



Influence of Motivation and Work Environment on Teacher Performance in Ghana

Emmanuel Eshun¹, Dr Grace Yeboah², Theodora Oduro³, Abigail Dzama Anderson⁴, Daniel Inkoom¹, Isaac KowGaisey⁶, Frank Lamadoku Attila¹, Bernice SerwaaOfosuhenePeasah⁶, Kingsley Agyei-Sarpong⁷

¹College of Education Studies, University of Cape Coast, Cape Coast, Ghana

²Department of Interdisciplinary Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi, Ghana

³Directorate of Student Affairs, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana.

⁴Faculty of Law, Kwame Nkrumah University of Science and Technology, Kumasi

⁵Education Studies Dept, OLA College of Education, Cape Coast, Ghana.

⁶[Counselling Centre, Kwame Nkrumah University of Science and Technology, Kumasi](#)

⁷Guidance and Career Directorate, Tamale Technical University, Tamale, Ghana.

Received: 25 April 2025. Revised: 07 July 2025. Accepted: 08 July 2025.

ARTICLE INFO

Keywords:

Education,
job performance,
motivation,
work environment.

ABSTRACT

Motivated teachers working in conducive environments are pivotal to student achievement. In basic schools in Ho Westdistrict of Ghana, the influence of work environment and teacher motivation on job performance were investigated in this study. A descriptive survey approach was employed, and the sample consisted of 101 teachers from six basic schools in the region. Results of a multiple regression analysis showed that motivation and work environment positively predicted job performance. This suggests that positive work environment and higher levels of motivation were associated with increased levels of job performance. Results also showed that motivation was significantly higher among master's degree holders compared to bachelor's degree holders., which implies that advanced education may be associated with increased internal drive or enthusiasm. It was recommended that the administrators of basic schools in Ho Westdistrict should increase their motivational packages (e.g., sponsorship of teachers to higher educational levels) and improve the working environment to enhance teachers' job performance. These insights contribute to policy discussions surrounding teacher retention, school effectiveness, and educational quality in Ghana's education sector.

Introduction

Globally, education is acknowledged as a catalyst for socioeconomic advancement (Madani, 2019). It serves as a foundational pillar for societal development and progress, driving economic growth, social stability, and individual empowerment. High-quality education systems rely on a motivated and well-supported teaching workforce to implement curricula effectively and inspire students to reach their full potential (Adamu, 2018). The Ministry of Education in many African countries, including Ghana, has been keenly interested in assessing and ensuring that teachers meet performance expectations and contribute effectively to the national education agenda. In the educational system, teachers are required to exhibit high levels of loyalty, patriotism, dedication, hard work, and commitment (Shafiwu&Salakpi, 2013). Such expectations reflect the belief that motivated and engaged teachers are essential to achieving educational objectives,

fostering student success, and supporting the broader societal development goals.

Teachers are viewed not only as teachers but also as role models and agents of social change, carrying the weight of nurturing future generations to be skilled, informed, and productive members of society. However, while these expectations are clearly articulated, the mechanisms to sustain teacher motivation and support are often inadequate. Factors such as insufficient salaries, delayed payments, limited career development opportunities, overcrowded classrooms, and a lack of teaching resources contribute to the declining morale among teachers. The disparity between what is expected of teachers and what is provided to support them creates a significant challenge for educational systems aiming to improve teacher performance and retention.

According to Maslow's (1943) hierarchy of needs theory, lower-level needs must be met before individuals can address

higher-level ones (McLeod, 2018). At the base are physiological needs, such as basic survival necessities, which, when unmet, lead to illness and reduced productivity (Jawad, 2020). Safety needs follow, requiring a secure work environment to maintain productivity (McLeod, 2018). Social needs relate to employees' desires to belong and form relationships, and unfulfilled social needs can result in isolation and low morale (Shikalepo, 2020). The fourth level, self-esteem, involves the need for respect and competence, which organisations can satisfy through recognition and promotion (Budiharso&Tarman, 2020). Finally, self-actualisation focuses on employees' aspirations to achieve their full potential, which can be fostered by involving them in tasks that leverage their skills (Ryan & Deci., 2020). Maslow's hierarchy shows that meeting teachers' needs such as fair salaries, job security, positive relationships, recognition, and opportunities for growth boosts motivation and improves job performance in schools. When these needs are fulfilled, teachers are more engaged and effective in their roles.

