7.5% disagree and 4.17% strongly disagree. Delegation of function generally breeds a feeling of acceptance and approval and is a good motivational technique. Thus, the teachers of Public primary schools in Yaoundé VI sub division are motivated when delegated function in the running of the school.

Figure 22

## Motivated when delegated a task



Source: Field work (2022).

Table 19

## Motivated when delegated a task

<b>You feel motivated and happy when a task is delegated to you</b>		<b>Frequency</b>	<b>Percent</b>
Valid	Strongly agree	43	35,8
	Agree	40	33,3
	Undecided	16	13,3
	Disagree	12	10,0
	Strongly disagree	8	6,7
	<b>Total</b>	<b>119</b>	<b>99,2</b>
Missing	System	1	,8
	<b>Total</b>	<b>120</b>	<b>100,0</b>

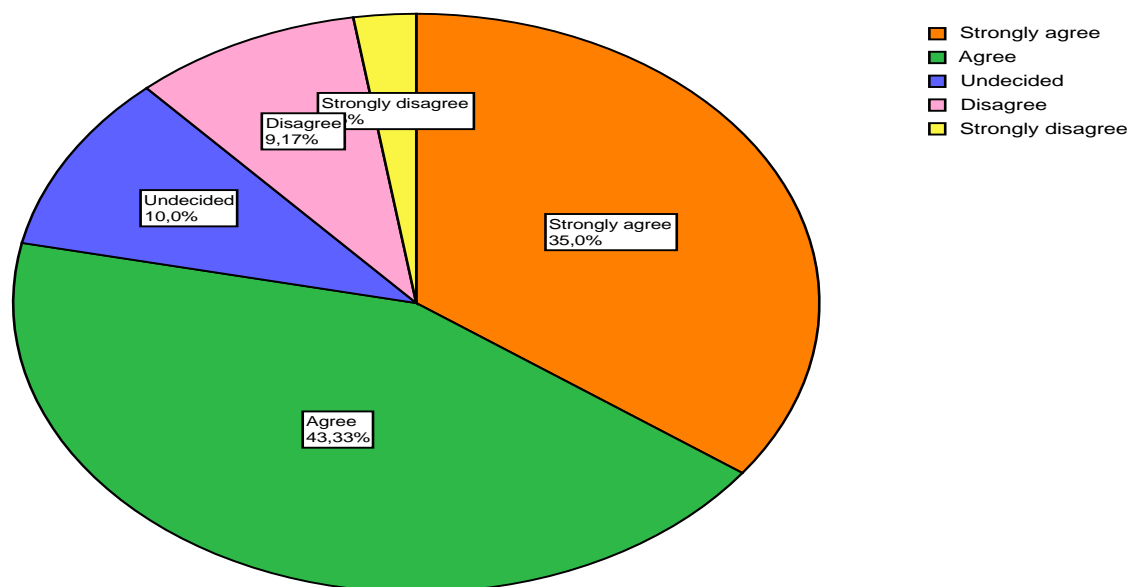
Source: Field work (2022).

From figure 22 and table 19 above, 35.83% and 33.335 of the respondents strongly agree and agree that they feel motivated and happy when a task is delegated to them while 6t.67% and 10.0% strongly disagree and disagree on this fact. This reveals that delegation of function is a huge motivational strategy for private school teachers in Yaounde VI sub division.

Figure 23

## Sharing of Authority

When delegating a task, the authority is shared between the head teacher and the teacher receiving the delegation



Source: Field work (2022).

Table 20

## Sharing of Authority

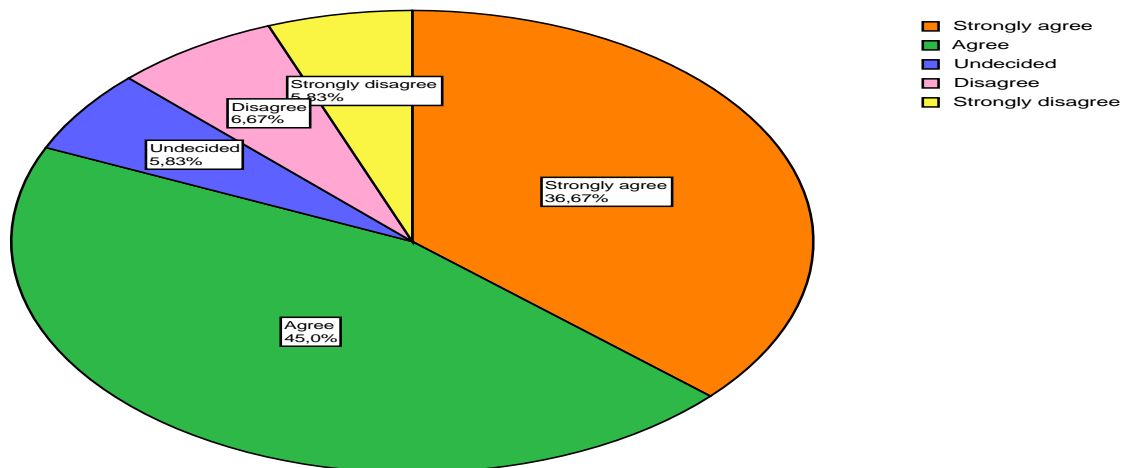
When delegating a task, the authority is shared between the head teacher and the teacher receiving the delegation	Frequency	Percent
Strongly agree	42	35,0
Agree	52	43,3
Undecided	12	10,0
Disagree	11	9,2
Strongly disagree	3	2,5
<b>Total</b>	<b>120</b>	<b>100,0</b>

Source: Field work (2022).

From figure 23 and table 20 above, 35.0% and 43.33% of the respondents strongly agree and agree that when delegated a task, the authority is shared between the head teacher and the teacher receiving the delegation while 9.17% disagree. This implies that, sharing of authority during delegation of function is a motivational strategy that boosts up private school teachers in Yaounde VI sub division.

