

Motivation Strategies of Educational Leaders in Enhancing Teachers' performance: A Case of Ghana and Nigeria

¹ADAM ANDANI MOHAMMED, ²SULE SANI ABDULLAHI

¹(PhD), INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

²(MSc Candidate), UNIVERSITY SAINS ISLAM MALAYSIA USIM

Abstract: The study looks at the strategies employed by heads of institutions to motivate teachers. Therefore, the study critically analyses motivational strategies of school heads and factors that affect the motivation of teachers. It also looks at the relationship between teacher motivation and job satisfaction. Educational system in Ghana and Nigeria somehow take immediate actions pertaining to the improvement of teachers' motivation. Despite the fact that many research studies have been carried out on job satisfaction and motivation of teachers worldwide, however, not focused solely on the concept of motivation as far as Ghana and Nigeria context is concerned. The research is literature base as such the search for related publications was mainly through online data bases. The methodology is primarily a description, analysis and interpretation of the data. In order to put the study into the correct perspective, data from printed articles, selected books chapters and scholarly journals focusing on the topic were reviewed. The review discovered that teachers play a crucial role and are the most essential human resource with instructional function in the educational system. It is found that teachers are motivated when they interact with leaders of institutions. This paper may help school heads to trace the difficulties of teachers to motivate, develop and enhance performance and productivity.

Keywords: education, motivation, performance, productivity, strategy, leadership.

1. INTRODUCTION

The most important human resource in the school is the teacher whose main function is instructional. In all the educational system across the globe, teachers occupy the central position which makes their job satisfaction very crucial. In Ghana, the 1992 constitution made it mandatory for government to provide Free Compulsory Universal Basic Education (FCUBE) for all school-age children (Gov. of Ghana, 1992 cited in Cobbold, 2007; Quansah, 2003; Akyeampong, 2002; GES; 2000; Akyeampong & Stephens, 2002). By implication, it is the responsibility of the government to enhance teaching and learning in schools which calls for adequate number of well-qualified, competent, stable and dedicated teachers (Cobbold, 2007). It is reported that the rate at which teachers leave the profession and the consequent demand for teachers continue to increase in Ghana. Studies indicate a shortage of about 40,000 trained teachers, with 24,000 of these vacancies filled by untrained teachers (Quansah, 2003; Cobbold, 2007). On the other hand, Nigerian educational system also seem to lack the right quantity and quality of teachers after two decades of implementing the National Policy on Education which has resulted in both the satisfaction and dissatisfaction among the workforce (Ololube, 2007). This has huge implications for educational development as studies indicate that little or no importance may be attached to educational development in schools where the head teacher is not a professional teacher. In such situations the head may not know what objective to seek or carry out instructional supervision or know the tools or equipment of supervision, which will consequently lead to dissatisfaction among teachers and performance of students. It is suggested that the political development in Nigeria has led to the influx of ill-equipped supervisors and inexperienced

principals into the educational system (Ololube, 2007). Similar findings reveal that professional teachers are the most important element in the school system as the belief is that no education system can rise above the quality of its teachers in relation to professional standard of practice (Osunde and Omoruyi, 2004; Ololube, 2007; Bubb et al., 2002).

Those who are teachers by profession are expected to be full-time classroom practitioners with the aim to achieve the core mission of the school. Barmby (2006) indicates that the performance of the task of teachers is attributed to altruistic, intrinsic and extrinsic reasons. Teachers are unique and have needs - maintenance of a reasonable and stable standard of living, reassurance for the future and ability to obtain the basic necessities of life - as such they have different levels and types of motivation considering their differing needs and uniqueness. Smith et al., (2001) identifies two categories of teachers' needs as either basic or motivational needs which are associated with achievement, friendship and power. Therefore, motivation of teachers has to do with the head teachers' attitude to work environment and the wellbeing of teachers since motivation concerns the inner striving conditions that stimulate the interest of a person to perform an activity as indicated by these authors (Belle, 2009; Smith & Ingersoll, 2004; Cobbold, 2006). Indeed, motivated teachers are enthusiastic and totally committed in teaching. For instance, a study on Nigerian teachers' job satisfaction, reveal the degree to which intrinsic and extrinsic factors of motivation impact teachers in their work situation. The signs of teachers' high morale in relation to motivation include excellent performance, consistent achievement of results and positive attitude to problem solving as well as willingness to accept responsibility and accommodate changes (Ololube, 2007; Steyn 2002). This contributes to the effective realization of the school's organizational vision, mission and goals. In effect, schools with motivated and well-committed teachers, have an effective culture of teaching and learning. As such it is critical for heads of institutions to acquire and maintain highly skilled manpower to sustain the educational system in these countries. In this case, needs satisfaction and motivation to work are very essential in the lives of teachers because needs form the fundamental reason for working in life. The major factors that lead to dissatisfaction for teacher to leave or remain at post may include salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job and recognition (Ossai, 2004; Ubom & Joshua, 2004; Ubom, 2001; Ololube, 2007). Consequently, understanding of job satisfaction by heads of schools has implications for improving the teaching profession as it provides insights to school administrators who design and implement staff development strategies and interventions (Brewer & McMahan-Landers. 2004; Sayed, Akyeampong and Ampiah, 2000).

2. RESEARCH METHODOLOGY

The research is a literature based as such the search for related publications was mainly conducted through online databases. The methodology for this study is primarily a description, analysis and interpretation of the data. The major databases provided by Emerald, Elsevier, ProQuest and Springer were used to search for related articles. Google Scholar was also used as a tool to help find the relevant articles. Key words like motivation, strategy, and leadership and teacher performance in schools were used in search for the articles. In order to put the study into the correct perspective, data from printed news articles, selected books chapters and scholarly journals focusing on the topic. Specific relevant papers on Ghana and Nigeria respectively were found for this study and the publication year of those articles reviewed range from 2000 till as recent as 2015. The type of publication reviewed can be classified as academic journal paper, conference paper, thesis and book or book chapter.

3. LITERATURE REVIEW

3.1 Forms of Motivation:

Motivation is a concept which includes energizing individual behaviour, creating goals to direct individual behavior as well as maintain and support such behaviour particularly teachers and students (Beck 2003; Steyn 2002; Brewer and McMahan-Landers, 2004; Ololube, 2007). Most studies view motivation as complex forces, incentives, needs, tensions and other mechanisms which energize, canalize and sustain human behaviour to carry out a particular action. These energize and direct human behavior by creating a goal orientation for the teachers to maintain and support behaviour (Evans 2001; Wevers 2000; Steyn, 2002; Brewer & McMahan-Landers, 2004). Several studies delved into the intrinsic aspect of motivation which refers to the internal, subjective judgements which occur within teachers when they complete job-related tasks. Studies on motivation reveal that teachers are influenced by both intrinsic and extrinsic factors, with intrinsic, the job content factor, manifests itself when the work becomes the driving force behind the behaviour of teachers (Davis & Wilson 2000; Evans, 2001; Ololube, 2007; Ossai, 2004; Ubom and Joshua, 2004). Intrinsic motivation

is about interaction with the learners, accomplishment, recognition and praise, task significance and autonomy. On the other hand, extrinsic motivation which includes salaries, promotion, relationship with colleagues, job security, fair treatment and respect deals with the job-context and occurs in factors outside the work itself. The role and contexts of motivational strategies and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interest of all educational systems (Ololube, 2004; 2005; Brewer & McMahan-Landers, 2004). In this regard, educational institutions depend on leaders to shape productive futures through self-renewal to improve academic performance (Marks, & Printy, 2003; Ololube, 2004). To enhance performance, some school leaders involve teachers in sustained dialogue and decision making about educational matters and issues that concern them. While leaders remain central, the teachers are recognized as partners in the process, acknowledging their professionalism and tapping on their knowledge and skills is encouraged. The relationship between the leaders and teachers enhance the quality of teaching and student performance. The knowledge and feelings of teachers are integrated within the learners' domain so motivation is a factor which moves with the teachers who loves teaching to put in their best (Belle, 2009; Ifinedo, 2003).

