

INCENTIVE-BASED TEACHING: A CASE STUDY OF EFL TEACHERS IN BENIN

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Abstract: Incentivizing the teaching profession has long been an issue of concern among scholars in the field of education. The current study has examined the effect of incentives on a group of secondary school EFL teachers. Overall 103 EFL teachers from public schools and 09 from private schools participated in the study. Data were collected through a questionnaire, interviews, and classroom observations. The findings reveal a significant difference between EFL teachers' motivation in terms of rewards and values in both schools. The findings also indicate that EFL teachers in the selected public schools need more incentives than those in the private schools. Though the participant teachers from the private schools are familiar with rewards in their school context, some still show dissatisfaction. The study, therefore, suggests that the government propose a convenient incentive scheme for the teaching profession. It is hoped that the findings will assist policy makers in the field of education in elaborating adequate rewards policies to enhance teachers' motivation.

Keywords : EFLTeacher, motivation, incentives, rewards, values.

Résumé : L'incitation à la fonction enseignante reste un sujet de choix parmi les spécialistes de l'éducation. La présente étude est une analyse de l'effet de la motivation sur un groupe de professeurs d'anglais langue étrangère. Au total, cent-trois (103) enseignants d'anglais langue étrangère des écoles publiques et neuf (09) des écoles privées ont participé à l'étude. Les données ont été collectées au moyen d'un questionnaire, d'entretiens et d'observations de classe. Les résultats révèlent une différence significative en matière de motivation entre les deux catégories d'enseignants. L'étude indique que les participants enseignants des écoles publiques sélectionnées ont besoin de plus d'incitations que celles des écoles privées. Bien que les participants enseignants des écoles privées soient habitués à recevoir des gratifications dans leurs écoles, certains parmi eux manifestent encore des mécontentements. L'étude suggère une politique de récompenses appropriée pour les inciter à la profession.

Mots clés : enseignant d'anglais langue étrangère, motivation, gratification, récompenses, valeurs.

Introduction

Like any institution, every school has its own way of rewarding and valuing actors. Teaching is more than standing in front of a class and applying a few specific techniques. It is not merely presenting textbook information and then testing the students' ability to repeat it. Teaching is not a mechanical process. It is an intricate and challenging job. For a long time, teacher motivation and job satisfaction have been topics of much discussion in education. Is there any correlation between reward, value and teacher performance? This is the question commonly asked among scholars in the field of education. Some studies have shown that there is a direct relationship between a reward system and the performance of teachers (Ubom & Joshua, 2004). Unfortunately, schools administrators often fail to set up an adequate reward system to motivate teachers. Several studies of teacher motivation are relevant to the present study. Every school system has its own strategy of handling and leading values and rewards effectively. An employee is rewarded by his/her organisation when he/she has worked efficiently towards to achievement of the targeted organization goals. In a school context, procedures regarding rewards should be well formulated and known to teachers. Teachers should have a clear understanding of the reason why they are involved in the life of a given school. Intrinsic and extrinsic rewards are the two general types of rewards that motivate people.

1. Literature Review

1.1 *Motivating teachers*

According to Nelson and Quick (2003), motivation factors lead to positive mental health and challenge people to grow, to contribute to the work environment and to invest themselves in the organization. Motivation is defined as "the forces within a person that affect his or her direction intensity and persistence of voluntary behavior". McShane et al (2000) and Snell (2007) also define motivation as the forces that energize, direct, and sustain a persons' effort. Teacher motivation has to do with teacher's attitude to work, desire to participate in pedagogical process with school/College environment as well as teacher's interest in students' discipline and control in classroom (Bennell 2004). Motivation can also be defined as the level at which an employee has to be doing something for the company, an important function to succeed (Evenson, 2003). The study by Bennell and Mukyanuzi (2005) indicates that, motivation and good working conditions are the main factor for teacher's high performance. A great deal of research on teacher motivation has been conducted with pre-service teachers, and the general finding is that the major reasons underlying the decision to teach can be classified as intrinsic, altruistic and extrinsic motivations (see, for example, Brookhart and Freeman 1992; Kyriacou and coulthard 2000). Research show that many good qualified teachers quit the profession in the first three years (Frase 1992). Educational specialists clearly need to find strategies in

order to keep EFL teachers in the profession, and keep them motivated. Many scholars defined a motivated teacher as an individual who not only feels satisfied with his or her profession but also is empowered to strive for excellence and growth in instructional practice. For Johnson (1986) there are three measures developed to boost motivation and productivity: Expectancy theory, Equity theory, and Job enrichment theory. For the expectancy theory, individuals are more likely to strive in their work if there is an anticipated reward that they value, such as bonus or a promotion, than if there is none. Dealing with the equity theory, individuals are dissatisfied if they are not justly compensated for their efforts and accomplishments. Finally, for the job enrichment theory, workers are more productive when their work is varied and challenging.