**Figure 24**  
**Consultation of Teachers in decision making**

**The head teacher consults his teachers in critical decision making processes in the school**



Source: Field work (2022).

**Table 21**  
**Consultation of Teachers in decision making**

<b>The head teacher consults his teachers in critical decision making processes in the school</b>		<b>Frequency</b>	<b>Percent</b>
Valid	Strongly agree	44	36,7
	Agree	54	45,0
	Undecided	7	5,8
	Disagree	8	6,7
	Strongly disagree	7	5,8
<b>Total</b>		<b>120</b>	<b>100,0</b>

Source: Field work (2022).

Finally, from the table above, we realized that, 36.67% and 45.0% of the respondents strongly agree and agree that the head teacher consults his teachers in critical decision making processes in the school while 6.67% disagree to this fact. This implies that consultation of teachers' during decision making process makes them feel motivated and hence increases their productivity.



## VERIFICATION OF HYPOTHESES

### Research Hypothesis 1

Our first hypothesis stated that, remuneration significantly affects teacher's productivity.

#### 1<sup>st</sup> stage: Formulation statistical hypotheses

**H<sub>a</sub>**: Remuneration significantly affects teacher's productivity.

**H<sub>0</sub>**: Teacher remuneration does not significantly affect teacher productivity.

#### 2<sup>nd</sup> stage: Selection of the Level of significance

Since we are in social sciences, we have therefore chosen as significance level .05. This means we have 95% as degree of confidence.

#### 3<sup>rd</sup> stage: Calculation of the degree of freedom and the statistical value.

#### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Motivation * Teachers productivity	112	93,3%	8	6,7%	120	100,0%

#### Motivation \* Teachers productivity Crosstabulation

Count		Teachers productivity																Total		
		6,00	7,00	8,00	9,00	10,00	11,00	12,00	13,00	14,00	15,00	17,00	18,00	19,00	20,00	27,00	28,00			
Motivation	6,00	7	3	3	2	1	0	0	2	0	0	0	0	0	0	0	0	0	0	18
	7,00	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	9,00	1	0	0	0	2	0	2	0	1	0	0	0	0	0	0	0	0	0	6
	10,00	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	11,00	1	1	1	1	0	2	1	0	0	0	1	0	0	0	0	0	0	1	9
	12,00	0	1	0	0	0	1	2	2	0	0	0	0	0	0	0	0	0	0	6
	13,00	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	4
	14,00	0	0	0	0	2	2	0	0	1	1	1	0	0	0	0	0	0	1	8
	15,00	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
	16,00	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3
	17,00	0	0	1	1	2	2	0	0	1	0	0	0	0	1	0	0	0	1	9
	18,00	0	1	0	2	1	1	1	0	0	0	2	1	0	0	0	0	0	0	9
	19,00	1	0	1	2	1	0	1	1	0	0	0	0	0	0	0	1	0	0	8
	20,00	0	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	5
	21,00	0	0	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
	22,00	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	23,00	0	1	0	0	1	1	1	2	1	0	0	0	0	0	0	0	0	0	7
	24,00	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
	25,00	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	3
	26,00	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
	27,00	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	2
Total		14	8	12	11	11	12	13	8	6	3	6	1	2	1	1	3			112

$ndf = (r - 1) (C - 1)$  with  $r$  = Number of lines et  $C$  = number of columns

**N.A** :  $ndf = (21 - 1) (16 - 1) = 20 \times 15 = 300$

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	344,185 <sup>a</sup>	300	,040
Likelihood Ratio	231,599	300	,999
Linear-by-Linear Association	14,278	1	,000
N of Valid Cases	112		

a. 336 cells (100,0%) have expected count less than 5.  
The minimum expected count is ,01.

- From this table, it appears that the value of the chi square calculated is 344.185

### Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	,869	,040
N of Valid Cases	112	

a. Not assuming the null hypothesis.  
b. Using the asymptotic standard error assuming the null hypothesis.

- From this table, the value of the Contingency coefficient is .869

#### **4<sup>th</sup> stage: Critical value of the chi square**

- From the chi square distribution table, for  $ndf = 300$  and  $\alpha = 0,05$ , the  $\chi^2$  read is 314,39
- Decision:** Considering that  $\chi^2_{cal} (344.185) > \chi^2_{tu} (314.39)$ ,  $H_0$  is rejected and  $H_a$  is accepted:

#### **5<sup>th</sup> stage : Conclusion**

The acceptance of the research hypothesis, gives us the chance to confirm our research hypothesis one (RH1). This means that there exists a significant link between teachers' motivation and productivity.

The contingency coefficient (C) permits to measure the degree of link between the two variables is .869. This shows that the degree of link between the variables is very strong.

### **Research Hypothesis 2**

Our second hypothesis stated that, delegation of function significantly affects teacher's productivity.

#### **1<sup>st</sup> stage: Formulation statistical hypotheses**

**H<sub>a</sub>:** Delegation of function significantly affects teacher's productivity.

$H_0$ : Delegation of function does not significantly affect teacher productivity.

**2<sup>nd</sup> stage: Selection of the Level of significance**

Since we are in social sciences, we have therefore chosen as significance level .05. This means we have 95% as degree of confidence.