Moreover, teachers need contentment as professionals to perform the task and assurance of the system's capability to support their role in the teaching and learning process. Motivated teachers are not only committed, hardworking and loyal to their school but also satisfied with their jobs (Belle, 2009). Barmby (2006) states that motivation of teachers is not influenced by only external factors like salary, educational policy and conditions of service but the intrinsic context within which teachers work. It is indicated that high motivation and commitment to work by teachers is important for effective schooling and leadership may influence teachers towards goal expectation (Belle, 2009). The needs of teachers in content, priority and importance have to be noted because these factors are about their professional development and performance. It is significant to acknowledge the needs and motives of teachers and should be treated individually. There are a number of factors like drives, incentives, fears, goals, social pressures, self-confidence, interests, curiosity, beliefs, values and expectations that influence their activity (Belle, 2009). These factors can either be an intrinsic which emerges from their interest in task-participation and curiosity that brings its own reward. According to Woolfolk (2002), it is the natural tendency to conquer challenges as teachers pursue personal interest. In this case teachers are motivated within because they see teaching to be rewarding and entertaining. Thus, they teach for the satisfaction, the feeling of accomplishment and self-actualization (Belle; 2009; Woolfolk 2001). Intrinsic motivation is concerned with the quality of work life and therefore has a deeper and long term effect because it is inherent in individuals and not imposed from outside.

On the other hand, extrinsic motivation refers to the incentives offered the individuals for successful task performance. Woolfolk (2001) indicates that this kind of motivation concerns teachers who are only interested in the reward of teaching and not the activity for its own sake. They enjoy or like the profession because of rewards like increased salary, promotion or praise in the form of feedback, interest and feelings to be professionally committed and motivated. Some may also be motivated for factors like educational policies, job security, the physical conditions of the school, the amount of work, the facilities available for the work and fringe benefits. Suslu (2006) maintains that the use of extrinsic motivation may only add an incremental improvement to task performance of teachers. This refers to the way teachers are motivated and inspired by school leadership Therefore, school leaders employ the strategy to motivate and inspire teachers to be committed to the vision of the organization. School leaders who engage inspirational motivation can foster strong team spirit to forge with the teachers towards achieving desired goals (Mohamad et al., 2006; Bass & Riggio, 2006; Antonakis, et al 2003). For efficiency and effectiveness, the leader should be able to articulate the vision in an appealing and inspiring manner for teachers challenge them with high standards and to be optimistic about goal attainment. This is feasible only if leaders can stimulate innovative and creative ideas in their teachers to approach old problems with modern methods for intellectual stimulation (Bass & Riggio, 2006; Nicholason, 2007). In this case, teachers are encouraged to explore and adopt new approaches or methods to solve the old problem. At this level, leaders embrace challenges as well as risks and seek the ideas of teachers thus stimulate and encourage creativity in teachers (Ololube, 2007, Cobold, 2007, Bosompem, Kwarteng, & Obeng-Mensah, 2012).

3.2 Motivational Strategies of School Leaders:

The leadership of any educational institution is to provide resources to support the teachers and learners for the improvement of teaching and learning. The leadership of schools could adopt interactive strategies for effective and efficient running of the school. They themselves are supposed to be instructional resources, a resource provider, a communicator and available at all time. Thus, management of material and human to create a school environment in

which teaching and learning can be realized effectively as shown by progress feedback on how teachers skills have improved (Van & Kruger 2003; Belle, 2009; Eliot and Dweck, 2013; Cardelle-Elawar, Irwin, & Sanz de Acedo Lizarraga, 2007; Pintrich, Meece and Schunk, 2012). The available literature on teacher motivation and performance reveals many strategies leaders employ to motivate teachers to give up their best in school. There are diverse strategies which interact with other forces rather than act in isolation (Cardelle-Elawar and Nevin, 2003). Thus paying special attention base on individual differences and need for achievement and growth by acting as a mentor in a broader perspective (Bass & Riggio 2006; Nicholason, 2007).

The daily interaction with the leaders is considered as the most encouraging part of the profession which serves as a psychological reward and the source of effective performance of both teachers and learners. The members of the school community remains motivated when there is cordial relationship among them and the leadership and when their learners achieve academically. The positive relationship with the leaders strengthened the sense of professionalism of the teachers which motivates them to give their best to learners (Van & Kruger 2003; Belle, 2009; Palmer, 2005; Mohamad et al., 2006). The teachers could also be granted some sort of guided autonomy by the school administration or leadership. As professionals, teachers would want to have that autonomy to execute their task both in and outside the classroom. They do not feel secured as they feel threatened of de-professionalized as there are increasing interference and directives form school leaders. Teachers consider themselves as professionals and should have the autonomy to carry out their task both in and outside the classroom. When teachers realized they have choices in how to go about their duties then their perception is that goals are achieved through their own efforts thus a sort of recognition. Studies reveal that teachers are not secured in such situation and are afraid of the threat of being de-professionalize at school due to increasing interference and directives from administrators (Evans, 2000; Pintrich, 2004; Belle, 2009). So administrators ought to be very tactful in dealing with teachers.

The employment of unreasonable working hours and workload could be significant factors that de-motivate teachers and even discourage people to become teachers or encourage the existing ones to leave the profession (Belle, 2009; Barmby 2006). The working hours are factors in the quality of their working lives which should be taken into consideration by administrators of schools. For instance, paperwork and administrative related tasks make teachers overburdened. However, a reduction of working hours or workload does not necessarily a source of motivation for some teachers but rather demotivates them in schools. The motivation of teachers in some places is embedded in the beliefs and attitudes to teaching so leaders careless about hours of time spend irrespective of the impact on their private lives which of course is de-motivational (Butt et al., 2005 Belle, 2009; Pintrich & Schunk 2002,). Besides, the school demands like monitoring, assessment, reporting and recording are formally part of teachers' duties so any task outside these might be considered as work overload. Consequently, teachers feel that they are not compensated accordingly for their increased workload or overtime. Dissatisfaction with the workload inevitably leads to low motivation and eventual exit of the profession (Barmby 2006, Pintrich and Schunk 2002). To arrest this situation, some school administrators try to design and restructure the school work environment in a way that does not overburden teachers.

The empowerment of teachers is enough motivation for them to be happy and ready to impart knowledge. For instance, to be part of decision-making suggests that school administrators recognized their contributions and ideas which influence quality of work, job satisfaction, and self-esteem as well as task performance. The top-down leadership tends to quell teacher motivation because teachers seem happier when they have control over their working environment otherwise they are ineffective. Studies reveal effective teaching has great influence on students' performance at school (Adediwura and Tayo, 2007; Schacter and Thum, 2004; Starr, 2002; Adu and Olatundun, 2007). Most teachers become frustrated as excessive amounts of time is devoted to administrative and extra-curricular activities perceived as outside the job scope. Invariably, teachers are not allowed to put the knowledge they acquire into practice as they are not permitted to give their input since they are sometimes not part of decision making. The frustrations of these teachers include coping with the constant changes without their concern which erodes the available time for professional development and makes teaching a stressful experience (Belle, 2009; Vail 2005; Pintrich ad Schunk 2002; Van et al., 2005). When the views of teachers are ignored then they feel left out of making decisions on matters that affect them, they become dissatisfied with their profession which affect task performance (Davis & Wilson 2000; Vail 2005; Keiser & Shen 2000). As such, leaders have balanced the composition of decision making body to include some teaching staff. In order to motivate and for the purpose of retention of teachers, some head of institutions engage teachers in crucial decision making which makes it possible for them to grow professionally.

