

## TEACHERS' PERFORMANCE IN HIGHER EDUCATION: THE IMPACT OF ATTITUDE, MOTIVATION, AND QUALITY WORKING CONDITIONS

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### ABSTRACT

This study examines the effects of attitude, motivation, and a healthy working environment on instructors' performance in higher education. A technical analysis of each aspect was done to know how they work best together. A simple random selection process was used to choose a sample size of 191 teachers from the 612 teachers in the targeted schools. The research was conducted in the western region of Freetown, Sierra Leone. Three objectives and three hypotheses were formulated. To collect primary data, a five-point Likert scale questionnaire was used as a data collection method. According to the findings, teachers' performance was harmed by an unsuitable working environment, low motivation, and teacher's attitude. Each of the three independent variables has a positive and substantial correlation coefficient, according to Pearson correlation coefficient analysis. According to the hypotheses testing, the alternative hypothesis for the factors was accepted, whereas the null hypothesis was rejected. With regards to the demographic data analysis, no significant difference was observed in teachers' performance; therefore null hypotheses two and three were accepted. It can be concluded that teachers with positive attitudes influence their students' performance. The study recommended that teachers' personality especially attitude should be consider for recruitment and seminars conducted by education authorities, to educated teachers about the value of their job.

**Key word: Attitude, Motivation, Working condition, Effects, Academic Performance**

### 1. INTRODUCTION

The teachers in any country determine the standard of the output. The effectiveness of pupils' education is significantly influenced by their teachers. They are crucial in ensuring excellent academic performance in public exams. It's no surprise that teachers are regarded as one of the most valuable resources in any institution. The instructor is the most significant educational resource, according to Aina, Ogundele, and Olanipekun (2013). Teachers, according to Obadara (2005), are essential to the success and growth of the educational system. There are factors that are clearly related to the students' decline in academic achievement, and most people ascribe the teachers' problems with the schools to them. The instructors blame the parents, the children, and the government for unattractive salaries. It should be highlighted, however, that pupils' academic achievement is influenced by a variety of circumstances, including teachers' professional attitudes. A professional teacher should exhibit positive features like intelligence, neatness, and other good characteristics.

According to Fehintola (2014), teachers must adopt an attitude that will aid in the positive transformation of learners in terms of cognitive, affective, and psychomotor domains.

Institutions are under pressure to engage employees more effectively due to competition and a scarcity of highly competent and intelligent people, Fegley (2006). According to Hackman and Oldham (1980), "**Quality working conditions**" (QWC) is a working environment that facilitates and encourages employee pleasure by offering incentives, job security, and opportunities for advancement. A key component of creating a QWC is having the ability to address employees' personal requirements in the workplace. According to Cunningham and Eberle (1990), employees' personal requirements are met when salary, promotion, development, and recognition that make them grow and have work-life balance are addressed by an organization. All of these are connected to QWC. Employees and management will gain from QWC programmes because they will solve their problems together, establish, improve, and equitably manage. Ifinedo (2003) describes motivation as a difficult term to define since it encompasses a person, a situation, and a person's view of the situation. According to UNESCO, a school's efficiency is determined by how well the institution as a whole fits the expectations of the society to which it belongs (2009). Teacher shortages, lack of basic money, community interference, inadequate educational methods, and poor resource management are among the administrative issues mentioned by Ohba (2009) as impeding the operation of private schools.

According to Sharif, S. (2018), the work forces of an individual determine the vital input of an organisation to fulfill specified aims. Employee performance refers to how employees act in the workplace, as well as successfully completing tasks in accordance with objectives and criteria of the organization. This demonstrates that an employee's performance is nothing more than the effectiveness, quality, and efficiency of their work as defined by the job specification. This study assessed the impact of teachers' attitudes, motivation, and quality working conditions on their performance in the chosen schools in the western region of Freetown, Sierra Leone. The study's major goal is to find the most pervasive element affecting staff productivity.

## **2. LITERATURE REVIEW**

The paper investigates the literature reviews on "Teachers' Performance in Higher Education: The Impact of Attitude, Motivation, and Quality Working Conditions." These factors were examined in this literature review (attitude, motivation and quality working conditions of teachers).