This study aims to delve into the impact of work environment and teacher motivation on job performance, specifically focusing on Ghana Education Service (GES) teachers in basic schools within the Ho West district. Job performance is the extent to which a worker does his /her work based on his/her evaluation of individual effort (Apex-Apeh et al., 2020). It is also seen as how effective teachers are in accomplishing their tasks and responsibilities related to teaching and learning. In the context of the GES, teachers play an essential role not only as facilitators of knowledge but as implementers of local or national educational policies that shape the learning outcomes of students and drive educational standards. Teachers' performance directly affects student achievement, retention, and overall educational quality. Hence, understanding what drives teachers and the conditions under which they perform optimally is crucial for stakeholders looking to enhance the quality of education and meet policy goals.

As employee motivation is essential to effective human resource management, businesses spend a lot of money on events, training, and team-building exercises (Juneja, 2021). This emphasises motivation as the engine that propels workers to finish tasks on time. Low motivation frequently results in subpar organisational performance, which has a detrimental impact on overall outcomes (Abane&Phinaitrup, 2020). Motivation increases productivity and a sense of duty, which in turn improves the working connection between employers and employees and, eventually, the company and its clients (Osei et al., 2022). The challenge of teacher motivation is not isolated to one region; it is a widespread issue in many developing countries (Bennell & Acheampong, 2007). Specifically, more than one-third of primary school teachers in five out of six extended case study countries reported that teachers in their schools were "poorly" or "very poorly" motivated (Bennell & Acheampong, 2007).

Low levels of teacher motivation have remained a persistent issue across many African nations, impacting the quality

of education and overall student outcomes (Muremela et al., 2023). The demand for high performance among teachers is often not matched with the necessary support, incentives, or resources needed to achieve these standards. This imbalance creates a challenging environment where educators must meet significant expectations despite limited support. Teachers are often expected to deliver exceptional teaching, maintain discipline, adapt to curriculum changes, and contribute to extracurricular activities, all while working within resource-constrained settings. These factors place additional stress on teachers and can exacerbate feelings of burnout and professional dissatisfaction.

Low motivation can be profound, leading to diminished teacher engagement, higher turnover rates, absenteeism, and reduced teaching quality, all of which negatively affect student learning and educational outcomes (Juma&Stonier, 2023). In basic schools, where competition and resource limitations may pose additional challenges, maintaining high levels of teacher motivation and a supportive work environment becomes even more critical (Toropova et al., 2021). These schools often operate under financial constraints that may limit their ability to provide competitive salaries and benefits, making non-monetary incentives and a positive work culture essential. Ensuring teachers feel valued, supported, and motivated involves a multi-faceted approach that includes professional recognition, access to teaching resources, and opportunities for professional growth.

Work environment also plays a pivotal role in shaping teacher performance. A conducive work environment characterised by adequate infrastructure, supportive leadership, collaborative culture, and accessible teaching materials enables teachers to focus on delivering high-quality instruction (Jusoh et al., 2024). Conversely, environments lacking these elements can create stress, reduce job satisfaction, and hinder the ability to teach effectively. It is the national obligation to equip schools with the tools and facilities necessary for high-quality instruction and a comfortable learning environment.

Ghana joined the UN in 2015 to support the Sustainable Development Goals (SDGs), a set of 17 objectives that include, but are not limited to, eradicating poverty, promoting peace and prosperity, protecting the environment, and establishing an equitable educational framework that includes the provision of high-quality facilities for learning. Ghana was required to make sure that these objectives were met upon entering the UN, and this obligation extended to all educational levels (Baafi, 2020). Schools are supposed to bring out the abilities and pupils with good intellects or bring forth good performance and are of good behaviour in Ghana - a country that believed in using education as a reform to eradicate poverty (Baafi, 2020). When educators are driven to work effectively, these objectives can be met.

Both teachers' and students' below average performance is linked to a lack of supportive environments and highly motivated educators. A highly driven educator in a supportive setting has developed a sense of obligation to get pupils ready for success on

their final exam. According to Baafi (2020), the West African Examination Council's records show that overall performance fell from 49.12% in 2010 to 46.93% in 2011. This demonstrated the low academic performance of the pupils and the type of students that were generated, which will eventually impact the nation's development not just in Ghana but in other West African countries as well. Given Ghana's population growth rate and the universal child rights guarantee, the number of pupils generated need to be commensurate with the country's educational attainment. By focusing on the Ho West district, this study will shed light on how the specific conditions faced by Ghana Education System teachers in basic schools influence their job performance and identify potential strategies to enhance both motivation and work conditions.