The remuneration of teachers serves to prevent dissatisfaction or to act as a satisfier and for that matter a motivator. Therefore school leaders consider equity when it comes to teachers' remuneration. Studies indicate that perception of inequity in salaries results in dissatisfaction and de-motivation of teachers. For instance, employees in the business and other fields are perceived to have higher salary increment than those in the teaching profession (Evans 2000; Marsell 2002; Mankoe, 2006). Teachers are motivated in their work when they feel good as they do not work in an uncompromising context. Studies indicate that job of professional teachers is related to ideals like incorporate ethical, epistemological, affective, professional, economic and egocentric considerations. All of these ideals are for equity and justice, pedagogy and andragogy, organizational efficiency, interpersonal relations, collegiality, self-conception and self-image (Belle, 2009; Evans 2001). By implication, teachers are motivated when the school leadership adopts a teacher-centered approach where most individuals' needs are met, may possibly grant the teachers some considerable sense of care, a positive attitude and a sign of interest in their welfare (Belle, 2009; Evans 2001; Mankoe, 2006). Any school administrator or leader guided by this pedagogical leadership approach develops a work context that is underpinned by a professional culture of tolerance, cooperation, compromise and consideration of the teachers.

3.3 Motivational Theories:

Theories are explored for the understanding of factors that motivate teachers in the school environment to put in their best for an outcome or improved performance. According to Robbins and Judge (2008), motivation accounts for teachers' intensity, direction and persistence of effort toward attaining a goal. Human behaviour and attitude towards events and situations are explained for better understanding. In this case, the focus is the link between the behaviour and attitudes of teachers in the school setting and factors that affect these behaviour and attitudes. The important issues that are highlighted below include motivational theories that propel performance to achieve the aims and objectives of the school. Furthermore, other theories which explain motivation include socio-cultural, behavioural, humanistic and cognitive perspectives. These perspectives are geared towards a comprehensive explanation of human behaviour and motivation. The emphasis is on certain aspects of motivation of individual task and taking into consideration the various components that constitute motivation (Steyn 2002; Woolfolk 2001, Lucey, 2005; Bosompem, Kwarteng, & Obeng-Mensah, 2012).

Two major factors that significantly influence the attitude of the individual at work have been identified by Herzberg's Two-Factor Theory. These factors are referred to as satisfiers which push people to perform their tasks effectively and efficiently thus they are intrinsic in nature. The motivational factors identified include achievement, recognition, the work itself, growth and advancement, responsibility and feedback. The hygiene factors include salary, status, security, working conditions, policies and administrative practices and interpersonal relationships. Besides, there are maintenance factors which relates to the extrinsic aspects of the work environment. The motivators includes aspects like meaningful and challenging work, recognition of accomplishments, feeling of achievement, increased responsibilities and opportunities for growth and advancement towards attaining a goal (Robbins & Judge, 2008; Afful-Broni, 2012; Vohs, & Baumeister, (Eds.). (2011. Herzberg's Two-Factor Theory provides the real motivation but in situation where inadequate motivation is provided, the concern teachers are demotivated. It is explained that the absence of hygiene factors can lead to dissatisfaction of task. Even though the present of hygiene factors do not create any satisfaction because extrinsic motivator must move with intrinsic motivators for better performance since each cannot happen in isolation.

Closely related socio-cultural perspective focuses on legitimate engagement, participation and identity within a community. It explains that individual in society engage in certain activities for the sake of their identities and to foster interpersonal relationship (Woolfolk 2001; Steyn 2002). So people's contentment for participating in community activities thus teachers who are engaged by school leaders in decision making or assigned responsibilities of trust are motivated to work. In such situations, teachers feel part of the teaching and learning community when the school administrator actively encourage and engage them in the day-to-day activities of the school. They consider this as some form of empowerment and recognition for their professional commitment and achievement which brings about cordial teacher/leader relationship. In this perspective, the individuals need self-actualization and self-determination to explain motivation (Woolfolk 2001). For Belle (2009), motivation is seen as a means to encourage teachers to make use of their sense of competence, self-esteem, autonomy and self-actualization.

The expectancy theory explains the determinants of the individual's behaviour and attitude at workplace. It indicates that the teachers go through a process of evaluating the value of rewards in any activity undertaken, to assess the probability of positive results aimed at achieving the desired performance. According to this theory, the degree of motivation is affected by the teacher's preferences for intrinsic or extrinsic rewards and perceptions of equity. Steyn (2002) thinks that motivation is determined by individuals' beliefs in their own efforts, the resulting job performance as well as the outcomes or rewards and incentives offered for the job performance. It is clear from this theory that teachers will be motivated when they expect high levels of efforts to be reflected in high levels of performance. The teachers' motivation will be negative if performance is not to be rewarded, but if any high outcomes are expected then motivation will be high (Steyn 2002). Woolfolk (2001) states that motivation will be null and void in the absence of any of the three factors thus when the factors are high, then teachers are highly motivated in the schools.

In this case, incentives and rewards explain motivation. It is assumed that reward may attract object which is responsible for the consequence of a particular behaviour and encouraged by incentives. Thus incentives and rewards perform differently in motivating teachers. For instance, incentives motivation are made for performance of workers while rewards compensate performance. In fact, motivation is viewed as change in the frequency of occurrence or form of behaviour as a function of the environmental events (Rogers, Lopez-Calix, Cordoba, Chaudhury, Hammer, Kremer & Muralidharan, 2004; Cardelle-Elawar, Irwin, & Sanz de Acedo Lizarraga, 2007; Bennell, 2004). School leaders employ it to reward teachers for their extra efforts towards the achievement of school goals. On the other hand, school leaders may engage enhanced payment package in the form of incentive which might lead to better and further improved performance.

Maslow's Hierarchy of Needs Theory identifies five human needs arranged in order of importance, ranging from lower social and physiological needs to higher psychological ones. Steyn (2002) described these needs as deficiency needs because people are motivated to realize these needs and until they are met which is difficult to respond to higher order needs. As such the needs are put into categories as; First, physiological need refers to the most basic needs that are essential to the survival of a person. Therefore, teachers would want salaries that can satisfy these needs when employed. Second, security and safety needs focus on individual next level of needs which emerge automatically after the basic needs have been met. At this level teachers need to be safe and to feel secure, thus the need for removal of fear and anxiety by gaining physical and financial security at the work place. Many teachers join the teaching profession because of job security and stability (Steyn 2002). Third, belonging needs; when the security of people is guaranteed they see the need to be part of the larger human society and would want to be accepted and appreciated by the colleagues both in and outside the school. In other words, they want to establish cohesive in and out-group relationships for collaborative task performance thus important for the administrators and teachers at schools. Fourth, Status and self-esteem needs are related to the internal feelings of self-worth. In this case, what the teacher expects from head of institutions needs self-respect, recognition for sense of gratification and appreciation for achievements as well as needs for social status. The recognition of all these needs leads to a sense of gratification. Therefore, some teachers may feel demotivated if those needs are not met as expected otherwise can affect task performance. Finally, self-actualization needs are achieved when teachers task themselves to reach the fullest potential in growth and development (Belle, 2009; Steyn, 2002).

This perspective explains the way people think which in turn determines their behaviour. The cognitive perspective explains that human behaviour is initiated and regulated through thinking so what stimulates thinking is the power of the individual's attributes towards success and failure, goals achievement, expectations and interpretations of the events in teaching context. The focus is on the significance of mental processes to motivation thus people react or do not react to certain external event because of the interpretation of those events through thinking. The theory is related to intrinsic type of motivation as some of the processes emphasized include values, goals, and social comparison (Cardelle-Elawar, Irwin, & Sanz de Acedo Lizarraga, 2007; Malikow, 2007; Woolfolk, 2005; Belle, 2009) These processes indicate intrinsic motives towards the achievement of specific goals by the individuals which energizes and sustains behaviour aimed at accomplishing their goals of student achievement (Ahl, 2006; Malikow, 2007; Woolfolk, 2005).