### **2.1 Attitude**

Attitude refers to how people think and act and it can make or break an employee's performance when performing their duties and obligations. A teacher's attitude has a direct or indirect impact on pupils' academic achievement, whether deliberately or unconsciously. According to Shittu and Oanite (2015), the teacher's attitudes have a major impact on students' passion for learning. According to Ulug, Ozden, and Eryilmaz (2011), both teachers with good and negative attitudes have an impact on students' performance and personality development. According to a study conducted by Adu and Olatundun (2007), teachers' character influence pupils' performance in higher secondary schools. Performance of employees is significantly affected by the working environment and management, according to Diamantidis, A.D., and Chatzoglou, P. (2019). According to Afolabi, F. (2009), there is a substantial correlation between teachers' attitudes and students' achievement in primary science. Kimani, Kara and Njagi (2013) in their investigation founded that teacher's genders is not significantly related to academic achievement in secondary schools among others. Results showed that persistently low performance in chemistry by Ogemb, Otanga, and Yaki was substantially correlated with

chemistry teachers' negative perceptions of their students' skills (2015). Positive attitudes among teachers can influence students' characteristics as well as their life outcomes. According to Wirth & Perkins (2013), an instructor's mood in the classroom has a significant impact on student attention.

## **2.2 Motivation**

Weiner (1990) claims that belonging has a substantial impact on motivation. In education, low motivation for the teachers has now become a serious issue, and its removal has resulted in a decline in learning quality. Only if learners believe in their ability to succeed, therefore their effort used is a primary sign of motivation. To motivate teachers, the school authorities must formulate administrative tactics that deviate from the existing method, by involving teachers as active participants in the process of decision making. Intrinsic and extrinsic motivations are the two main types of motivation that have significant effects on teaching. Intrinsic motivation, which views teachers as intentionally seeking ideal challenges is the most self-directed type of motivation, (Deci & Ryan, 1985). Teachers who are intrinsically driven have total self-control and participated well in teaching activities as they enjoy teaching, (Deci & Ryan, 1985). Extrinsic motivation encompasses a broad spectrum of behaviours motivated by factors, like external rewards, benefits, responsibilities, and promotions. When compared to intrinsically motivated teachers, teachers who are extrinsically motivated seek out rewards like ego enhancement, social recognition, and promotion, whereas intrinsically motivated teacher inquire about challenges which affect students' performance, test their teaching abilities, explore the difference teaching method, and teach for the students to understand (Ryan & Deci, 2000).

## **2.3 Quality Working Condition**

The QWC is defined as "a process of collaborative decision making, collaboration, and mutual respect between management and employees." It aims to improve labour management cooperation in order to address problems as well as organisational productivity and employee happiness. According to Nadler and Lawler (1983), the QWC was created to end employer exploitation and unfairness. "QWC is a measure of how exploitation-free society is. By providing decent working conditions, exploitation, injustice, inequality, oppression, and limitations can be eliminated. Thereby ensuring a continual expansion of human resources that will result to overall development. The psychological, policy, and physical climates of a school are all referred to as the school's "working conditions." According to Herminingsih, A., and Supardi, W. (2017), transformational, transactional leadership, and work ethics have substantial impact on teachers' performance. Similar findings were observed by Hasbay, D., and Altindag, E. (2018). Employee performance was affected by challenge compatibility, working conditions, and usage characteristics, according to Luarn, P., and Huang, K. N. Ali and M. Zia-ur-Rehman (2014), they found a strong correlation between workplace design and employee productivity.

## **3. PROBLEM STATEMENT**

According to the findings of many studies, employees' job motivation is primarily influenced by their personal attitudes. Teachers' motivation and job satisfaction are influenced by leadership style in a good and significant way. According to Chinomona, E., and Moloji, K. (2014), management support had a positive and significant impact on management commitment, job happiness, excellent working conditions, and employees' performance. According to Amalia, L., and Saraswati, T., academic proficiency in terms of accreditation has a moderate impact on teachers' performance (2018). Teachers in Freetown's western region are trying all humanly possible to achieve their objectives, but their performance is still poor because of certain working

conditions beyond their control. Therefore the purpose of this research is to see how attitudes, motivation, and quality working conditions affect teachers' performance in higher education.

#### 4. RESEARCH OBJECTIVES

1. To look into the relationship between teachers' performance on their attitudes, motivation, and quality working conditions.
2. To look at the effects of instructors' education and job experience on their performance.
3. To look at the effects of the instructors' gender and location on their performance

##### 4.1 Hypotheses for Research

H0<sub>1</sub>: There is no relationship between instructors' performance on their attitude, motivation, and quality working conditions.

AH<sub>1</sub>: There is a relationship between instructors' performance on their attitude, motivation, and quality working conditions.