Studies show that both the work environment and teacher motivation play crucial roles in influencing job performance, though the strength and nature of these effects can vary. A supportive work environment characterised by good facilities, effective communication, and positive leadership has a significant positive impact on teacher performance, as does high work motivation, especially when motivation extends beyond just financial rewards to include recognition and professional growth (Mulyadi et al., 2024; Putra & Br, 2024; Prima et al., 2024). Some studies highlight that while work environment and motivation each have positive effects, their combined influence is even more substantial, suggesting that improvements in both areas together can lead to better outcomes (Maimunah & Rozak, 2024; Putra & Kudri, 2024). Other research found that while individual effects of motivation or environment may be minor or statistically insignificant in certain contexts, their collective impact remains meaningful (e.g., Maimunah & Rozak, 2024).

Adamu (2018) examined the effect of teacher motivation on public school performance in the Wa East district of Ghana's Upper West region, which is a geographical gap for the present study. The study found that teacher motivation significantly influences school performance. Similarly, Baafi (2020) investigated the impact of the workplace on secondary school student performance and provided evidence of a decline in academic performance in Ghana and other West African countries. There is insufficient research on the impact of teacher motivation and work environment specifically within different geographical regions, particularly in the Ho West district. The above studies highlight knowledge gaps that require further exploration. Most studies (e.g., Adamu, 2018; Baafi, 2020), focus on specific districts, such as the Wa East district and secondary schools, leaving a gap in understanding how these factors affect performance in basic schools, especially in the Ho West district.

Furthermore, while studies indicate a positive relationship between teachers' educational qualifications and their motivation (Li et al., 2022; Shu, 2022; Alipour, 2018; Wang, 2023), there is a lack of research examining how these factors intersect with the unique challenges faced by teachers in private and public

basic schools. Additionally, there is a need to further explore the role of professional development and the impact of teachers' specialized training on job performance in the specific context of Ghanaian basic schools. This study aims to address these gaps by focusing on the Ho West district and examining both the work environment and teacher motivation, which are often underexplored in rural or less-studied areas.

In addition, basic school teachers often possess higher educational qualifications, which correlates with their motivation levels. Research indicates that teachers in schools tend to have more advanced degrees and specialised training, enhancing their self-efficacy and commitment to their roles (Li et al., 2022; Shu, 2022). The higher educational attainment among school teachers is linked to increased job satisfaction and motivation, as these teachers feel more competent and capable in their teaching roles (Alipour, 2018). Trained teachers exhibit greater motivation than their untrained counterparts, emphasizing the importance of professional development in fostering teacher motivation (Wang, 2023). The role of educational status in motivation among teachers will also be examined as a secondary aim in the present study.

Research Objective and hypotheses

The present study investigated the roles of teachers' motivation and work environment on teachers' job performance in schools in Ho West district, Ghana. It was hypothesised as follows: (1) Motivation will positively predict work performance such that highly motivated teachers will report higher job performance. (2) Work environment will positively predict work performance such that highly motivated teachers will report higher job performance.

Method

Population

The population for this study includes all active teachers employed in basic schools within the Ho West district of Ghana. There were six basic schools in the study, and all teachers from these schools were part of the study population of 183 teachers.

Sample and Sampling Procedure

The questionnaire was distributed to 120 teachers who consented to participate in the study. However, there were 101 validly returned questionnaires. The teachers were selected using proportional sampling, where the population was divided into subgroups, and random sampling was applied to choose respondents from each group based on the number of teachers per school (Alvi, 2016). Of these, 101 teachers returned their questionnaires, representing an 84% response rate, consisting of 63 males (62.4%) and 38 females (38.6%). The teachers' average age was 31.47 years (SD = 5.56 years). This means that they form a homogeneous group age-wise.

Research instruments

Employee Motivation Questionnaire (EMQ)

Fourie's (1989) EMQ 20-item measure designed to assess various dimensions of motivation, including intrinsic and extrinsic motivation, professional development, recognition and reward, and

job satisfaction. Respondents rate their agreement with each statement on a 4-point scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Higher scores higher score indicating higher motivation. Sample items from the scale include statements such as "I feel a sense of accomplishment when I complete my teaching tasks"; "I am motivated when I receive recognition for my work from school management"; and "I have opportunities for career advancement within my current school". The scale consists of five key dimensions: intrinsic motivation, extrinsic motivation, professional development, recognition and reward, and job satisfaction. These dimensions assess factors such as personal fulfilment, external rewards, career growth, acknowledgment of work, and overall satisfaction with work conditions. The scale has demonstrated good internal consistency, with Cronbach's α typically ranging from .70 to .85 (Fourie, 1989), indicating that it is a reliable and valid instrument for measuring teacher motivation across different educational settings. The Cronbach's α for the full scale is generally around .80 (Fourie, 1989). The measure has been found to be reliable and valid in previous studies in the African setting (Govender & Parumasur, 2010). For the present study, the EMQ had an internal consistency reliability α of .86.