3.4 Role of School Leaders:

Effective leadership and teacher performance are crucial factors for the success of any institutions of learning. A capable leader provides direction for the school and followers towards achieving desired goals. Leadership of educational institutions that motivate to ensure job performance is capable of retaining and attracting teachers with the needed skills

(Mosadegh Rad & Yarmohammadian, 2006). Several studies have also examined teacher/leaders relationship and found that leadership has significant impacts on job satisfaction and commitment to work which enhance the psychological and physical wellbeing and performance of employees (Crawford, 2001; Mosadegh Rad & Yarmohammadian, 2006). According to Mosadegh Rad and Yarmohammadian (2006), job satisfaction is influenced by many factors, thus ranging from salaries, job autonomy, job security, workplace flexibility and of cause leadership style. The school leaders' role in motivating teachers for the effective functioning of the school is important as teachers need the support of the school management to be motivated. School leaders are supposed to lead the staff and to create conducive environment, practice effective instructional leadership for teachers to perform their task well (Murthy 2003; Parvez, & Iqbal, 2013; Belle, 2009).). Theories argue that transformational leadership appeals to higher order needs, such as achievement and collaborative decision-making. The theory explains transactional leadership appeals to lower order needs of safety, security and affiliation. suggests that teachers should be granted opportunity to attain feelings of professional self-worth, competence and respect, and to grow with potential opportunities to develop greater competence and a sense of accomplishment. The absence of the essential needs like esteem, autonomy and self-actualization, results in low teacher motivation.

Furthermore, leaders with knowledge of motivation can create positive impact for all the teachers to be effective and efficient (Chan 2004; Murthy 2003). It is clear that knowledge about other paradigms of motivation and their application facilitate management tasks of school leaders thus contribute positively to motivating the staffs (Steyn 2002; Chan 2004). Murthy (2003) thinks that effective leadership should be able to come out with ethos that can inspire teachers and learners through motivated and successful outcome. The teachers could be motivated if administrators concentrate on the bureaucratic and structural aspects and the informal aspects with the same tempo respectively (Kruger 2003; Aric 2008). These two structural aspects can influence the school culture by focusing on academic aspects, staff development programmes, teachers involved in decision-making, providing resources, supervision and the provision of instructional time. Leaders may also motivate teachers through their own behaviour and attitude at schools. According to Barnett and McComick (2003), inspirational motivation occurs when leaders motivate and inspire teachers, who are followers, by providing meaning to and challenges in their work. For instance, they could organise inspirational talks, communicating their vision and acting in ways that inspire enthusiasm in teachers and their students. The visionary leader build commitment among teachers, individually and collectively to motivate them to work effectively towards the realization of the school's core mission. The duties and responsibilities of leaders of educational institutions include the administration and organization of day-to-day teaching and learning activities at school. The roles encompass organization of all activities to facilitate teaching and learning, deciding on which educational materials and equipment to be bought as well as controls personnel and finances of the school (Davis, 2003; Aric 2008).

The Expectancy Theory is widely accepted in explaining leadership and motivation for two main reasons. This theory suggests that leaders cannot motivate teachers with things they do not want or things they feel they cannot earn. The want of teachers in terms of motivation include recognition, status or bonus and the believe in fair chances of obtaining them in order to be motivated to perform. On the other hand, leaders must identify the type and amount of behaviour that will be used to judge good or outstanding performance of teachers, that is establish clear appraisal to reward the deserving teachers. They should also determine whether teachers have the appropriate skills and knowledge to do their work effectively (Styn 2002). Studies suggest that teacher are rewarded appropriately for performance and take heed of intervening traits like school procedures and support facilities that might affect performance (Baumeister and Voh, 2004; Styn, 2002). The concept of expectancy provided by the theory is useful to teachers, learners and school administration. Furthermore, the lower order needs must be met continuously so that teachers are, ready to seek satisfaction of the higher order needs. Otherwise the school leaders will not be able to focus on higher level motivation so they must have a clear understanding of what constitutes the needs of their teachers. Maslow's theory provides an inclusive explanation of the manifestation of human needs which enables school heads to understand needs of teachers within the school environment. The leaders are empowered to assist teachers in satisfying these needs and in so doing enhances teacher motivation for the sake of better performance. Kruger (2003) asserts that school leadership can make a difference in the academic standards of schools if they concentrate on influencing the internal school processes that are deeply linked to the vision of the school. The internal processes include school policies, norms and instructional practice of teachers (Nelson and Sassi 2005). In this regard, educational authorities recognize that school leaders play a major role in engaging the quality of learners' academic performance in schools. Leadership calls for a high level of commitment from the leader who should

be committed to a vision of success for all learners, should motivate teachers to pursue lifelong professional learning, innovative risk-taker and make the school a key node the knowledge network (Anvari, Amin, Ahmad, Seliman, & Garmsari, 2011; Milestones 2007). The school leaders assume more authority and responsibility regarding teaching and learning practices. Various studies reveal that leaders in many schools in various countries spend most of their time doing administrative or management tasks rather than carrying out their instructional, leadership tasks and fostering rapport (Hartzman & Mero 2006; Doyle & Rice 2002).

However, lack of services and resources make school leaders and teachers vulnerable and frustrated. They may as well feel demoralized if they are not professionally equipped or resourced to cope with the new demands (Evans 2000). It is revealed that disciplinary problems are the most powerful causes of demotivation at classroom level (Evans 2000). Indiscipline of school leaders, teachers and learners has also been cited as a source of demoralisation of committed teachers. Teachers who are demotivated often display apathy and indifference to their work, poor time keeping and high absenteeism, lack of cooperation in handling problems and an exaggeration of the effects of or difficulties encountered in performing their tasks. This makes it clear that teachers have varying level of motivation and the satisfaction of which depends on the leader in the school. Therefore, demotivation is to the detriment of the performance of teachers which reflects in their students. Ofoegbu (2004) points out that lack of motivation may lead to stress which eventually translates to ineffective classroom management and lack of school improvement.

Besides, it is revealed that the functions and tasks of educational leaders are too demanding, resulting in such a heavy workload, that renders them incapable of dealing with instructional issues (Rubery, Ward, Grimshaw, & Beynon, 2005; L'Express MAG 2007; Long et al., 2012). According to Miller (2001), the greatest impediment for most of the school leaders to perform the job is a lack of time due to too many demands without enough time. According to McEwan (2003), the four classical management functions are planning, organizing, leading and controlling. In the school context, the management activities of the school leader are scheduling, reporting, handling relations with parents and the community and dealing with the multiple crises and special situations that are inevitable and unexpected on a normal school day which sometimes are burdensome (Fink & Resnick 2001; Aric 2008). Leadership is about achieving constructive change to create conducive school environment for the leaders, the teachers and students who depend on the two for knowledge to receive the maximum benefit. According to Steyn (2002), leadership deals with supervising the curriculum, improving the instructional programme, working with teachers to uphold the vision and mission of the school and building a cordial relationship with the community, particularly members of the parent teacher association. School leadership focuses on the school, not as an organization, but as a community in which the school leader is a servant which sometimes is difficult for some.

3.5 Types of Leadership:

The skillful school leadership contributes to the successful change, school improvement or school effectiveness. The focus of school leadership is on coordinating, controlling, supervision and developing curriculum and instruction in the school (Bamburg & Andrews 1990; Parvez, & Iqbal, 2013; Belle, 2009). Goal-oriented leadership aimed at the improvement of learner academic performance. As a result, instructional leadership emerges as a key factor influencing teacher attitudes (Barmby 2006). This is the most critical responsibility of the leaders as it impacts on the teachers' behaviour and attitudes to the objectives of the school in various ways with which teachers may be motivated to pursue excellence.