**3<sup>rd</sup> stage: Calculation of the degree of freedom and the statistical value.**

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Remuneration * Teachers productivity	115	95,8%	5	4,2%	120	100,0%

**Remuneration \* Teachers productivity Crosstabulation**

Count		Teachers productivity																Total		
		6,00	7,00	8,00	9,00	10,00	11,00	12,00	13,00	14,00	15,00	16,00	17,00	18,00	19,00	20,00	27,00		28,00	
Remuneration	5,00	7	0	1	3	0	0	3	1	1	0	0	0	1	0	0	0	0	0	17
	6,00	2	3	0	2	0	1	2	1	0	0	0	0	0	0	0	0	0	0	11
	7,00	0	1	2	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	6
	8,00	1	3	1	1	2	2	1	0	0	0	0	0	0	0	0	0	0	0	11
	9,00	1	0	4	1	4	1	0	2	0	1	0	2	1	1	0	0	0	0	18
	10,00	0	2	2	0	0	0	1	1	1	0	1	0	0	0	0	0	0	0	8
	11,00	1	0	0	3	1	3	3	0	2	0	0	0	0	1	0	0	0	0	14
	12,00	0	0	0	0	0	0	1	1	1	0	0	3	0	0	0	0	0	0	6
	13,00	0	0	1	2	0	2	1	1	1	0	0	0	0	0	0	0	0	0	8
	14,00	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	2
	15,00	1	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	5
	16,00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
	17,00	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	18,00	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	19,00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	20,00	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	3
	25,00	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total		14	9	12	13	10	12	13	8	6	3	1	5	2	2	1	1	3		115

Source: Field work (2022).

$ndf = (r - 1) (C - 1)$  with  $r$  = Number of lines et  $C$  = number of columns

**N.A** :  $ndf = (17 - 1) (17 - 1) = 16 \times 16 = 256$

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	441,661 <sup>a</sup>	256	,000
Likelihood Ratio	213,005	256	,977
Linear-by-Linear Association	18,228	1	,000
N of Valid Cases	115		

a. 289 cells (100,0%) have expected count less than 5.  
The minimum expected count is ,01.

- From this table, it appears that the value of the chi square calculated is 441.661

### Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	,891	,000
N of Valid Cases	115	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- From this table, the value of the Contingency coefficient is .891

#### 4<sup>th</sup> stage: Critical value of the chi square

- From the chi square distribution table, for  $ndf = 256$  and  $\alpha = 0,05$ , the  $\chi^2$  read is 287.88

- Decision:** Considering that  $\chi^2_{cal} (441.661) > \chi^2_{lu} (287.88)$ ,  $H_0$  is rejected and  $H_a$  is accepted:

#### 5<sup>th</sup> stage : Conclusion

The acceptance of the research hypothesis, gives us the chance to confirm our research hypothesis two ( $Rh_2$ ). This means that there exists a significant link between delegation of function and teachers' productivity.

The contingency coefficient (C) permits to measure the degree of link between the two variables is .891. This shows that the degree of link between the variables is very strong.

### Research Hypothesis 3

Our third hypothesis stated that teacher's, welfare significantly affects their productivity.

#### 1<sup>st</sup> stage: Formulation statistical hypotheses

**H<sub>a</sub>:** teacher's, welfare significantly affects their productivity.

**H<sub>0</sub>:** teacher's, welfare does not significantly affect their productivity.

## 2<sup>nd</sup> stage: Selection of the Level of significance

Since we are in social sciences, we have therefore chosen as significance level .05. This means we have 95% as degree of confidence.

## 3<sup>rd</sup> stage: Calculation of the degree of freedom and the statistical value.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Welfare * Teachers productivity	113	94,2%	7	5,8%	120	100,0%

Welfare \* Teachers productivity Crosstabulation

Count		Teachers productivity																	Total	
		6,00	7,00	8,00	9,00	10,00	11,00	12,00	13,00	14,00	15,00	16,00	17,00	18,00	19,00	20,00	27,00	28,00		
Welfare	6,00	5	2	1	1	1	0	2	1	0	0	0	0	0	1	0	0	0	0	14
	7,00	3	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	6
	8,00	0	0	2	0	2	1	0	2	0	1	0	0	0	0	0	0	0	0	8
	9,00	0	0	2	1	0	2	0	1	0	1	0	0	0	0	0	0	0	0	7
	10,00	1	2	1	2	1	1	1	0	1	1	0	2	0	2	0	0	0	0	15
	11,00	1	0	2	4	3	1	0	0	0	0	0	0	0	0	0	0	0	0	11
	12,00	2	1	2	0	1	3	2	3	1	0	1	0	1	0	0	0	0	0	17
	13,00	0	0	0	1	0	2	0	0	0	0	0	1	0	0	0	0	0	0	4
	14,00	1	0	1	2	1	0	3	0	3	0	0	0	0	0	0	0	0	0	11
	15,00	0	1	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	4
	16,00	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	4
	17,00	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	18,00	0	1	0	0	2	0	1	0	1	0	0	0	0	0	0	0	0	0	5
	23,00	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2
	24,00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	26,00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	27,00	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Total		13	9	12	13	11	13	11	7	6	3	1	5	2	2	1	1	3		113

$ndf = (r - 1) (C - 1)$  with  $r =$  Number of lines et  $C =$  number of columns

N.A :  $ndf = (17 - 1) (17 - 1) = 16 \times 16 = 256$

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	421,727 <sup>a</sup>	256	,000
Likelihood Ratio	208,351	256	,987
Linear-by-Linear Association	33,205	1	,000
N of Valid Cases	113		

a. 289 cells (100,0%) have expected count less than 5.  
The minimum expected count is ,01.

- From this table, it appears that the value of the chi square calculated is 421.727

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	,888	,000
N of Valid Cases	113	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- From this table, the value of the Contingency coefficient is .888

**4<sup>th</sup> stage: Critical value of the chi square**

- From the chi square distribution table, for  $ndf = 256$  and  $\alpha = 0,05$ , the  $\chi^2$  read is 287.88
- **Decision:** Considering that  $\chi^2_{cal} (421.727) > \chi^2_{lu} (287.88)$ ,  $H_0$  is rejected and  $H_a$  is accepted:

**5<sup>th</sup> stage : Conclusion**

The acceptance of the research hypothesis, gives us the chance to confirm our research hypothesis three (Rh3). This means that there exists a significant link between teachers' welfare and their productivity.

The contingency coefficient (C) permits to measure the degree of link between the two variables is .888. This shows that the degree of link between the variables is very strong.