Work Environment Scale (WES)

WES (Moos, 2008) was designed to assess various aspects of the work environment that impact employee motivation, job satisfaction, and performance. This tool provides valuable insights into how work conditions and organisational practices influence employee engagement and performance, helping organisations improve their workplace environment for better outcomes. It consists of 20 items, scored on a 4-point Likert scale, ranging from Strongly Disagree to Strongly Agree. The dimensions include physical work environment (e.g., lighting, cleanliness), social environment (e.g., relationships with colleagues), job security, management support, work-life balance and opportunities for growth. Sample questions include "The workplace is cleaned daily and therefore a good habitat for both teachers and learners"; "Sitting chairs and other furniture here are comfortable (no pain or discomfort while seated all day)".

The WES has shown good psychometric properties, with intercorrelations of the subscales that range from .69 to .83, which is evidence of an acceptable range to indicate reliability (Moos, 2008). Cronbach's α coefficient of .74, indicating good internal consistency and good to use (Moos, 2008). Applications of the WES in different types of work settings from social service agencies, educational settings and hospitals support the construct, concurrent, and predictive validity of the Scale (Moos, 2008). The WES has further demonstrated good psychometric properties in past research conducted in the African setting (e.g., Oginyi et al. 2016, 2018). For the present study, we obtained an α of .75 for the WES. Higher score indicates a positive work environment and vice versa.

Job Performance Scale (JPS)

Goodman and Svyantek's (1999) JPS is a tool designed to

measure various dimensions of job performance including task performance and contextual performance. The scale has 20 items, answered on a 4-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" and has demonstrated strong reliability, with Cronbach's α values ranging from .80 to .90 (Goodman & Svyantek, 1999). Sample items include "When I get a bonus increases my job performance increases"; "I volunteer to do things not formally required by the job". This scale provides a holistic view of an employee's performance, capturing both the technical and social aspects of their role, and is considered a reliable tool for assessing job performance in organisational settings. The JPS has been widely reported to have adequate psychometric properties, including a study on academic staff in Nigeria (Nwanzu & Uche-Okolo, 2017). Our study showed internal consistency reliability α of .78 for the JPS.

Statistical analyses

Multiple regression was conducted to examine the influence of motivation and work environment on job performance. The researcher also conducted a one-way ANOVA to determine if there is a significant difference in motivation of teachers based on their educational status (Diploma, bachelor's degree and master's degree).

Results

Table 1: Multiple linear regression predicting job performance by motivation and work environment.

Predictors	B	SE	β	t	Sig
Motivation	.07	.09	.31	.71	.019
Work environment	.04	.09	.23	.46	.000

a. Dependent Variable: Job Performance, SE = Standard Error; $R = .492$, $R^2 = .242$, $F(2, 99) = 4.42$, $p < .001$

Results of the multiple regression analysis in Table 1 revealed that the overall model was statistically significant, $F(6, 83) = 4.42$, $p < .001$, accounting for 24.2% of the variance in job performance ($R^2 = .242$). Motivation was a significant positive predictor of job performance ($\beta = .306$, $p = .019$). This indicates that higher motivation was associated with increased levels of job performance. Additionally, work environment significantly predicted job performance ($\beta = .228$, $p < .001$), suggesting that improvement in work environment leads to improvement in job performance.

Between-subject analysis of variance (ANOVA) was conducted to find the difference between the educational level and motivation. The results in Table 2 indicate a significant difference between educational level and Motivation ($F(2, 99) = 3.545$, $p = .033$, $\eta^2 = .067$). Since there was a significant difference, post hoc is shown in Table 5.

Table 2: Between-subject analysis of variance (ANOVA) for educational level differences in motivation

Source	Type III Sum of Squares	DF	MS	F	Sig.	η^2
Educational level	160.60	2	80.30	3.55	.033	.07
Error	2242.26	99	22.65			
Total	379752.53	101				
Corrected Total	2402.87	101				

a. R Squared = .07 (Adjusted R Squared = .05); η^2 = Partial eta squared (Effect size); MS = Mean Square; Dependent Variable: Motivation

Table 3: Scheffe post hoc multiple comparisons for educational level and motivation

(I) Education	(J) Education	MD (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Diploma	Bachelors	.17	1.02	.987	-2.36	2.69
	Masters	-5.22	2.11	.051	-10.45	.03
Bachelors	Diploma	-.17	1.02	.987	-2.69	2.36
	Masters	-5.38*	2.03	.034	-10.44	-.32
Masters	Diploma	5.22	2.11	.051	-.02	10.45
	Bachelors	5.38*	2.03	.034	.35	10.44

MD = Mean Difference; Based on observed means. The error term is Mean Square (Error) = 22.649. *. The mean difference is significant at the .05 level.