Instructional leadership is generally used by schools as the focus on the promotion of an effective instructional climate and on providing teachers with advice and support so that they can deliver quality teaching of the curriculum (Bennett & Anderson 2003). For Budhal (2000) school leadership is the process by which heads of schools put themselves in the actual teaching and learning programmes of the school in order to identify the instructional and general problems that teachers and learners may be experiencing at school. Based on this, guidance and support to solve the problems encountered are provided so that effective teaching and learning is achieved. Blasé and Blasé (2000) assert that instructional leadership is the integration of tasks of direct assistance to teachers through group, staff and curriculum development. Van Deventer and Kruger (2003) state that the five basic elements of instructional leadership are: defined school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting an instructional climate. Van definitions of instructional leadership imply that the leadership provides

International Journal of Novel Research in Humanity and Social SciencesVol. 3, Issue 4, pp: (1-16), Month: July – August 2016, Available at: www.noveltyjournals.com

direction, resources and support the teachers as an instructional leader (Deventer & Kruger's 2003; & Budhal's 2000). Furthermore, instructional leadership implies the tasks of the principal, as the figurehead who crafts academic goals in the school, motivates the teaching and learning, supports the teacher with teaching and learning materials, communicates high performance expectations to the teachers and designs policies and procedures to promote teaching and learning at school (Smith et al., 2001; Long et al., 2012; Benson 2006).

Bass & Riggio (2006) argue that transformational and transactional leadership are separate concepts. There are four dimensions to this leadership, three dimensions of transactional leadership and a non-leadership dimension. The four dimension of transformational leadership are charismatic influence, inspirational motivation, intellectual stimulation and individualized consideration. For instance, charisma concerns with formulation and articulation of vision as well as challenging goals to motivate followers to work beyond their self-interest in order to achieve common goals (Dionne et al., 2004; Long et al., 2012). In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006). According to Bass and Riggio (2006), leaders with great charisma are willing to take risks and are consistent rather than arbitrary by demonstrating high standards of ethical and moral conduct.

Effective leadership is linked to school effectiveness with sense of mission, high expectations, academic focus, feedback of academic performance, positive motivation strategies, conscious attention to a positive safe, ordered community climate, administrative leadership, teachers taking responsibility, parental involvement and a support system (Parvez, & Iqbal, 2013; Belle, 2009). Such leadership manifests certain qualities to build up a school of educational excellence which creates favourable conditions that would promote a sound culture of teaching and learning. The school leader should set up staff development programmes, visit classes and follow up discussions, look at learners' work, discuss learners' academic progress, moderate tests and exams and induct new teachers at school (Parvez, & Iqbal, 2013; Akiri and Ugborugbo, 2009; Long et al., 2012; Rubery, et al., 2005). These leaders aimed at initiating opportunities conducive to promote effective instruction in the classrooms. Afful-Broni (2012) asserts that the focus of the these leaders in instigating such action is on what the school wants to achieve, what it wants to be and what it wants to do for the learners academically.

The functions of leadership include establishing direction, alignment, motivating and inspiring staffs towards attainment of objectives. They must allocate resources, deal with budgets and organize the school in order to enable teachers to do their best to have the vision realized. The school leader has a dual role thus managerial and leading role and must therefore embrace human concerns for the effectiveness of both teachers and learners. It is revealed that job satisfaction may be influenced by the quality of teachers' relationships with their supervisor, the quality of the physical working environment and the degree of fulfillment in their work (McNamara, nd; Akiri and Ugborugbo, 2009). Job satisfaction in this context is the ability of the teaching career to meet the aspirations of teachers and improve their performance on the job. Gupton (2003) argues that ignoring one of these dimensions leads to bad results, and the downfall of the institution since excellent management alone cannot improve quality of teaching. According to Quinn (2002) focusing on management issues alone is a disservice to teachers and learners which may lead to teachers' agitations and demand beyond the resources of the Ministry of Education or the government (Ololube, 2007; O'Donnell & White 2006 Sayed et al., 2000; Osunde & Omoruyi, 2004). The role of school leaders in motivating teachers is based on goals and mission of the school as effective motivation bring about balance between teachers' wish for autonomy and a need for structure (Barnett & McCormick 2003). The school leader has to focus on motivating teachers to apply their knowledge, capacity and efforts to the attainment of the school vision. The emphasis is placed on personal actions of leaders which are considered the core of leadership function because its essence is action (Brewer & McMahan-Landers. 2004; O'Donnell & White 2006 Sayed et al., 2000; Osunde & Omoruyi, 2004). The leaders set up contingent reward in the form of constructive transactions or exchanges with followers where expectations are clarified for the establishment of rewards to meet these expectations.

4. DISCUSSION

School leaders can adopt appropriate leadership styles and strategies that may bring about job satisfaction, commitment and productivity in Ghana and Nigeria. The review revealed forms of educational leadership to include transactional and transformational which has serious influence teachers' performance in these countries. Transformational leaders influence intellectual stimulation, individual consideration and inspirational motivation with job satisfaction among his teachers. It

is reveal that motivation stimulates teachers to want to put in their best at school for the benefit of students. For instance, poor academic performance of students in Nigeria and Ghana suggestively linked to poor teacher performance in terms of none accomplishment of teaching task, bad attitude to teaching and poor teaching habit. The teachers in turn attribute such attitude to poor motivation (Ofoegbu, 2004; Akiri and Ugborugbo, 2009). These issues have been a much concern to all and sundry in Nigeria. As such school leaders focus on intrinsic motivation and personal development by connecting aspirations and needs of teachers with desired school outcomes. In corroboration, resent studies indicate that such leaders interact with the teachers to achieve a common goal with various leadership strategies adopted to manage schools (Northouse, 2010; Chen & Chen 2008; Akiri and Ugborugbo, 2009). This type of leadership style is commendable as they are able to foster teacher commitment to the school which in the end inspires them to exceed their expected target (Miia et al., 2006; Bass & Riggio, 2006; Benson 2006). However, the complex nature of today's educational systems has put these leaders in uncertainties and high risk as they supposed to act as agents of change.

On the other hand, transactional entails contingent reward, active management by exception and passive management is exception with job satisfaction among teachers. Contrary, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers' immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of effectiveness and performance of students. In support, Jacob and Lefgren (2006) found a positive correlation between a principal's assessment of how effective a teacher is at raising students' achievement, thus if well motivated. However, studies warned that such contention is misleading and argued that students rating in one of a comprehensive evaluation system (Pozo-Munoz et al., 2000; Nuhfer 2004; Akiri & Ugborugbo, 2009). Besides, leadership is supposed to be transactional, even though such transactions are not confined to only rewards.

The observation from the literature is that most West African countries including Ghana and Nigeria emphasis on efficient school management, improved quality of teaching and learning and improve working environment for effective teaching and learning (Barnett et al., 2003; Pozo-Munoz et al., 2000; Imhanlahini & Aguele, 2006). It is discovered that poor conditions of service, deplorable socio-economic conditions at places where the teachers work and lack of motivation are factors for poor performance in schools in both countries on which several studies have been conducted (Starr, 2002; Adediwura and Tayo, 2007; Akiri & Ugborugbo, 2009; Schacter & Thun 2004; Oredein, 2000). These unbearable socio-economic conditions in rural areas in these countries are also sources of demotivation. It is suggestive in the review that some teachers felt that educational authorities in these countries have neglected their plight. In such situations, teachers feel isolated from their peers and the District Education Offices coupled with the challenges of the unfriendly attitudes from some community. The assertion is that teachers leave the profession due to factors like inadequate salary, low prestige for teachers and lack of opportunities for promotion has been supported by some authors (Cobold 2007; Hedges, 2002; GES, 2000). In cases like this, the school leadership is supposed to promotes the success of all teachers by acting with integrity and fairness in an ethical manner. It is revealed that teachers are accused of unprofessional conduct like absenteeism, lateness, prolonged strikes and leaving for other professions after being trained with the taxpayers' money. Studies confirm the above but reveal those teachers' behaviours and attitude as mentioned are as a result of unsatisfactory working environment and incentives. The greater challenge of school leadership is improvement initiatives in the various educational systems in both countries. This is attributed to lack of proper management and working culture within schools to facilitate effective teaching and learning (Ofoegbu, 2004; Oredein, 2000; Gupton 2003). As such the school administrators are blamed for poor performance of students and the perceived low standard of education. In reaction, teachers cited poor conditions of service at the workplace, low social status and governments' insensitivity to addressing their demands as some of the causal factors. This implies that teachers are not adequately compensated and for that matter they feel demotivated and defying the orders of heads of schools with impunity. For instance, heads of schools encourage members of the community, the unit committees and assembly men as improvement initiatives towards teacher motivation and school development.