**Table 4.22**

**SUMMARY OF FINDINGS**

Hypotheses	Chi square calculated ( $\chi^2_{cal}$ )	Standard error ( $\alpha$ )	Degree of freedom (df)	Chi square read ( $\chi^2_{lu}$ )	Contingency Coefficient (C)	Observations	Decisions
<b>Hr<sub>1</sub></b>	344	0,05	300	314.39	0,869	$\chi^2_{cal} > \chi^2_{lu}$	Ha is accepted and Ho is rejected
<b>Hr<sub>2</sub></b>	441	0,05	256	287.88	0,891	$\chi^2_{cal} > \chi^2_{lu}$	Ha is accepted and Ho is rejected
<b>Hr<sub>3</sub></b>	421	0,05	256	287.88	0,888	$\chi^2_{cal} > \chi^2_{lu}$	Ha is accepted and Ho is rejected

Source: Field work (2022).

From the test of hypothesis, it is noted that all the research hypotheses are verified, this consequently validate the general hypothesis of this study. Finally, teacher's motivation significantly affects teacher productivity.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

The purpose of the study was to assess the role of motivational strategies on teachers' productivity in Public primary schools in Yaoundé VI sub-division. The findings were guided by the objectives of the study. Furthermore, the study assessed the relationship between motivation and teacher's productivity as well as the factors of motivation that affects teachers' productivity.

### **DISCUSSION OF FINDINGS**

Based on the data and other information obtained and analyzed to answer the research questions of the study, a number of research findings were presented in chapter four. The findings are summarized in this section in accordance with the hypothesis of the study.

#### **Remuneration and Productivity in Private Primary Schools**

The results show that the increase in teachers' salaries is not without exerting a certain attraction: it enhances this profession compared to others and extends the duration of service of teachers. But for it to be fruitful in terms of the quality of teaching, the increase in wages must be accompanied by the improvement of the conditions for joining the profession and working conditions of the teacher.

The obstacles that prevent this profession from reaching the expected prestigious rank are not long in coming, not to emerge. Among these obstacles, we can cite from our results the fact that the teaching profession is as much a social profession as a technical/rational profession or even more, based on certain qualifications. Indeed, the class is nothing but a social fabric where the teacher must interact with the students and to channel prevalent and preconceived values within the milieu special social or in the broad political society. The teaching profession has never ceased to strongly trumpet certain social values and certain religious orientations, policies and ethics which are sometimes ambivalent or contradictory, conversely to the profession of doctor where the surgeon, for example, will "anaesthetize" the patient in the operations room and be "impartial" vis-à-vis his "subject". At the doctor's, question is dependent on the two epistemological aspects and know-how as well as the use of advanced technology within a framework of globally designed principles and subject to universal scientific authorities. In this sense, and despite the desire common to raise the level of the teaching profession, the fact remains that the facts demonstrate that this claim may be unreal

or impracticable (Burbles & Densmore, 1991; Fenstermacher, 1991; Pratte & Rury, 1991; Soder, 1990). If we take the example of certain “prestigious professions” (such as medicine and profession of lawyer) we note that the new member of the profession must follow as a prerequisite, a period of internship with experienced professionals, referred to as veterans or mentors (sometimes tutoring even becomes a career pursued from a professional way). Indeed, the doctor spends a period of "internship", the lawyer is trainee in a law firm and the engineer works in a company or office studies before they all became independent and opened their own practices. These professionals know that customers only trust experience. This principle is completely lacking in the teaching profession in many of the countries around the world.

As to the relationship between salaries and the quality of teachers, or between salaries and the quality of student achievement, empirical studies do not offer clear results to this effect, contrary to the numerous studies which emphasize the importance higher degrees and teacher training. This is probably due to the fact that there is usually, in a specific educational system, a disparity between the diplomas, while the salaries are similar and those who receive the highest salaries may be the oldest in the field of education. As for the comparison between several systems of the wage effect, this is a difficult task because of the difference between these systems at the level of several elements.

### **Delegation of Function and Productivity in Private Primary Schools**

Research conducted by the Institute of Public Policy Research in the United Kingdom (West et Patterson, 1999, p.22), which are based on an 8-year study conducted with 100 companies, come to the conclusion that “the satisfaction of employees in relation to their work and a positive vision of the organization, combined with a relatively significant practice and elaborate human management, are the main predictors of the future productivity of a society. “The human management referred to in this case is a management that seeks above all to enable staff to appreciate his work instead of feeling it as a burden; that encourages questions and reflection; that develops the cooperation through investment in social capital and mutual trust within the organization. Of the recent research in England suggests that the school environment is not necessarily marked by the strong presence of this set of conditions. A report from the reflection group with the teacher’s national syndicate of education system in that country (Gardner, 2001, p.8) finds that salary prospects and the lack of control over the mode of teaching because of the action of the public authorities bring young teachers into particular by questioning their attachment to the profession. Most teachers agree that, in so far as it is the central power that provides the impetus for the reform of education, the change has the effect of an endless series



of measures imposed from outside, obeying a random schedule, poorly under control, which pile up obstacles before them and in relation to which they have little constructive role to play. Stress having been reported as one of the major characteristics of the teaching profession in England. Troman (2002) studied a random sample of 20 teachers who had been referred to a medical service job due to stress. The study finds that work intensification plays a role in the erosion of relationships between faculty members. According to this study, it is the modification of the relationship of trust in the context of modern life (including public mistrust of expert systems and specialists) which alters social relations and creates a low level of trust in the school environment and which has a negative impact on the physical and emotional well-being of teachers and their relationships with colleagues.