1.2 Intrinsic motivation versus extrinsic motivation

According to Ryan and Deci (2000:56), intrinsic motivation can be defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or rewards. Intrinsic motivation also means that the individual's motivation stimuli are coming from within. The individual has the desire to perform a specific task because its results are in accordance with his beliefs system or fulfills a desire and therefore importance is attached to it. Some examples of intrinsic motivation may include: acceptance, independence, power, and social status. With regard to acceptance, we all have the feeling that our decisions are accepted by our colleagues. As for independence, we all need to feel we are unique. Dealing with power, people have the desire to be able to have influence. Finally social status obliges individuals to have the feeling to be important. The same author confirms that extrinsic motivation refers to doing something not for its inherent enjoyment, but for a separable outcome. When individuals engage in an activity for separable outcomes such as receiving rewards or avoiding punishment, they are extrinsically motivated to do so. Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. In this case even though the stimuli are coming from outside the result of performing the task will still be rewarding for the individual performing the task. The most well-known and debatable example of extrinsic motivation is concerned with money, benefit package, bonuses, and organized activities.

1.3 Rewards as an effective tool for motivating EFL teachers

To encourage the employees for good job performance rewards and values are the powerful method. When manager don't recognize reward and encourage the employees for their performance then they can upset the customers, and when the manager will give rewards to them, they will exceed the expectations of customers (Ibbotson, 2007). Onyechu, (1996) explains different performance

indicators in educational settings, for example he says that teachers' performance can be measured in terms of mastery of content, delivery of material, lesson planning and certain personal and professional traits. Ofoegbu (2004) in a study in Uganda concluded that students' poor performance is the result of poor teacher performance. Oredein (2000) also says that poor working conditions, resource inavailability, weak infrastructure and learning materials also lead to demonisation and as a result, to poor performance. Akyeampong (2007) reported that, high attrition rates, constant teacher turnover, lack of confidence and varying levels of professional commitment are the result of poor motivation to teachers that is in turn caused by poor management. Research confirms that teachers and teaching quality is the most powerful predictor of student's success (Hammond, 2010).

1.4 Rewards, Work Performance, and Values

The reward system is an important tool that management uses to influence employees' motivation. In other words, management uses reward system to attract people to join the organisation, keep them coming to work and motivate them to perform to high levels (Agwu, 2013). Some studies have shown that there is a direct relationship between reward systems and the performance of teachers (Ubom & Joshua, 2004). An employee is rewarded by the organisation when he/she makes the achievement of the goal of a certain organisation reached. Intrinsic and extrinsic rewards are the two general types of rewards that motivate people Armstrong (2009) dealing with the reward system noticed that money as a reward is a powerful motivating force due to its direct or indirect link to the satisfaction of many needs. For him a reward is given after the expected job is done. The idea is to show appreciation to the employee, to encourage him/her to continue achieving. The rewards may come after incentives program; hence they are effects of incentives. Rewards may be terminated, hence results to Job Dissatisfaction. Performance may decline. Once the employee meets the expected goal, the incentive becomes a reward in which the employee gets the promised benefit. A reward is given to an employee once after he/she has provided evidence of his/her positive behaviour and achievement. Examples of rewards are cash, gift certificates, plagues, panties or even just a pat on the back to say "great job". Researchers distinguish two types of rewards: total rewards and non-financial rewards.