The purposes of these initiatives are to improve teaching and learning to achieve results (Hopkins 2002; Terry et al, 2002; Raffee, S. (2001). These school improvement initiatives are to facilitate management strategies, in-service training, monitoring and evaluation in school development plans, teacher appraisal aimed at improving performance. For instance, educational decentralization and change management strategy at school level are needed as some times it does not help much where decisions are taken at the center and expected to be implemented at all schools irrespective of their peculiar

circumstance and needs (Akyeampong, 2004). With this approach, schools all the time depend on central government for direct intervention to address problems which could best be handled through the combined efforts of head teachers, schools and the Patent Teacher Association (PTA). It is a strategy employed to enhance the participation and involvement of all stakeholders in planning and decision making. Some head teachers, therefore adopt this as a process to make positive change in the classroom through teachers and PTAs (Akyeampong, 2004). The review shows that most countries in West Africa including Ghana and Nigeria still depend on archaic centralized control education system which does not have enough space for its entire product as its orientation is towards producing of clerks and civil servants (Osei, 2001). Which to some teachers, it is not motivational as most of the students end up either with gangs in ghettos or in the streets selling dog chains. Motivated teachers claim that their success in reaching learners serves as an incentive and motivation to sustain a high level performance and provides the ultimate reward for their efforts (Randy et al., 2002). The basic qualifications of teachers vary widely, and there seems to be no organized system of encouragement or incentives for this situation to improve. For example, one of the World Bank loan conditions require a formal and extended re-training of teachers in pedagogic areas such as problem-based learning and in curriculum areas such as vocational/technical studies and information technology (Osei, 2001; Terry et al, 2002; Raffee, 2001). It is clear that without such formal system of incentives and financial recompense, some teachers will not be willing to perform their tasks. For instance, Nbina (2010) found in five states in Nigeria that paying teacher's good and reasonable salaries enable them to take care of their socioeconomic needs; hence, they avoid divided attention for effective teaching and learning. Besides, theories have it that employees' decision to stay to perform effectively or leave depends on the perceived desirability of movement influenced by job satisfaction (Morrell et al., 2004; Abdullah et al., 2012; Long et al., 2012). Educational leaders acknowledge that there is a new attitude towards work and family concerns and responsibility (Long et al., 2012; Morrell et al., 2004; Abdullah et al., 2012; Nbina (2010; Osei, 2005)

For instance, the review revealed that the efforts of head teachers to organize professional development activities at school level do not only face the problem of limited resources but also experienced difficulties in motivating teachers in the absence of rewards and incentives (Sayed, Akyeampong & Ampiah, 2000; Cobbold, 2007; Osei, 2005; Abdullah et al., 2012; Thwala et al., 2012;). By implication, part of the challenges for heads in educational development in these countries is how to retain highly qualified teachers who are demotivated. Some authors are quick to suggest that as part of retention strategy, school managers need to maintain the professional development of teachers in order for them to teach effectively. Besides, there is need to generate financial and human resources that support teachers in career transitions, rich instructional growth opportunities and a desire to remain in the profession. As Randy et al., 2002 put it that compensation components are essential to retain and motivate teachers. In support of this, other studies found pay as a major consideration because it provides teachers tangible reward for their services and sources of recognition and livelihood (Thwala et al., 2012; Abdallah et al., 2012). If policy makers and authorities in the educational system pay insufficient attention to the needs of teachers, the improvement in education countries like Ghana and Nigeria want to achieve will continue that way without result (Cobbold, 2007 Luna-Arocas, & Camps, 2007. Lobburi 2012).

In an attempt to ask for better working condition and remuneration, teachers normally stage strike actions and demonstration to register their grievances. What happens at the end is that, teachers' demand or agitations are seen to be beyond the resources of the government (OSEI, 2005; Luna-Arocas, & Camps, 2007. Lobburi 2012). For example, the governments in these countries and the various teachers' unions like Ghana National Association of Teachers GNAT and Nigeria Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits and improvements in working conditions of teachers. The governments have argued that the economic realities cannot sustain the demand for increase in salaries, benefits and improvements in working conditions (Ololube, 2006; Osei, 2005). Teachers are however expected to render a very high performance so the Ministry of Educations in these countries is always curious regarding teachers' performance. Therefore, these Ministries demand a very high measure of loyalty, patriotism, dedication, hard work and commitment from teachers (Ubom & Joshua, 2004; GES, 2000 Ololube 2005).

The review revealed that teachers who work in a neat and pleasant school with modern facilities with good salary to cater for socioeconomic needs are more likely to experience job satisfaction than those working in an unpleasant school environment which has been supported by some authors (Nbina, 2010: Ololube, 2004). The Herzberg's Two Factor Theory suggests that teachers involved in decision-making, professional and personal growth programmes, collegial relationships and teamwork with job enrichment opportunities are much motivated to put in their best performance. The

teaching task is supposed to be more interesting, meaningful and challenging since the job itself is an important motivator to teachers. It is also clear that education leaders are concerned with ensuring that the causes of dissatisfaction are removed as well as increasing the opportunities for satisfaction so as to motivate teachers. Suggestions are made that heads of schools adopt instructional, transformational and facilitative leadership style to ensure that set goals are achieved. This assertion is confirmed by referring to the role of the school leaders as a coordinator and integrator of teachers and learners to create a system in which teachers can develop their teaching skills (Gupton, 2003).

5. CONCLUSION

Effective school leaders have vision to create and communicate for the school. The role of school leaders is to enhance teaching and learning in school. It is demonstrated by putting teachers and learners at the center of leadership and therefore commendable for leaders to be effective and efficient as learners' academic success is the target of every school. Besides, high pay, fringe benefits and compensation packages are needed in order to create a pool of teachers and to attract high qualified teachers. Salary and job enrichment strategies were perceived to be related to job satisfaction. These motivational strategies adopted are very crucial and important in running any educational institution. This makes the understanding of the needs of teachers and students necessary for the establishment of environment that motivates and helps maintain the morale of teachers to perform effectively. Their roles as leaders in motivation have confirmed teachers' motivation as a complex issue with varied interrelated factors which cannot be treated in isolation. The motivational factors which are associated with teachers' needs are closely related to the important role that leaders fulfill in transforming teachers. Effective leadership has an effect on improved teacher motivation and lead to effective learning outcome. Therefore supportive and participatory leadership style as community oriented is adopted to motivate teachers for improved performance. It is clear from the review that when school leaders treat teachers well, deliver their needs and expectations, then that teachers can perform efficiently. The main conclusion of the review is that leadership in schools is mainly characterized by relationships with individuals through whom a leader is able to encourage teachers to apply their expertise, abilities and efforts towards the set goals. The leadership role is best viewed as interconnected personal and in-school relationships that combine to influence institutional outcomes. Thus responsible for seeing that support, direction and guidance are given to the teachers to guide teaching and learning. They are considered as supervisors, facilitators and guardians. The capacity to maintain adequate motivation of teacher while simultaneously ensuring that they will be prepared to teach effectively lies in the education sector's investing heavily in improving teacher professional development as part of a retention strategy.