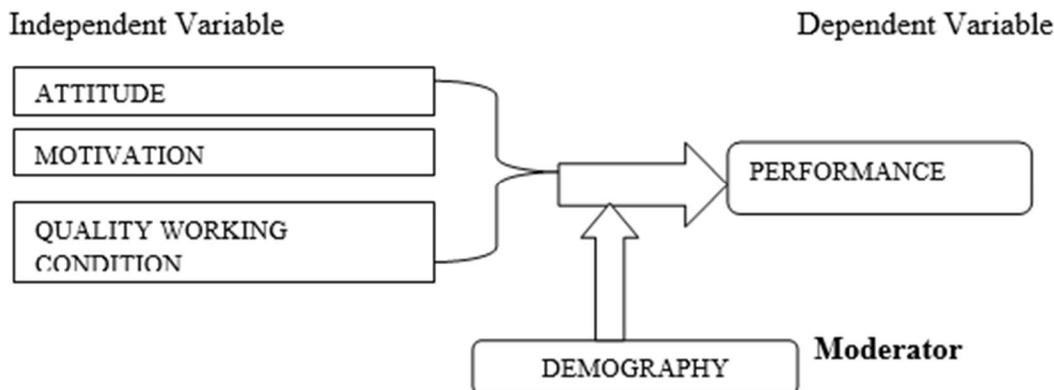
H0<sub>2</sub>: Education level and work experience of teachers have no bearing on their performance.

AH<sub>2</sub>: Education level and work experience of teachers have bearing on their performance.

H0<sub>3</sub>: Teachers' performance is unaffected by their gender or location.

AH<sub>3</sub>: Teachers' performance is affected by their gender or location.

#### Conceptual Framework



Sources: Kamara S.S & Sundari Dadhabai

#### 5. METHODOLOGY OF RESEARCH

This section covers the study's design, demographics, sample processes, research instrument, and instrument validity.

##### 5.1 Study's Design

According to Creswell, a study design is a plan that governs aspects that may affect the validity of the findings (2012). Toledo-Pereyra says it's the first step in planning and arranging the research process (2012). Exploratory research method was used in this study, it was chosen because it investigates the impact of teachers' attitudes, motivation, and quality working conditions on their performance.

##### 5.2 The Study's Population

For the 2020–2021 academic years, a total population of 612 teachers was counted from 38 upper secondary

schools in Freetown's western country side. A total of 191 teachers answered the questionnaire. In this study, the researcher used a quantitative method and administered 191 questionnaires to the respondents. The samples size selected are experts in the topic, according to Kruger and Stones (1981).

**5.3 Sample Size and Sampling Method**

In empirical research, the demand for a statistically representative sample necessitates the development of a reliable method for estimating sample size. This study employed a basic random sampling procedure (such that each teacher has an equal chance of being chosen) and 191 teachers are selected. Purposive technique of sampling was employed to choose 38 senior secondary schools across western region of Freetown, with five teachers representing each school and one school with six representatives.

**5.4 Instrument for the Research**

The instrument is divided into two components, the first of which is the demographic background (gender, education level, working experience, and location) of the respondent. Second component has 20 statements that are used to tested teachers' knowledge, understanding, and perceptions of attitude, motivation, quality working conditions, and academic performance. The study's primary data came from a Google questionnaire of five-point Likert scale, and secondary data came from literature research relevant to the topic. The Google questionnaire's key benefits include the capacity to collect data faster with less cost, and it is the most cost-effective way of data collection, according to Creswell (2012).

**5.5 Instrument Validity and Reliability:**

The ability of an instrument to fairly evaluate a test is known as its validity. Two experts were asked to review the questionnaire and verify its content validity. The term "reliability" refers to the uniformity and stability of a manufactured device. Chin et al. (2019). The most trustworthy measure of consistency when utilising Likert scales is Cronbach's Alpha (Whitley, 2002; Robinson, 2009). The majority of experts concur that a coefficient of 0.70 is a fair starting point, despite the fact that there are no clear internal consistency rules (Whitley, 2002; Robinson, 2009).

**ANALYSIS OF DATA**

**5.1. Table 1:** Shows the Individual items’ reliability

| <b>Statistics on reliability</b> |                         |
|----------------------------------|-------------------------|
| <b>FACTOR</b>                    | <b>Cronbach’s Alpha</b> |
| Quality working condition        | 0.85                    |
| Attitude                         | 0.86                    |
| Motivation                       | 0.87                    |
| Performance                      | 0.78                    |

Table 1 show that all the factors have a reliability value above 0.7; these are 0.85, 0.86, 0.87 and 0.78 respectively for quality working condition, attitude, motivation and performance. This indicated that the questionnaire used for the collection of data was highly reliable.