Total rewards comprise all types of rewards. These include indirects, directs, intrinsic and extrinsic rewards. Total rewards also include salary, career opportunities, learning and development. Non-financial rewards are concerned with the needs people have to varying degrees for achievements, recognition, responsibility, influence, personal growth, autonomy, career development opportunities, and high quality leadership. A number of researchers put emphasis on values. To summarize their ideas, values are qualities considered to be the most important guiding principles that help set priorities in an

individual's career and life. They are highly personal and define what is purposeful and meaningful for that person. One of the most crucial factors in the development of values according to school leaders is that of the role models that persons have had in their lives. Another approach that may enhance EFL teachers' values is to treat them as adult people and to idealize them. The values held by educators do affect somehow teachers in their performance. The value held by a principal does influence the behavior of the teacher.

2. Purpose of the study and research questions

The purpose of the study is to examine the influence of rewards and values on EFL teachers' performance. Basing on the purpose of the study the following research questions were formulated to guide the research:

Research question one: What types of rewards do EFL teachers get from their job?

Research question two: How do EFL teachers' motivation, rewards, and values influence their work performance?

3. Materials and Methods

3.1 Research Participants

In order to achieve more generalizable results, it was considered necessary to sample two groups of EFL teachers: the first group in public schools and the second in private schools. An adequate range of sampling was consequently needed which could better provide data to allow the researchers to draw evidential conclusions. Thus, in the public schools, a sample of EFL teachers $n=103$, from which 87 part-time and 16 full-time was selected. Nine (09) other EFL teachers from the private schools also participated in the study aiming at collecting data to reach generalizable conclusions. Participants in the classroom were all informed about the purpose of the researchers' presence even though the main area was not specified. Administrators, including the principal, the vice-principal, and the superintendent of some selected schools, school board administrators at the department division of secondary education took part in this research.

3.2 Instruments

Three main instruments were used to collect data in this research study. The first instrument was a survey (see Appendix). Questions from the survey were constructed from existing research about rewards. The survey was designed to measure the level of the participant- teachers' agreement and disagreement through their responses to a set of statements submitted to them. The survey was about of 20 items organized into five (5) rubrics. Each rubric is composed of multiple choice questions and a likert scales. Rubric 1 elicits how EFL teachers feel about their salary, the school they belong to, and job

satisfaction. Of the remaining four rubrics, three asked teachers the type of relationship they share with the administration, their job motivation, and rewards. Finally the last rubric summarizes their feeling regarding the teaching job. An interview was also carried out with the EFL teachers, the school administrators, especially school principals and some school board administrators at the department division of secondary education. The last instrument used is observation. The researchers attended the regular council meeting at the end of the semester and the feast organized for teachers who were retired. The observations also examined the nature of the different gifts provided by the schools to the teachers.

4. Findings and data Analysis

Questions data were analyzed, the frequency of each response was measured to determine if EFL teachers' score significantly or not on the different items submitted. Interview responses were also analyzed and interpreted carefully.

4.1 Questionnaire responses from the Public school EFL teachers

Rubric 1: On the first statement, EFL teachers in public schools (100%) strongly disagree with the amount of salary they earn monthly. On the second statement 79 out of 87 EFL part-time teachers strongly disagree that the teaching job is enjoyable and stimulating. 12 out of 16 full-time teachers do agree their job is enjoyable and stimulating. The third statement aims at knowing whether teachers were fairly treated in their school or not. 100% of part-time teachers strongly disagree, and 12 out of 16 full-time teachers do agree that the treatment is good. Regarding the fourth statement, teachers' answers are similar to the second statement, meaning that 79 part time teachers strongly disagree they belong to their schools. However 09 full time EFL teachers agree that they feel they are part of the system. Finally all the teachers all categories confounded strongly agree they are not satisfied with their job.

Rubric 2: All 100% EFL teachers agree on the protection and security. 53 out of 87 that is 60.91% disagree that their administration listens and is available, whereas 100 % of full-time teachers agree on the same statement. 47 out of 87, that is 54.02% strongly disagree that their administration never expose them in front of parents. Full-time teachers, on the contrary all agree they have never been victims of such a thing. On encouragement and work value, 50% of the part-time EFL teachers agree their administration show interest for their work whereas the totality of full-time teachers strongly agree on the statement. Regarding stress, 50% of part-time teachers agree they are stressed with their administration, while full-time teachers all strongly disagree.