In Table 4, a significant difference exists between the respondents with degrees and those with masters ($p=.034$), with a mean difference of 5.38. The Scheffé test clarifies that motivation was significantly higher among master's degree holders compared to bachelor's degree holders. This implies that advanced education may be associated with increased internal drive or enthusiasm.

Discussion

The main aim of this study was to investigate the influence of teachers' motivation and work environment on teachers' job performance in schools in Ho West district, Ghana. Teachers' job performance positively predicted by motivation indicating that an increase in motivation leads to an improvement in job performance. This finding is consistent with the first hypothesis which stated that motivation would positively predict work performance such that highly motivated teachers would report higher job performance. The finding relates to Maslow's (1943) theory, which states that individuals are driven to fulfil a series of hierarchical needs, from basic physiological needs to higher-order psychological needs like self-actualisation. Hence, increased motivation results in increased productivity at work. When teachers' fundamental needs such as fair compensation and job security are met, they become more motivated, which propels them to reach higher levels of performance, creativity, and dedication in their work.

The finding also aligns with past research by Karayanni and Nelken (2022), which discovered that incentives, whether extrinsic or intrinsic, can be used in a variety of ways to motivate employees to perform well within an organisation. Extrinsic or external benefits include noble recognition or elegant remuneration, but internal or intrinsic pleasures are related to completing difficult schoolwork. Extrinsic incentives, such as salary increases, bonuses,

or public recognition, provide external validation and reward for a job well done. These tangible benefits can significantly boost morale and encourage teachers to maintain or improve their performance. For instance, timely recognition of a teacher's achievements or offering competitive remuneration can instil a sense of pride and satisfaction, reinforcing their commitment to their professional role.

On the other hand, intrinsic motivation plays an equally crucial role. Teachers derive intrinsic satisfaction from engaging in challenging work, overcoming obstacles, and achieving personal and professional growth. The fulfilment they gain from mastering a difficult subject, innovating classroom practices, or witnessing student progress contributes to a deep, self-sustaining motivation. This internal drive aligns with Maslow's (1943) upper levels of the hierarchy, where the need for esteem and self-actualisation are met through personal achievement and the realization of one's potential. These motivational factors create a comprehensive support system for teachers. A balanced approach that incorporates both extrinsic and intrinsic rewards fosters an environment where teachers feel valued and inspired.

Based on the findings, work environment was a positive predictor of job performance. This supports the second hypothesis which stated that work environment would positively predict work performance such that highly motivated teachers would report higher job performance. This implies that when the work environment improves, so does job performance. When teachers work in a supportive, safe, and well-resourced environment, their performance improves due to enhanced morale, reduced stress, and greater engagement with their tasks. This outcome underscores the idea that an optimal work environment can provide the physical, emotional, and psychological stability needed for teachers to excel in their roles.

Although other factors also contribute to job performance, a conducive work environment acts as a strong foundation that facilitates better outcomes. This finding contradicts Adamu et al. (2022), who argued that the workplace could not solely guarantee job performance. A positive work environment will help to make teachers to concentrate on their teaching duties without being distracted by lack of facilities, poor management techniques, or safety issues. The result aligns with Bala and Punia's (2023) views that an organisation's ability to foster a warm, safe, and trustworthy work environment benefits its workforce, resulting in increased productivity, creativity, dedication, and financial stability, all of which support the organisation's expansion. This suggests that teachers perform better when their work environment and motivation increase.

Bala and Punia's (2023) work emphasise that an organisation that invests in creating a warm, safe, and trustworthy work environment reaps benefits extend beyond individual employee performance. Such an environment fosters a sense of belonging and loyalty among employees, which leads to increased productivity and creativity. This implies that teachers are more likely to approach their classes with zeal, use creative teaching strategies, and devote more time to professional growth and student support. Teachers are also able to share best practices, communicate with colleagues, and engage in continuous learning when they feel safe and trusted. All of these improve job performance.