School leaders are likely to exert a strong influence on these school factors and act as a buffer vis-à-vis the pressures coming from outside, which are increasingly strong and sometimes contradictory. As explains the analytical framework of the OECD activity *Attracting, Developing and Retaining Quality Teachers* (OECD, 2002, p.8), “a competent and well-supported school management team is likely to facilitate the approach to the teaching profession by helping to create a sense of belonging and usefulness...the fact empowering teachers will increase the attractiveness of the profession as a career choice and improve the level of teaching practice in the classroom. (OECD, 2002, p.14). Spencer (2001, p. 814) specifies that “the best teacher recruiter is the school itself. People who have had a good school experience are likely to prolong experience by entering teaching themselves”

### **Teachers’ Welfare and Productivity in Private Primary Schools**

The World Health Organization (WHO) defines good mental health as “a state of well-being that allows the individual to realize himself, to overcome the normal tensions of life, to do productive work and to contribute to the life of one’s community” (WHO, 2013, p.5). It is a state of complete is generated by maintenance of the balance between the spheres of the social, physical, mental, economic and spiritual life. Conversely, poor mental health is the result of an imbalance between all these different aspects of life. According to the Organization Economic Co-operation and Development OECD (2012), poor mental health is subdivided into two categories: mental disorders which are psychiatric impairments (example: schizophrenia, psychotic disorders, bipolar disorders) and psychological distress which is a set of negative emotions felt and which, when persistent, can lead to important consequences such as depression and anxiety (Camirand et Nanhou, 2008).

For a long time, a person was considered to have good mental health at condition that he is free from mental disorder or mental illness (Canadian Government, 2006). However, new conceptualizations that have emerged in recent decades suggest that these two concepts, although correlated, are distinct and that mental health or defined through its positive dimension: well-being (BE) (Doréet Caron, 2017).

Occupational stress is the process of adaptation of an individual to his work environment. Work that has become difficult and unpredictable (Legeron, 2008). Although its causes are multiple and varied, the study by Legeron (2004) groups the sources of stress into four major factors. The first factor is inherent in the work context, in particular organizational changes and uncertainties related to employment or the work environment. The second factor, of order individual relates to the mismatch between the qualifications of the worker and the position held, the material frustrations (salaries, career, development) and psychological frustrations (lack of recognition). The third factor is related to the worker's relational difficulties with his colleagues and his superiors. Finally, the last factor related to the task at hand includes the elements such as the workload, the physical and mental arduousness of the work and the worker responsibilities.

In the field of education, several studies report the fact that some aspects included in the factors identified by Légeron (2004) affect the mental health of teachers by promoting or limiting their opportunities for professional development (Acton and Glasgow, 2015; Vlasie, 2021). Although the nature of professional relationships (with colleagues, administration, students and parents); the context of systemic work in the schools (workload, lack of autonomy, lack of resources in schools, etc.); and changing curricula significantly affect students' perception of BET teachers (Koenig, Rodger and Specht, 2018), Acton and Glasgow (2015) report in a review of the literature that the management of emotions is a significant element of the arduousness of the profession.

Through this discussion, we have found that leadership is above all a factor of influence and not of authority which exercised independently of the title or the position occupied within the organisation chart. Even though there are several leadership styles that fit any organisation (transformational, transactional, distributed, ethical and moral, servant, etc.), some on the other hand are specific to the school context (pedagogical leadership and teacher leadership). In addition, we also found that the existing literature in educational administration has extensively studied the effectiveness of different leadership styles. However, to date, there is very little theoretical or empirical research on school leadership practices during times of uncertainty or emergency situations (Beauchamp & al., 2021; Mutch,

2015a, 2015b; Smith et Riley, 2012; Urick & al., 2021) and no study to our knowledge has been conducted on crisis leadership practices that promote teacher BET.

### **Delegation of Function and Productivity in Private Primary Schools**

On the effect of delegation of functions in Public primary schools in Yaoundé VI sub division, we realized that delegation of function significantly affects teachers' productivity. This was evident by the 45.83% of the respondents strongly agree that the head teacher often delegates responsibility to teachers in the running of the school. This is because teachers are encouraged to do their work well and be creative. They are motivated to get more involved in running the affairs of their schools. With allocation of activities, teachers tend to work towards perfection and develop the willingness to work beyond normal time. This is because the teachers get satisfied with their job hence putting more effort leading to better performance.

The above findings are in agreement with findings of other scholars. McClelland (1961) in his needs theory that formed the basis of the study argues that there are factors which encourage job satisfaction. These include achievement and power. Accordingly, people especially those with a strong "need for achievement" ask for accept and perform well in challenging tasks which require creativity, ingenuity and hard work. They are constantly preoccupied with a desire for improvement and look for situations in which successful outcomes are directly correlated with their efforts so that they can claim credit for success. They set more difficult but achievable goals for themselves because success with easily achievable goals hardly provides a sense of achievement. McClelland's proposition that people especially those with a strong "need for achievement" ask for, accept and perform well in challenging tasks such that they take credit. As with the finding of the study therefore, when the teachers are involved in the activities of the schools, they feel satisfied with their jobs because they claim credit for success hence proving their worthiness in the activities allocated to them and enhancing productivity.

### **Teachers' Welfare and Productivity in Private Primary Schools**

The findings of this study equally revealed that the one of the motivational strategies to enhance productivity is by encouragement of staff welfare schemes. In this capacity, we examined the pension schemes put in place and discovered that 30.0% of the respondents agreed that, the pension scheme put in place offers good expectations upon retirement hence felt motivated to deliver results.

More to that, 40.0% of the respondents strongly agreed that positive relationships within the community can reduce work pressures and improve teachers' motivation and effectiveness. The relationships in the workplace may affect teachers for good or bad. It is an important factor that influences their morale and commitment to work. Kloep and Tarifa (1994) reported that teachers seemed to be motivated and satisfied by congenial relationships at the workplace. Interpersonal relations with colleagues may contribute to job satisfaction and teachers are most satisfied with their 45 co-workers since they have a need to identify themselves with others and enjoy team –work.

Finally, 30.0% of the respondents strongly agree that, the school provides teaching/learning resources which contributed enormously to their welfare as they were able to deliver lessons comfortably.