Rubric 3: This rubric is concerned with the rate score of teachers on motivation. Nine (09) of the full-time teachers that is 56.25% agree they are motivated doing their work. Part-time teachers strongly disagree about it. When it comes to know their opinions if they are more motivated intrinsically or extrinsically, the full-time teachers strongly agree to be more motivated intrinsically than extrinsically, while all part-time teachers feel the contrary. Both categories of teachers strongly agree that motivation may impact their performance in the classroom. Dealing with the last statement, teachers also rate the same score. They all strongly disagree on the fact that motivation has nothing to do with their teaching profession.

Rubric 4: This rubric is to determine teachers on how they receive rewards. In fact 100% of part-time teachers have never received a reward from their school. From the 16 full-time EFL teachers, 13 disagree that they have never received a reward and 03 were neutral. They did not produce answer. The second statement is designed to know EFL teachers' preference about money as a money whereas half of the full-time teachers (08) disagree, and half (08) again were neutral. Regarding statement 4, the rate scale answer is similar as in statement №2 of that same rubric. Finally 100% of EFL teachers both full and part-time strongly agree on the fact that rewards and values do impact teachers' performance.

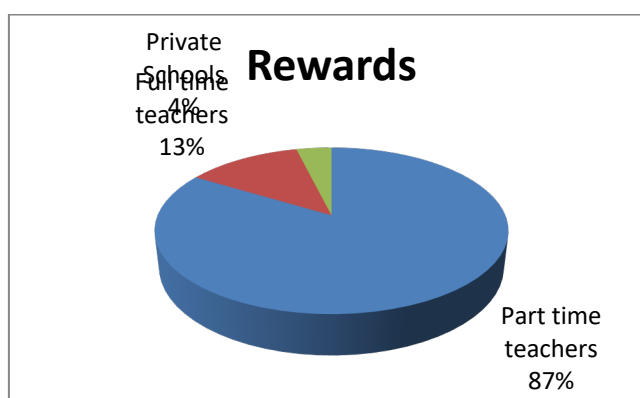


Figure 1 : Number of EFL who never received a reward

Rubric 5: Rubric is to summarize EFL teachers' feeling regarding their teaching job. Thus, 67 out of 87 part-time teachers strongly agree that they will definitely quit the job if they get the opportunity. Seven (07) out of 16 that is 43.75% agree they will also quit the job. On statements 2, 3, 4, and 5, 100% of all teachers strongly agree.

4.2 Questionnaire responses from the private school EFL teachers

The questionnaire responses are summarized in the table below. The rating scale: SD stands for strongly disagree; A stands for agree; SA stands for strongly A; and D stands for disagree. The results from the respondents in private schools correlate with those from the respondents in public schools, especially with the results of full-time teachers. It can be concluded that the more stable teachers are, the less stressed they feel, and the more likely they are to be motivated.

Table1 : EFL teachers' questionnaire responses in private schools

Rubrics	Statements	Rating scale	Number of respondents
1-Teachers' feelings	I earn a good salary	SD	09
	My job is enjoyable and stimulating	A	09
	I am fairly treated in my school	A	06
	I belong to the school	A	09
	I am truly satisfied with my job	A	07
2-Collaboration with the administration	protect me and ensure my security	A	09
	Listen and available	SA	09
	never expose me in front of students parents	SA	09
	encourages me and value my work	SA	09
	stress me all the time	A	07
3-Job Motivation	I am truly motivated	D	07
	I am more motivated intrinsically	A	03
	I am more motivated extrinsically	SA	06
	Motivation may impact my performance	SA	09
	Motivation has nothing to do with my profession	SD	09
4-Rewards	I receive reward from my school	A	04
	I prefer money as reward	D	06
	All EFL teachers are fairly rewarded	SD	09
	I prefer non financial rewards	D	06
	Rewards and values enhance teacher performance	SA	09
5- Over all Private Teachers	I will quit my job if I got the opportunity	A	06
	I will select a school where I am valued and considered	SA	09
	I will work with people who respect me	SA	09
	I prefer working in a safe environment	SA	09
	I prefer a good relationship with all stakeholders	SA	09