The study revealed a significant difference between educational level and motivation among basic school teachers. This finding is similar to Abdullahi and Ahmed (2023) who posited that motivation is influenced by factors such as training. However, the finding is different from Shah's (2021) who found no significant differences between teachers' motivation based on gender, age, and academic qualifications. This difference could be because of different environments and age since his study was conducted in Europe. Teachers' qualifications may influence their motivational levels, which could impact their teaching effectiveness. The significant difference in motivation between teachers with degrees and those with master's degrees suggests that teachers who hold a master's degree are generally more motivated than those with only a bachelor's degree. However, no significant differences were found between teachers with a diploma and those with a degree or between diploma and master's degree holders. These results indicate that higher educational attainment, specifically at the master's level, may play a crucial role in boosting motivation, as shown by the significant difference compared to the motivation levels of those with only a degree.

The finding is particularly relevant for school administration and educational policymakers. Teachers with higher qualifications, such as a master's degree, may possess additional knowledge, skills, and career advancement prospects, which could positively impact their motivation levels. This increased motivation may, in turn, enhance their commitment to

student outcomes and engagement in the school environment. Therefore, investing in teachers' educational development and encouraging further academic attainment could be an effective strategy for increasing motivation and performance among teaching staff in basic schools.

Implications of the findings

First, the finding has some implications for counselling. Teachers in the basic schools may suffer stress because of little or no motivational packages, like lack of access to car loans or inadequate teaching and learning materials. The guidance coordinators in the district education offices should plan activities and support for stress management and coping methods to address matters related to job satisfaction, career advancement recognition, and opportunities to improve the well-being of such teachers such as getting car loans to buy vehicles. Guidance coordinators should work with school management, administrations, and parents to help teachers identify and impact the personal and professional motivators. For example, by focusing on intrinsic motivation, teaching personnel can find fulfilment in their work if extrinsic rewards (e.g., access to study leave or adequate teaching and learning materials) are not readily available.

Counselling efforts should incorporate techniques that promote intrinsic motivation and job satisfaction across all educational levels. Workshops, peer support groups, and mentorship programs facilitated by school counsellors can help foster a sense of community, shared purpose, and continuous professional development. For teachers with lower qualifications (e.g., diploma holders), counselling should focus on building self-efficacy, career development plans, and strategies for professional growth. Counsellors should encourage further education or training opportunities that not only enhance qualifications but also bolster motivation and confidence.

Second, there are some implications of the findings for special education. The absence of good motivation and resources may impact a teacher's ability to give specialised attention to students with special needs in learning. So, the school managers and administrators should ensure that teachers are better supported with professional development and appropriate teaching materials can enhance the quality of special education services in their schools to ensure holistic development and achievement for all students. The gaps in environmental factors and working conditions in the school system calls for support and an inclusive atmosphere for the teachers to be more focused on their work to improve the achievement of special needs students. Hence, both the physical and psychological needs of teachers must be provided to make teachers more responsible for such students.

The finding underscores the importance of supporting and enhancing teachers' qualifications to sustain motivation and improve teaching quality. Schools should consider offering incentives and opportunities for further education and specialized training in special education, which may enhance motivation and equip teachers with advanced skills and methodologies for teaching

diverse learners. This can translate to improved outcomes for students with special needs, as motivated teachers are more likely to implement Individualised Education Plans (IEPs) effectively, show patience, and engage in problem-solving to address unique learning challenges.

Recommendations and Conclusions

We conclude that both motivational packages and the work environment significantly influence the job performance of teachers in basic schools. Motivational incentives, such as allowances, opportunities for career development, and timely salary payments, foster morale and commitment, ultimately leading to better job performance. Additionally, a conducive work environment further enhances job performance, confirming the critical role of a well-structured environment in fostering productivity and commitment among teachers. Basic schools' management should invest in creating a supportive, safe, and positive work environment for teachers. This can include upgrading classroom facilities, ensuring safety, providing adequate teaching materials, and fostering a culture of collaboration and trust. A better environment will not only improve job performance but also contribute to teacher retention and satisfaction.

Additionally, schools should prioritize long-term career development for teachers by providing continuous professional development programs and study leave opportunities. This will ensure teachers remain motivated, up to date with educational trends, and committed to their profession. Finally, policymakers should regularly evaluate the effectiveness of both motivational packages and work environment conditions, adjusting based on teacher feedback to ensure continuous improvement in job performance and teacher satisfaction.

Declarations

Data availability statement: The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflict of Interest/Disclosure statement: All authors declare that they have no conflict of interest.