### **Implications of Findings**

From the findings of the study, it can be concluded that unlike remuneration, Delegation of function and Teachers' welfare are significant motivational strategies that enormously influences productivity in primary schools in Yaoundé VI sub-division.

### **RECOMMENDATIONS**

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

- The Ministry of Basic Education and the owner of Public primary schools should provide incentive packages to increase teachers' motivation. Special attention should be put at increasing teacher 's welfare because the majority of them (teachers) regarded the adequacy of their salaries to meet their needs. Increasing teacher 's welfare will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.
- Working environment and teaching condition of the teachers should be adequately enhanced by management. Incentives such as medical cares, housing allowances, etc., should be adequately provided to bring about high intrinsic motivation.
- The growth and advancement of the teachers on the job through training and development should be efficiently implemented and indiscriminately carried out by the management to avoid dissatisfaction.

- Management need to involve teachers in setting clear, challenging yet attainable goals and objectives, and give them the authority to accomplish those goals.
- Provide the training and resources teachers need to do the work and, recognize employees for good performance, both formally and informally.

### **PROBLEMS ENCOUNTERED DURING THE INQUIRY**

For us to have succeeded to carry out this research, we encountered numerous challenges. Firstly, the researcher had a problem getting books that could provide adequate information about the role of motivational strategies on teachers' productivity in primary schools. Because of this, the work was not submitted at the time given by the researcher's supervisor.

Secondly, there was a problem in administering the questionnaires because at the time when this exercise was done, schools were preparing for and writing the common entrance examinations. Consequently, this had to be done on different occasions which made the work to be strenuous and time consuming.

Finally, the inability to carry out this investigation in all the primary schools in Yaounde VI sub division was also a limitation to the study.

### **SUGGESTIONS FOR FURTHER RESEARCH**

- This research focused on one context, role of motivational strategies on teachers' productivity in Yaoundé VI sub division. There is a need to request other sectors to find out the role of motivation on teachers' productivity.
- D national study on the role of motivation on teachers' productivity in primary schools in Cameroon and other developing countries that have different ways of motivating teachers.
- Finally, this study involved only teachers. Further research could include other stakeholders of education like students, parents and line of ministries of education in order to examine their views on the topic of role of motivation on teachers' productivity.

## GENERAL CONCLUSION

The purpose of this study was to assess the role of motivational strategies on teachers' productivity in primary schools in Yaoundé VI sub-division. It can be concluded that both intrinsic and extrinsic motivators are considered important by teachers. However, those motivators that are presently offered to teachers in primary schools appear not to have impact on teachers' motivation level. In particular, teachers indicated even the extrinsic motivator such as salary is good enough but is not the key strategy that motivates them. The study has also established that, use of the above motivational strategies by proprietors and head teachers among others has a very significant importance in the teaching-learning process. In order words, there is a positive correlation between motivation and the productivity of the teaching learning process. The study in general shows teachers believe very much in the use of delegation of function and welfare rewards in schools as motivational strategies.

Teachers should be motivated and energized through welfare rewards and performance-based incentives; professional pride should be created in teaching and be used to motivate and raise the commitment of teachers at all levels. That means the social status of teachers needs special attention by all the Governments of the Federation and all employers of teachers because teachers are the real builders of tomorrow. Education is the most effective instrument for national development while teachers are the executors, facilitators and pacesetters of formal education. The study concluded that there was no significant relationship between teachers' gender, age, years of experience and academic and professional qualifications and perceptions of the factors that influenced their morale. This could be due to the fact that all teachers work under the same working environment such as adequate teaching facilities, minimal workloads, good salaries and status among others. School heads should therefore motivate teachers by giving them special attention to their physical comfort.

Furthermore, all teachers work hard if working conditions are improved. Hence, when this motivation is not achieved and encouraged by the school, teachers tend to express their displeasure through poor performance and non-commitment to their job. It is therefore imperative for the school to consider the needs and feelings of its work force and not just overlook them in order to safe guard school harmony, because a happy worker they say is a productive worker. Having stressed the importance of motivation on the productivity of teachers, this study equally established the influence of reward, training and development, work environment in relation to teachers' motivation and performance.

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## APPENDICES

## Appendix 1: Questionnaire

REPUBLICQUE DU CAMEROUN  
 Paix-Travail-Patrie  
 .....  
 UNIVERSITE DE YAOUNDE I  
 .....  
 FACULTE DES SCIENCES DE  
 L'EDUCATION  
 .....  
 DEPARTEMENT DE CURRICULA  
 ET EVALUATION



REPUBLIC OF CAMEROON  
 Peace-Work-Fatherland  
 .....  
 UNIVERSITY OF YAOUNDE I  
 .....  
 FACULTY OF EDUCATION  
 .....  
 DEPARTMENT OF CURRICULUM  
 AND EVALUATION

## QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a master's student from Faculty of Education of the University of Yaoundé 1, I am conducting a research on **ASSESSING THE ROLE OF SUSTAINABLE MOTIVATIONAL STRATEGIES ON TEACHERS' PRODUCTIVITY IN PUBLIC PRIMARY SCHOOLS IN YAOUNDE VI SUB-DIVISION**. The answers you provide will be used strictly for this Master's Research and your privacy will be highly protected.