4.3 Participant EFL Teachers' feedback on the interview

The majority of participant teachers think that the debate about promoting the value of teaching and learning in higher education is not new and advocate

that varieties of factors affect teacher motivation. First of all, it is a fact that teaching is not always a first choice career option in Benin. The majority of teachers who come to the job have a short term commitment to their profession. Only a minority has a long term commitment. Second, when the morale is low, teachers may not have job satisfaction. The pay, the working conditions, and the poor conditions of school buildings can contribute to the elements of demotivation. The third factor can be viewed in terms of lack of school-based support, lack of accountability, and school leadership. All these can further contribute to declining the teachers' morale and ultimately lead to lack of motivation. None of the teachers interviewed in public schools had ever been rewarded in their career. A teacher has been awarded in a catholic school. She is known for her devotion in teaching and for her initiative in using instructional materials. She instructed a lesson and organized a conference on racial segregation and civil rights movement by using a video on the "Hutu and Tutsis" and on "Rosa Park". All learners got the opportunity to understand and to learn more on the genocide in Rwanda. She receives a reward composed of a package of CDs and USB drive with some magazines from the American Cultural Center. The teacher may receive instructional materials packages, books included, vacations, benefits and retirement. They may also receive respect and admiration, recognition and appreciation from the school authorities. They may also receive a motorcycle to reach school. EFL teachers formulated suggestions in terms of equity. They suggested that each school establish criteria and indicators for rewards. These will take into account both categories of teachers. Allowances are for full-time teachers only. The government may help by providing an amount for part-time teachers too. Part-time teachers are sometimes frustrated by the way they are treated. Full-time teachers have more privileges than part-time teachers. Schedule is most of the time established on the basis of the availability of hours and you receive what the vice-principal has planned for you. It is up to you to manage with the other private schools in order to have regular hours. The following words are expressed by a very frustrated EFL teacher:

"When my dad passed away, I did not receive condolences from my school, even from my principal. I used to participate financially for full-time teachers, but when it is my turn nobody cares. My school was totally absent. This kind of leadership will never motivate teachers".

4.3 Participant principals' feedback

Most of the time EFL teachers are awarded at the end of their career. After spending 30 years in the teaching profession, the principal organizes a ceremony where the retired ones are congratulated by the members of the administration and parents. A congratulation letter is sent to the teacher from the ministry of education. A budget is available to receive retired teachers at the end of the year, generally in July after the national exam. Fairness is determined on the basis of the teacher's behavior, his/her relationship with students, colleagues, and the school board. The school budget is also another variable to determine what to

offer. A committee is established to analyze how to avoid frustration and to make everybody feel comfortable. There are rewards that may enhance teacher performance. Providing teachers with adequate books, compliments, or inviting them to a special lunch after a semester may boost the performance of any teacher. There are teachers who are not really too demanding. Just a nice word or any form of consideration may help in gaining their confidence and lead to motivation. It's a reality that all teachers do receive money. But this form of money is part of their right and it's a simple allowance. Teachers receive each year a financial allowance. For example when you own a certificate, meaning a professional diploma, you may receive allowance of gratification for those who do not have an exam class, of risk, of efficiency or performance-related pay, for those who teach in exam classes, an allowance for those who live in rural areas (remote areas lacking in adequate infrastructure).

Most of the time, the government express the allowance in terms of billions of francs CFA. People and parents have the feeling that teachers are fairly treated and rewarded for the profession. This year for example, principals, vice-principals, and superintendents have not been paid for the night allowance. Even if they do not have enough lessons to plan, school administrators think the compilation of exams files is too demanding and when the files are late, students may not attend the exam that year. Here are the words expressed by a principal:

"It is time consuming when it comes to compile students' files for the national exam. It is extremely difficult to convince some parents to pay the exam fees, to obtain the birth certificate of students and to be ready for the due date. We work sometimes until 10 pm, and the next day we ought to be on time".

4.4 Results from the Observation

The researchers attended an annual celebration after the correction of the O'level national exam (BEPC). The EFL teachers have collected money on the basis of the amount received from the allowance of correction. Three thousand (3,000) F CFA for each teacher and 5,000 for controller (Supervisors). From the observation, it was noted that the nature of gifts provided by the schools was ridiculous. These comprise fan, cloths, TV, refregirators, sofa and money. Food was offered to the members of the school board and teachers). The feeling is that EFL teachers are not satisfied with the gifts. Sometimes they miss the celebration and send a representative. The researchers also attended the celebration in three different schools and the scenario was the same. However, in some private schools, the situation is much better and teachers are praised and congratulated on their teaching job. Each term a screen is set up and teachers of the semester is selected. Learners watch the pictures of their best teachers slide across the screen. There is a difference in the nature of gifts provided. When it is a principal, and he has spent a couple of years within the school and has impacted the school life positively, the reward is more or less high. An investigation was carried out to measure the recipients' needs. Teachers may receive up to 60,000F (CFA) or

70,000 F (CFA) depending on the school budget and on the number of people to be rewarded.