Informed Consent: All procedures followed were in accordance with the ethical standards of the responsible committee on human experimentation (institutional and national) and with the Helsinki Declaration of 1975, as revised in 2000 (5). Informed consent was obtained from all patients for being included in the study.

Funding details: No funding was received by the authors for this study.

References

- Abane, J. A., & Phinaitrup, B. A. (2020). The determinants of performance management outcomes in public organizations in sub-Saharan Africa: The role of national culture and organizational subcultures. *Public Organization Review*, 20(3), 511–527. <https://doi.org/10.1007/s11115-019-00453-5>
- Abdullahi, A. A., & Ahmed, R. (2023). Work environment, remuneration and accounting lecturers' performance in polytechnics in North West, Nigeria. *Journal of Accounting and Finance*, 4(2), 88–109. <https://doi.org/10.57233/gujaf.v4i2.6>
- Adamu, A. (2018). The effect of teacher motivation on public school performance in the Wa East district of the Upper West region of Ghana. *Journal of Education Research and Practice*, 12(3), 45–58.
- Adamu, M. B., Josep, O. U., & Abubakar, D. (2022). Influence of motivation on teachers' productivity in public senior secondary schools in Bauchi metropolis. Nigeria. *International Journal of Intellectual Discourse*, 5(2), 125–140.
- Alipour, S. (2018). Comparison of private-institute and public-school English teachers' motivation towards teaching English in Iran. *Kıbrıslı Eğitim Bilimleri Dergisi*, 13(4), 631–644. <https://doi.org/10.18844/cjes.v13i4.3600>
- Alvi, M. (2016). *A manual for selecting sampling techniques in research*. MPRA Paper No. 70218. Retrieved from <https://mpra.ub.uni-muenchen.de/70218/>
- Auliana, S., Supriyanto, A. S., & Harini, S. (2021). Understanding teacher performance through leadership role, work environment, and work motivation. *Journal of Management Pendidikan Islam*, 6(2), 155–168. <https://doi.org/10.14421/manageria.2021.62-10>
- Baafi, A. (2020). *Ghana's commitment to United Nations educational goals: A historical and policy perspective*. Ghana Education Service Publications.
- Punia, P., & Bala, M. (2023). The impact of organizational climate on teacher enthusiasm: A two-staged structural equation modelling–artificial neural network approach. *Open Education Studies*, 5(1), 202–2195. <https://doi.org/10.1515/edu-2022-0195>
- Bennell, P., & Acheampong, K. (2007). *Teacher motivation in Sub-Saharan Africa and South Asia: Knowledge and skills for development*. DIID Pub.
- Budiharso, T., & Tarman, B. (2020). Improving quality education through better working conditions of academic institutes. *Journal of Ethnic and Cultural Studies*, 7(1), 99–115. <https://doi.org/10.29333/ejecs/306>
- Fourie, L.A. (1989). *The motivation of white clerks at a financial*

institution. Potchefstroom University.