**PART ONE: DEMOGRAPHIC INFORMATION**

**Instructions:** kindly place a tick (✓) on the box that best describes your opinion.

1. Gender: Male  Female
2. Age range: 20-30 Years ( ) 31 – 39 Years ( ) 40Years and above ( )
3. Academic qualification: Diploma  Graduate  Masters
4. Work experience: 1-5 Years ( ) 6 -10 Years ( ) 11- 15Years ( ) 16 and above ( )
5. What are the factors that stimulate you at work?  
 Salary  Good working  Conditions/environment   
 Recognition/Prestige/rewards  Job specification/Service rules   
 Support system/culture  Relationship with colleagues

**PART TWO: INFORMATION RELATED TO THE VARIABLES**

**Instruction:** Please Tick (✓) in one of the boxes labeled (SA, A, U, D, SD)

**KEY:** A=Agree, SA= Strongly Agree, A= Agree, U= Undecided, D=Disagree, SD= Strongly Disagree



**THE ROLE OF REMUNERATION ON TEACHER'S MOTIVATION AND  
PRODUCTIVITY**

S/N	ITEMS	SA	A	U	D	SD
6	The salary paid is commensurate with the work load					
7	Increased pay will improve your morale					
8	Late and inconsistent pay reduces teacher morale					
9	Low salaries influence delivery and productivity					
10	The payment of monthly salary is timely					

**PROMOTION OPPORTUNITIES**

11. How many times have you been promoted in your teaching career?

a) 1 time     b) 2 times     c) More than two times     Never

	ITEMS	SA	A	U	D	SD
12	The employer offers assistance to enable you participate in seminars and workshops					
13	The pension scheme in place offers good expectations upon retirement					
14	The school provides teaching/learning resources					
15	Positive relationships within the community can reduce work pressures and improve teacher's motivation and effectiveness					

**DELEGATION OF RESPONSIBILITY**

	ITEMS	SA	A	U	D	SD
16	The head teacher often delegates responsibility to teachers in the running of the school					
17	You feel motivated and happy when a task is delegated to you					
18	When delegating a task, the authority is shared between the head teacher and the teacher receiving the delegation					
19	The head teacher consults his teachers in critical decision-making process in school					

**THANK YOU FOR YOUR PARTICIPATION!!!**

REPUBLIQUE DU CAMEROUN  
Paix-Travail-Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE  
L'EDUCATION

DEPARTEMENT DE CURRICULA  
ET EVALUATION



REPUBLIC OF CAMEROON  
Peace-Work-Fatherland

UNIVERSITY OF YAOUNDE I

FACULTY OF EDUCATION

DEPARTMENT OF CURRICULUM  
AND EVALUATION

## QUESTIONNAIRE POUR LES ENSEIGNANTS

Cher répondant, je suis un étudiant en master de la Faculté des Sciences de l'Education de l'Université de Yaoundé 1, je mène une recherche sur **L'ÉVALUATION DU RÔLE DES STRATÉGIES DE MOTIVATION DURABLE SUR LA PRODUCTIVITÉ DES ENSEIGNANTS DANS LES ÉCOLES PRIMAIRES PUBLIQUES DE LA SOUS-DIVISION DE YAOUNDE VI**. Les réponses que vous fournirez seront utilisées strictement pour cette recherche de maîtrise et votre vie privée sera hautement protégée.

### PREMIÈRE PARTIE: INFORMATIONS DEMOGRAPHIQUES

**Instructions: veuillez cocher (√) la case qui décrit le mieux votre opinion.**

6. Sexe: Homme  Femme
7. Tranche d'âge: 20-30 ans ( ) 31 - 39 ans ( ) 40 ans et plus ( )
8. Diplôme: BTS  License  Masters
9. Expérience professionnelle: 1-5 ans ( ) 6 -10 ans ( ) 11- 15 ans ( ) 16ans et plus ( )
10. Quels sont les facteurs qui vous stimulent au travail?

Salaire  Bonnes conditions de travail/environnement

Reconnaissance/Prestige/Récompenses  Spécification du poste/règles de service

Système de soutien/culture  Relations avec les collègues

### DEUXIÈME PARTIE: INFORMATIONS RELATIVES AUX VARIABLES

**Instructions: Veuillez cocher (√) l'une des cases intitulées (SA, A, U, D, SD):**

**A = d'accord, SA = tout à fait d'accord, A = d'accord, U = indécis, D = pas d'accord,**

**SD = pas du tout d'accord.**

## LE RÔLE DE LA RÉMUNÉRATION SUR LA MOTIVATION ET LA PRODUCTIVITÉ DES ENSEIGNANTS

S/N	ITEMS	SA	A	U	D	SD
6	Le salaire versé est proportionnel à la charge de travail.					
7	Une augmentation de salaire améliore le moral de l'enseignant					
8	Une rémunération tardive et incohérente nuit au moral des enseignants					
9	Les bas salaires influencent l'enseignement et la productivité					
10	Le salaire mensuel est versé en temps voulu					

## LES POSSIBILITÉS DE PROMOTION

11. Combien de fois avez-vous été promu au cours de votre carrière d'enseignant?

a) 1 fois  b) 2fois  c) Plus de deux fois  Jamais

	ITEMS	SA	A	U	D	SD
12	L'employeur offre une assistance pour vous permettre de participer à des séminaires et à des ateliers					
13	Le régime de pension en place offre de bonnes perspectives pour la retraite					
14	L'école fournit des ressources d'enseignement/apprentissage					
15	Des relations positives au sein de la communauté peuvent réduire les pressions professionnelles et améliorer la motivation et l'efficacité des enseignants.					

## DÉLÉGATION DE RESPONSABILITÉS

	ITEMS	SA	A	U	D	SD
16	Le chef d'établissement délègue souvent des responsabilités aux enseignants dans la gestion de l'école.					
17	Vous êtes motivé et heureux lorsqu'on vous délègue une tâche.					
18	Lors de la délégation d'une tâche, l'autorité est partagée entre le chef d'établissement et l'enseignant qui reçoit la délégation.					
19	Le chef d'établissement consulte ses enseignants lors de la prise de décisions critiques à l'école.					