5. Implications and Discussions

In many universities and training colleges, it is common to observe that the majority of students are reluctant to enroll in didactics field. This situation also explains the high attrition rate of teachers. To solve the issue, schools authorities should try to make the teaching profession more attractive and motivating. First of all teachers are motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Administrators can for instance boost morale and motivate EFL teachers to excel by means of participatory governance, in-service education, and systematic supportive evaluation. They may encourage EFL teachers to take part in the design and implementation of a practical, research-based evaluation system customized to individual department needs.

Another way to involve EFL teachers into the job is to agree with them upon a career development program ensuring their continuous commitment and their social recognition through well-organized capacity building activities, motivating salaries and rewards. Merit pay plans may also encourage teachers to adjust their teaching down to the program goals setting their sights no higher than the standards. Constructive feedback is the factor most strongly related to job satisfaction, yet teachers typically receive very little accurate and helpful feedback regarding their teaching. Autonomy is another variable which strongly relates to job satisfaction. A high percentage of teachers view autonomy as freedom to develop collegial relationship to accomplish tasks. Finally collegiality can be expressed through stimulating work, creating school improvement plans, and leading curriculum development groups.

Schools should make an effort to provide packages that are useful for teachers. For instance in a single private school, the researcher notices that the package was composed of computer, printer, books, teaching materials, dictionaries, and short stories for " *the best teachers of the semester*". In public schools, attention is never focused on computer package, but there are teachers who have never been in contact with the keyboard in their life. By complementing teachers in front of their peers, by making notes about positive things they are doing, administrators help them gain a feeling of appreciation and gratitude. Providing schools with a good professional development program, teachers may also feel they are valued.

While analyzing the rating scale, EFL teachers' perception on motivation and rewards is more visible. There exists a correlation between full-time teachers' results and the findings in the private schools. The researchers may assume that the more stable we are, the more secure we feel. Part-time teachers experience stress all the time. This can be noticed through the way they filled out the questionnaire. Most of the teachers are more motivated extrinsically and would

prefer money as a reward than intrinsic motivation. Incentives such as pay for attendance are most effective rewards.

Furthermore, an analysis of the frequency of EFL teachers who have confessed they will quit the job whenever they got the opportunity is higher. This is supported by Bennell and Mukyanuzi's findings (2005) on the teacher motivation crisis in Tanzania. According to them there were lower levels of motivation in urban schools. One-third of urban schools teachers said they would not make the same career choice again. In the interview, the principals' responses re-affirmed that EFL part-time teachers are young and do not take care of their job seriously. This was revealed by Bennell & Akyeampong, (2007) and strongly correlates with the observations in this research. In their conclusion the researchers discovered that in Sub-Saharan Africa, low motivation results in absenteeism, underutilization of class time, reliance on traditional teaching practices, poor preparation, and teachers engaging in second income generating activities that distract from teaching duties.

The findings of the interview with teachers have revealed that the lack of accountability can demotivate teachers. This is evidence and has been demonstrated by Guajardo (2011) in his findings. The findings concluded that in many countries in Sub-Saharan Africa and Asia, teachers do not feel accountable to school leadership and management, parents. Teachers pay bribes to secure employment which impacts job commitment.

Conclusion

In almost all African countries, teaching is not yet perceived as an honorable profession, but as an unstable job to be quickly carried out before getting a more motivating job. In Benin, policy-makers should value the teaching profession. For example, the UNESCO recognized the World Teachers' Day, celebrated on October 5th of every year. Also in the U.S.A, the National Day falls on Tuesday of the first full week of May and this represents the "Teacher Appreciation week". Motivating and rewarding EFL teachers is necessary to prevent burnout and to encourage excitement in the classroom. Schools should be equal and treat all teachers in the same way. Teachers want to be viewed as professionals and be involved in decision-making. Recognition and prestige can be powerful incentives to motivate teachers. From this research investigation, motivation and rewards will remain a significant and an important factor for EFL teacher performance in Benin.

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