- Goodman, S. A., & Svyantek, D. J. (1999). Person-organization fit and contextual performance: Do shared values matter? *Journal of Vocational Behavior*, 55(2), 254-275. <https://doi.org/10.1006/jvbe.1998.1682>
- Govender, S., & Parumasur, S. (2010). The relationship between employee motivation and job involvement. *South African Journal of Economic and Management Sciences*, 13(3), 237-253.
- Jawad, M. (2020). *The impact of armed conflict on morbidity and mortality globally* (Doctoral dissertation, Imperial College London).
- Juma, A. A., & Stonier, F. (2023). Teacher absenteeism and poor learning outcome in Tanzania: rethinking an incentive scheme as a strategic solution to the problem. *The African Review*, 1(7), 1-26. <https://doi.org/10.1163/1821889x-bja10046>
- Juneja, K. K. (2021). Innovative pedagogy with computer-supported collaborative learning in teaching English Language. *Journal of Teaching English for Specific and Academic Purposes*, 4(8), 551-556. <https://doi.org/10.22190/JTESAP2103551J>
- Jusoh, R., Dasuki, N. M., Shu, Q., & Amram, A. (2024). Sustainable leadership: Encouraging teacher performance and classroom excellence. *International Journal of Academic Research in Business and Social Sciences*, 14(11), 2350-2359. <https://doi.org/10.6007/IJARBS/v14-i11/23752>
- Karayanni, M., & Nelken, I. (2022). Extrinsic rewards, intrinsic rewards, and non-optimal behavior. *Journal of Computational Neuroscience*, 50(2), 139-143. <https://doi.org/10.1007/s10827-022-00813-z>
- Li, R., Liu, H., Chen, Y., & Yao, M. (2022). Teacher engagement and self-efficacy: The mediating role of continuing professional development and moderating role of teaching experience. *Current Psychology*, 41(1), 328-337. <https://doi.org/10.1007/s12144-019-00575-5>
- Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100-109. <https://doi.org/10.5539/hes.v9n1p100>
- Maimunah, S., & Rozak, H. (2024). The impact of work environment, motivation, and work discipline on teacher performance. *Maneggio*, 2(4), 190-303. <https://doi.org/10.62872/p67zrx71>
- Maslow, A. H. (1943). Preface to motivation theory. *Psychosomatic Medicine*, 5(1), 85-92. <https://doi.org/10.1097/00006842-194301000-00012>
- McLeod, S. (2018). Erik Erikson's stages of psychosocial development. *Simply Psychology*, 3(2), 1-3.
- Moos, R. H. (2008). *Work Environment Scale Manual: Development, Applications, Research (4th ed.)*. Mind Garden
- Muremela, M. G., Kutame, A. P., Kapueja, I. S., & Ajani, O. A. (2023). Impact of managing the supply and demand for scarce skill subject teachers on the quality of learning and teaching in rural secondary schools. *International Journal of Innovative Technologies in Social Science*, 4(40), 200-300.
- Mulyadi, M., Ariska, E., & Armayanti, N. (2024). Teacher performance determinants: Job training, motivation, and work environment. *Review of Business and Accounting Research*, 41(3), 228-307. <https://doi.org/10.62941/rbar.v1i1.11>
- Nwanzu, C. L., & Uche-Okolo, (2017). Influence of training and development on job performance among non-academic staff of Delta State Polytechnic, Ogwashi-Uku, Nigeria. *African Journal for the Psychological Study of Social Issues*, 20(2), 177-187.
- Oginyi, R. C., Ofoke, S. M., & Chia, F. J. (2016). Occupational stress, work environment and job embeddedness as predictors of job satisfaction among female teaching staff of Ebonyi State University. *American International Journal of Research in Humanities, Arts and Social Sciences*, 15(1,2), 161-170.
- Oginyi, R.C., Mbam, O. S., Nwoba, M. O. E., & Nwankwo, O. D. (2018). Occupational stress, work engagement and work environment as predictors of job satisfaction among primary school teachers in Ebonyi State, Nigeria. *European Journal of Social Sciences*, 56(2), 25-36.
- Osei, H. V., Asiedu-Appiah, F., & Osei, A. (2022). Employee's performance in the service sector: Should an individual's spirituality and employment status make any difference? *Journal of African Business*, 23(3), 694-711. <https://doi.org/10.1080/15228916.2021.1924571>
- Prima, A. P., Mikial, M., & Suyantiningsih, T. (2024). The influence of leadership and work environment on work motivation and its impact on teacher performance at state senior high school 14 Palembang. *International Journal of Management and Business Economics*, 3(1), 26-34. <https://doi.org/10.58540/ijmebe.v3i1.627>
- Putra, R. D., & BR, K. S. (2024). The environment teacher performance on leadership style work motivation, and non-physical work. *Vifada Journal of Education*, 2(2), 1-11. <https://doi.org/10.70184/avgz487>
- Putra, R., & Kudri, W. (2024). Fueling success: Unleashing the power of motivation, nurturing work environments, and cultivating organizational culture for peak job satisfaction and performance. *Luxury: Landscape of Business Administration*, 2(1), 71-84. <https://doi.org/10.61230/luxury.v2i1.72>

- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(3), 101-860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Shafiwu, A. B., & Salakpi, A. (2013). Analysis of teachers' motivation on the overall performance of public basic school in the Wa Municipality. *Research Journal of Finance and Accounting*, 4(13), 179-194.
- Shah, R. K. (2024). Exploring the nexus between teacher job satisfaction and students' learning achievement. *Review of Contemporary Philosophy*, 23(4), 550-560.
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology*, 13(9), 85-204. <https://doi.org/10.3389/fpsyg.2022.850204>
- Shikalepo, E. E. (2020). Improving the quality of education at rural schools in Namibia. *International Journal of Research and Innovation in Social Science*, 4(2), 62-68.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71-97. <https://doi.org/10.1080/00131911.2019.1705247>
- Wang, J. (2023). *The characteristics, predictors, and outcomes of (de) motivating teaching styles: A cross-cultural investigation*. [Doctoral dissertation. Università Degli Studi di Padova].