**MERCI POUR VOTRE PARTICIPATION!!!**

## Appendix 3: Research Authorization

<p>REPUBLIQUE DU CAMEROUN <i>Paix - Travail - Patrie</i> ***** UNIVERSITE DE YAOUNDE I ***** FACULTE DES SCIENCES DE L'EDUCATION ***** DEPARTEMENT DE CURRICULA ET EVALUATION</p>		<p>REPUBLIC OF CAMEROON <i>Peace - Work - Fatherland</i> ***** THE UNIVERSITY OF YAOUNDE I ***** THE FACULTY OF EDUCATION ***** DEPARTMENT OF CURRICULUM AND EVALUATION</p>
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The Dean

N° 362 /22/UYI/FSE/VDSSE

**RESEARCH AUTORISATION**

I the undersigned, Professor Cyrille Biemwen BELA, Dean of the Faculty of Education, University of Yaoundé I, hereby certify that BONG Franklin CHU, Matricule 20V3750, is a student in Masters II in the Faculty of Education, Department: *CURRICULUM AND EVALUATION*, Specialty: *SCHOOL ADMINISTRATION*.

The concerned is carrying out a research work in view of preparing a Master's Degree, under the supervision of Dr. CHIAFFI Cyrille Ivan. His work is titled *« Assessing the role of sustainable motivational strategies on teachers productivity in public primary schools in yaounde VI subdivision »*.

I would be grateful if you provide him with every information that can be helpful in the realization of his research work.

This Authorization is to serve the concerned for whatever purpose it is intended for.

Done in Yaoundé, le. 08 AVR 2022

For the Dean, by order



NGO Etienne  
Professeur

### Appendix 4: Chi-Square Law Table

Chi-square law with  $k$  degrees of freedom

Quantiles of order  $1-\gamma$

$k$	$\gamma$										
	0.995	0.990	0.975	0.950	0.900	0.500	0.100	0.050	0.025	0.010	0.005
1	0.00	0.00	0.00	0.00	0.02	0.45	2.71	3.84	5.02	6.63	7.88
2	0.01	0.02	0.05	0.10	0.21	1.39	4.61	5.99	7.38	9.21	10.60
3	0.07	0.11	0.22	0.35	0.58	2.37	6.25	7.81	9.35	11.34	12.84
4	0.21	0.30	0.48	0.71	1.06	3.36	7.78	9.94	11.14	13.28	14.86
5	0.41	0.55	0.83	1.15	1.61	4.35	9.24	11.07	12.83	15.09	16.75
6	0.68	0.87	1.24	1.64	2.20	5.35	10.65	12.59	14.45	16.81	18.55
7	0.99	1.24	1.69	2.17	2.83	6.35	12.02	14.07	16.01	18.48	20.28
8	1.34	1.65	2.18	2.73	3.49	7.34	13.36	15.51	17.53	20.09	21.96
9	1.73	2.09	2.70	3.33	4.17	8.34	14.68	16.92	19.02	21.67	23.59
10	2.16	2.56	3.25	3.94	4.87	9.34	15.99	18.31	20.48	23.21	25.19
11	2.60	3.05	3.82	4.57	5.58	10.34	17.28	19.68	21.92	24.72	26.76
12	3.07	3.57	4.40	5.23	6.30	11.34	18.55	21.03	23.34	26.22	28.30
13	3.57	4.11	5.01	5.89	7.04	12.34	19.81	22.36	24.74	27.69	29.82
14	4.07	4.66	5.63	6.57	7.79	13.34	21.06	23.68	26.12	29.14	31.32
15	4.60	5.23	6.27	7.26	8.55	14.34	22.31	25.00	27.49	30.58	32.80
16	5.14	5.81	6.91	7.96	9.31	15.34	23.54	26.30	28.85	32.00	34.27
17	5.70	6.41	7.56	8.67	10.09	16.34	24.77	27.59	30.19	33.41	35.72
18	6.26	7.01	8.23	9.39	10.87	17.34	25.99	28.87	31.53	34.81	37.16
19	6.84	7.63	8.81	10.12	11.65	18.34	27.20	30.14	32.85	36.19	38.58
20	7.43	8.26	9.59	10.85	12.44	19.34	28.41	31.41	34.17	37.57	40.00
21	8.03	8.90	10.28	11.59	13.24	20.34	29.62	32.67	35.48	38.93	41.40
22	8.64	9.54	10.98	12.34	14.04	21.34	30.81	33.92	36.78	40.29	42.80
23	9.26	10.20	11.69	13.09	14.85	22.34	32.01	35.17	38.08	41.64	44.18
24	9.89	10.86	12.40	13.85	15.66	23.34	33.20	36.42	39.36	42.98	45.56
25	10.52	11.52	13.12	14.61	16.47	24.34	34.28	37.65	40.65	44.31	46.93
26	11.16	12.20	13.84	15.38	17.29	25.34	35.56	38.89	41.92	45.64	48.29
27	11.81	12.88	14.57	16.15	18.11	26.34	36.74	40.11	43.19	46.96	49.65
28	12.46	13.57	15.31	16.93	18.94	27.34	37.92	41.34	44.46	48.28	50.99
29	13.12	14.26	16.05	17.71	19.77	28.34	39.09	42.56	45.72	49.59	52.34
30	13.79	14.95	16.79	18.49	20.60	29.34	40.26	43.77	46.98	50.89	53.67
40	20.71	22.16	24.43	26.51	29.05	39.34	51.81	55.76	59.34	63.69	66.77
50	27.99	29.71	32.36	34.76	37.69	49.33	63.17	67.50	71.42	76.15	79.49
60	35.53	37.48	40.48	43.19	46.46	59.33	74.40	79.08	83.30	88.38	91.95
70	43.28	45.44	48.76	51.74	55.33	69.33	85.53	90.53	95.02	100.42	104.22
80	51.17	53.54	57.15	60.39	64.28	79.33	96.58	101.88	106.63	112.33	116.32
90	59.20	61.75	65.65	69.13	73.29	89.33	107.57	113.14	118.14	124.12	128.30
100	67.33	70.06	74.22	77.93	82.36	99.33	118.50	124.34	129.56	135.81	140.17

Whether  $k$  is between 30 and 100 but is not a multiple of 10, we use the table above and we do a linear interpolation. Whether  $k > 100$  we can, thanks to the central limit theorem, approximate the law  $\chi^2(k)$  by the law  $N(k, 2k)$ .