REFERENCES

- [1] Abdullah, A., Bilau, A. A., Enegbuma, W. I., Ajagbe, A. M., Ali, K. N., & Bustani, S. A. (2012). Small and Medium Sized Construction Firms Job Satisfaction and Performance Evaluation in Nigeria. *International Journal of Social Science and Humanity*, 2(1), 35.
- [2] Adediwura, A. A., & Tayo, B. (2007). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. *Educational Research and Reviews*, 2(7), 165.
- [3] Adu, E. O., & Olatundun, S. O. (2007). Teachers' perception of teaching as correlates of students' academic performance in Oyo State Nigeria. *Essays in education*, 20, 57-63.
- [4] Afful-Broni, A. (2012). Relationship between motivation and job performance at the University of Mines and Technology, Tarkwa, Ghana: Leadership Lessons. *Creative Education*, 3(03), 309.
- [5] Akiri, A. A., & Ugborugbo, N. M. (2009). Teachers' effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria. *Stud home comm sci*, 3(2), 107-113.
- [6] Akyeampong, K. (2002). Situational Report on Teacher Demand, Supply and Retention. University of Cape Coast, Ghana.
- [7] Alh, H. (2006). Motivation in adult education: A problem solver or a euphemism for direction and control? *International Journal of Lifelong Education* 25(4), 385-405.

International Journal of Novel Research in Humanity and Social Sciences

 Vol. 3, Issue 4, pp: (1-16), Month: July – August 2016, Available at: www.noveltyjournals.com

- [8] Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *The leadership quarterly*, 14(3), 261-295
- [9] Anvari, R., Amin, S. M., Ahmad, U. N. U., Seliman, S., & Garmsari, M. (2011). The relationship between strategic compensation practices and affective organizational commitment. *Interdisciplinary Journal of Research in Business*, 1(2), 44-55.
- [10] Aric, H. (2008). Managing Compensation and Rewards, Capella University. *Unpublished Dissertation*.
- [11] Atton, T., & Fidler, B. (2005). *Poorly performing staff in schools and how to manage them: Capability, competence and motivation*. Routledge.
- [12] Barmby, P. (2006). Improving teacher recruitment and retention: the importance of workload and pupil behaviour. *Educational research*, 48(3), 247-265.
- [13] Barnett, K., & McCormick, J. (2003). Vision, relationships and teacher motivation: a case study. *Journal of Educational Administration*, 41(1), 55-73.
- [14] Barry and King, (2008). *Beginning teaching and beyond*. London: Social Sciences Press.
- [15] Bass, B., and Riggio, R. E. (2006) *Transformational Leadership* (2ND ed), Mahwah, NJ: Lawrence Erlbaum
- [16] Belle, L. J. (2009). *The role of secondary school principals in motivating teachers in the Flacq district of Mauritius* (Doctoral dissertation).
- [17] Bennell, P. (2004). Teacher motivation and incentives in sub-Saharan Africa and Asia. *Knowledge and Skills for Development*, Brighton.
- [18] Benson, G. S. (2006). Employee development, commitment and intention to turnover: a test of 'employability' policies in action. *Human Resource Management Journal*, 16(2), 173-192.
- [19] Bosompem, M., Kwarteng, J. A., & Obeng-Mensah, A. (2012). Determinants of motivation of senior high school agricultural science teachers in the Central Region, Ghana. *Researchers World*, 3(1), 106.
- [20] Brewer, W., & McMahan-Landers, J. (2004). Job satisfaction among industrial and technical teacher educators. *Journal of Industrial Teacher Education*, 40(2).
- [21] Bubb, S., Heilbronn, R., Jones, C., Totterdell, M., and Bailey, M. (2002). *Improving Induction: Research-based Best Practice for Schools*. London: Routledge Falmer.
- [22] Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher job satisfaction: Lessons from the TSW Pathfinder Project. *School Leadership and Management*, 25(5), 455-471.
- [23] Cardelle-Elawar, M., and Nevin A. (2003). The role of motivation on strengthening teacher identity: Emerging themes. *Action in Teacher Education*, 23(3), 48-58.
- [24] Cardelle-Elawar, M., Irwin, L., & Sanz de Acedo Lizarraga, M. L. (2007). A cross cultural analysis of motivational factors that influence teacher identity. *Electronic Journal of Research in Educational Psychology*, 5(3), 565-592.
- [25] Chan, E. (2004). *Student motivation/teacher motivation*. Canada: University of Victoria.
- [26] Chen, K. J., and Chen, S. I. (2008). Personal traits and leadership styles of Taiwan's higher educational institutions in innovative operations."
- [27] Chow, C. W., Haddad, K., & Singh, G. (2007). Human resource management, job satisfaction, morale, optimism, and turnover. *International Journal of Hospitality & Tourism Administration*, 8(2), 73-88.
- [28] Cobold, C. (2006). *Teacher Retention in Ghana: Perceptions of Policy and Practice*. Unpublished PhD, University of Melbourne, Melbourne.
- [29] Cobold, C. (2007). Induction for Teacher Retention: A Missing Link in Teacher Education Policy in Ghana. *Post-Script (1444-383X)*, 8(1).

International Journal of Novel Research in Humanity and Social Sciences

 Vol. 3, Issue 4, pp: (1-16), Month: July – August 2016, Available at: www.noveltyjournals.com

- [30] Davis, B. (2003). Developing leaders for self-managing schools: The role of a principal center in accreditation and professional learning. *Reshaping the Landscape of School Leadership Development: a global perspective*.
- [31] Davis, J., & Wilson, S. M. (2000). Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress. *The Clearing House*, 73(6), 349-353.
- [32] Elliot, A. J., & Dweck, C. S. (Eds.). (2013). *Handbook of competence and motivation*. New York: Guilford Publications. pp. 509-526.
- [33] Evans, L. (2000). The effects of educational change on morale, job satisfaction and motivation. *Journal of educational Change*, 1(2), 173-192.
- [34] Evans, L. (2001). Delving Deeper into Morale, Job Satisfaction and Motivation among Education Professionals Re-examining the Leadership Dimension. *Educational Management Administration & Leadership*, 29(3), 291-306.
- [35] Ghana Education Service (2000). Direction for Basic Teacher Education (Vol. 1). Accra: Ghana Education Service
- [36] Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
- [37] Hedges, J. (2002). The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International Journal of Educational Development*, 22(3), 353-366.
- [38] Hoy, A. W., & Murphy, P. K. (2001). Teaching educational psychology to the implicit mind. *Understanding and teaching the intuitive mind: Student and teacher learning*, 145-185.
- [39] Ifinedo, P. (2003). Employee motivation and job satisfaction in Finnish organization: A study of employees in the Oulu Region, Finland. Master of Business Administration Thesis, University of London.
- [40] Keiser, N. M., & Shen, J. (2000). Principals' and teachers' perceptions of teacher empowerment. *Journal of Leadership & Organizational Studies*, 7(3), 115-121.
- [41] Lobburi, P. (2012). The Influence of Organizational and Social Support on Turnover Intention in Collectivist Contexts. *Journal of Applied Business Research*, 28(1), 93.
- [42] Long, C. S., Perumal, P., & Ajagbe, A. M. (2012). The impact of human resource management practices on employees' turnover intention: A conceptual model. *Interdisciplinary Journal of Contemporary Research in Business*, 4(2), 629-641.
- [43] Luna-Arocas, R., & Camps, J. (2007). A model of high performance work practices and turnover intentions. *Personnel Review*, 37(1), 26-46.
- [44] Malikow, M. (2007). Staying motivated and avoiding burnout. *Kappa Delta Pi Record*, 43(3), 117-121.
- [45] Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational administration quarterly*, 39(3), 370-397.
- [46] Miia, M., Nocole, H., Karlos, A., Jaakko, K., and Ali, J. (2006) "Project-based management as an organizational innovation: drivers, changes and benefits of adopting project-based management." Project Management Institute,
- [47] Mohamad, A. H., & Azzat, M. N. (2006). Predicting turnover intention of hotel employees: The influence of employee development human resource management practices and trust in organization, Gadjah Mada. *International Journal of Business*, 8(1), 33-45.
- [48] Moran, A., Kilpatrick, R., Abbott, L., Dallat, J., & McClune, B. (2001). Training to teach: Motivating factors and implications for recruitment. *Evaluation & Research in Education*, 15(1), 17-32.
- [49] Mosadegh Rad A. M., & Yarmohammadian, M. H. (2006). A Study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, Vol. 19, No. 2, pp 11-28
- [50] Murthy, D. (2003). Motivating teachers. *The Hindu*, 1.

International Journal of Novel Research in Humanity and Social Sciences

 Vol. 3, Issue 4, pp: (1-16), Month: July – August 2016, Available at: www.noveltyjournals.com

- [51] Nicholson, W. D. (2007). Leading where it counts: An investigation of the leadership styles and behaviors that define college and university presidents as successful fundraisers. *International Journal of Educational Advancement*, 7(4), 256-270.
- [52] Northouse, P. G. (2010). *Leadership, theory and practice* (5th ed.). Sage, Thousand Oaks, CA
- [53] Nuhfer, E. B. (2004). Fractals and the Value of Student Evaluators. *Centre for Teaching and Learning*. Idaho State University.
- [54] Ofoegbu, F. I. (2004). Teacher motivation: A factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal*, 38(1), 81.
- [55] Ololube, N. P. (2004, September). Professionalism: An institutional approach to teachers' job effectiveness in Nigerian schools. Paper presented at the seventh international LInE Conference, September 23-24 2004, in Helsinki, Finland
- [56] Ololube, N. P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. *Online Submission*.
- [57] Ololube, N. P. (2007). Professionalism, demographics, and motivation: predictors of job satisfaction among Nigerian teachers. *International Journal of Education Policy and Leadership*, 2(7).
- [58] Oredein, A. O. (2000). Leadership characteristics and personnel constraints as factors of school and industrial effectiveness. *Unpublished Ph. D thesis*.
- [59] Osei, G M. (2001). An examination of policy and practice in Ghanaian education, with special reference to the junior secondary school reform. Doctoral Thesis, University of Oxford, Oxford.
- [60] Osunde, A. U., & Omoruyi, F. F. O. (2004). An evaluation of the National Teachers Institute's Manpower Training Program for Teaching Personnel in midwestern Nigeria. *International Education Journal*, 5(3), 405-409.
- [61] Palmer, D. (2005). A motivational view of constructivist-informed teaching. *International Journal of Science Education*, 27(15), 1853-1881
- [62] Parvez, M., & Iqbal, M. M. (2013). Leadership Patterns in the Private Universities of Bangladesh: An Evaluation.
- [63] Pintrich, P. R. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review*, 16, 385-407
- [64] Pintrich, P. R. and Schunk, D. H. (2002). *Motivation in education: Theory, research and applications*. (2nd ed). Upper Saddle River, NJ: Merrill/Printice-Hall.
- [65] Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. Prentice Hall.;
- [66] Pozo-Munoz, C., Reboloso-Pacheco, E., & Fernandez-Ramirez, B. (2000). The 'Ideal Teacher'. Implications for student evaluation of teacher effectiveness. *Assessment & Evaluation in Higher Education*, 25(3), 253-263.
- [67] Quansah, K. B. (2003). *Teacher Demand and Supply: The Next Decade*. Cape Coast: University of Cape Coast
- [68] Quansah, K. B. (2003). *Teacher demand and supply: The next decade*. University of Cape Coast, Cape Coast.
- [69] Raffee, S. (2001). *Motivating Security Guards: A Management Perspective in the Private Security Guarding Industry in Singapore*, Scarman Centre for the Study of Public Order, Leicester University, UK. *Unpublished Dissertation*.
- [70] Robbins, S. P., and Judge, T. A. (2008). *Essential organizational behaviour*. Upper Saddle River, NJ: Pearson Education Inc.
- [71] Rogers, H.F., J Lopez-Calix, N. Cordoba, N. Chaudhury, J. Hammer, M. Kremer and K. Muralidharan. 2004 Teacher absence, incentives and service delivery in Ecuadorian primary education: results from a new national survey. World Bank, Washington, D.C.

International Journal of Novel Research in Humanity and Social Sciences

 Vol. 3, Issue 4, pp: (1-16), Month: July – August 2016, Available at: www.noveltyjournals.com

- [72] Rubery, J., Ward, K., Grimshaw, D., & Beynon, H. (2005). Working time, industrial relations and the employment relationship. *Time & Society*, 14(1), 89-111.
- [73] Sayed, Y., Akyeampong, K., & Ampiah, J. G. (2000). Partnership and participation in whole school development in Ghana. *Education through Partnership*, 4(2), 40-51.
- [74] Sayed, Y., Akyeampong, K., and Ampiah, J. G. (2000). Partnership and Participation in Whole School Development in Ghana. *Education through Partnership*, 4(2), 40-51
- [75] Schacter, J., & Thum, Y. M. (2004). Paying for high-and low-quality teaching. *Economics of Education Review*, 23(4), 411-430.
- [76] Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2012). *Motivation in education: Theory, research, and applications*. Pearson Higher Ed.
- [77] Smith, T. M., and Ingersoll, R. M. (2004). What are the Effects of Induction and Mentoring on Beginning Teacher Turnover? *American Educational Research Journal*, 41(3), 681-714
- [78] Smith, W. J., Thurlow, M., Canada-South Africa Education Management Program, & Sparkes, C. S. (2001). *Appointing principals: what to look for, how to find it*. Canada-South Africa Education Management Program.
- [79] Starr, L. (2002). Measuring the effects of effective teaching. *Education World*. Retrieved October, 16, 2005.
- [80] Steyn, G. M. (2002). A theoretical analysis of educator motivation and morale.
- [81] Suslu, S. (2006). Motivation of ESL teachers. *The Internet TESL Journal*, 12(1), 1-8.
- [82] Thwala, W. D., Ajagbe, A. M., Enebuma, W. I., & Bilau, A. A. (2012). Sudanese small and medium sized construction firms: An empirical survey of job turnover. *Journal of Basic and Applied Scientific Research*, 2(8), 7414-7420.
- [83] Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April). The influence of resources and support on teachers' efficacy beliefs. In *annual meeting of the American Educational Research Association, New Orleans, LA*.
- [84] Vail, K. (2005). Climate control. *American School Board Journal*, 192(6), 16-19. Van Deventer, I. (2003). *An educator's guide to school management skills*. Van Schaik Publishers.
- [85] Van Veen, K., Slegers, P., and Van de Veen, P. (2005). One teacher's identity, emotions and commitment to change: A case study into the cognitive-affective processes of a secondary school teacher in the context of reforms.
- [86] Vohs, K. D., & Baumeister, R. F. (Eds.). (2011). *Handbook of self-regulation: Research, theory, and applications*. Guilford Press.
- [87] Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24-32.
- [88] .Woolfolk, A. (2005). *Educational Psychology*, (9th ed.). Boston: Allyn and Bacon
- [89] Zheng, C., & Lamond, D. (2010). Organisational determinants of employee turnover for multinational companies in Asia. *Asia Pacific journal of management*, 27(3), 423-443.rn