**Table 2:** Analysis of the correlation.

| Linear Correlation                     |                                 | Motivat<br>ion  | Quality work<br>condition | Attit<br>ude | Performance |      |
|--|---------------------------------|-----------------|---------------------------|--------------|-------------|------|
| Spearman's<br>rho                      | Motivation                      | Correlation     | 1.00                      | 0.75         | 0.24        | 0.17 |
|  |                                 | Sig.(2-tailed)  | .                         | 0.00         | 0.00        | 0.02 |
|  | Quality<br>working<br>Condition | Correlation     | 0.75                      | 1.00         | 0.26        | 0.17 |
|  |                                 | Sig. (2-tailed) | 0.00                      | .            | 0.00        | 0.02 |
|  | Attitude                        | Correlation     | 0.24                      | 0.26         | 1.00        | 0.85 |
|  |                                 | Sig.(2-tailed)  | 0.00                      | 0.00         | .           | 0.00 |
| *R= 0.05 level significant (2-tailed). |                                 |                 |                           |              |             |      |

Table 2 shows that, motivation has a positive high correlation of 0.75 with QWC and a positive low correlation of 0.24 and 0.17 with attitude and performance, respectively; with their p-value less than 0.05. Performance ( $r = 0.17$ ,  $P = 0.02$ ), attitude ( $r = 0.24$ ,  $P = 0.00$ ), and QWC ( $r = 0.75$ ,  $P = 0.00$ ). For attitude and performance, QWC exhibits a positive low correlation of 0.26 and 0.17, respectively, with p-values less than 0.05. Performance ( $r = 0.17$ ,  $p = 0.02$ ) and attitude ( $r = 0.26$ ,  $p = 0.00$ ). Lastly, attitude shows a 0.85 positive stronger connection with performance and a p-value of 0.00 level of significance. Performance ( $r = 0.85$ ,  $p = 0.00$ ). All three factors have positive association with p-values less than 0.05 levels. Therefore, it can be concluding that:

- the first goal has been approved that: Teachers’ performance has a positive relationship with attitude, motivation, and QWC.
- the first alternative hypothesis which stated that there is a relationship between instructors’ performance on their attitude, motivation, and quality working conditions is accepted. This proved that the performance of a teacher can be predicted by motivation, attitude of teacher and QWC. Hasbay, D., and Altindag, E., both agreed (2018).

**Table 3.** Regression analysis: model summary

**Summary of the Model**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .212 <sup>a</sup> | .081     | .024              | .46745                     |

- Predictors (Constant): Attitude, motivation, quality working condition
- Dependent Variable: Academic performance

In table 3, the “R” value determines the quality of the dependent variable prediction. A positive weak correlation between the dependent variable and the independent variables is shown by an "R" value of 0.212. The dependent variable's variation is somewhat explained by the independent variable, as indicated by the R<sup>2</sup> value of 0.08. As 0.024 of the changes in the dependent variable are explained by the independent variables, the result also shows an adjusted R<sup>2</sup> value.

**Table 4.** The impact of teacher's education and job experience on performance

| Factor          | Statistical analysis of variance |       |             |      |      |
|-----------------|----------------------------------|-------|-------------|------|------|
| Source          | Sum of the square                | df    | Mean square | F    | Sig. |
| Corrected Model | 64.796a                          | 11.00 | 5.89        | 1.43 | 0.16 |
| Intercept       | 18281.42                         | 1.00  | 18281.4     | 444  | 0.00 |
| Education level | 10.93                            | 2.00  | 5.47        | 1.33 | 0.27 |
| Work experience | 27.47                            | 3.00  | 9.16        | 2.23 | 0.09 |

- a) Dependent variable: Performance
- b) Predictors( independent variables)

According to the analysis of variance in table 4, the mean square is computed (df) by dividing the sum of squares by each degree of freedom. The F-ratio, on the other hand, is used to verify teachers’ performance in relation to the independent variables values in table 4 above. It shows that, the teacher's educational level has (F= 1.33, p = 0.27), and the teacher's job experience has (F = 2.23, P = 0.09). It was confirmed that the p-values for both education level and work experience of the teacher are greater than 0.05. Meaning these factors did not have any significant difference on the teachers’ performance.

Therefore:

- a). objective two, is confirmed that education level and work experience has no impact on the performance of the teacher
- b). the null hypothesis two was accepted, stating that teachers' performance is unaffected by the education level and work experience of the teacher.

**Table 5;** explain how gender and location affect teachers’ performance.

| Descriptive Statistics |                      |     |              |             | Levine's column: The t-test is used to determine whether the factors of variance are equal. |     |       |            |            |        |           |       |
|------------------------|----------------------|-----|--------------|-------------|---|-----|-------|------------|------------|--------|-----------|-------|
| Dependent variable     | Independent variable | N   | Mean         | Std-D       | F   | t   | df    | Sig.       | Mean Diff. | Std ED | 95% Conf. |       |
|                        |                      |     |              |             |   |     |       |            |            |        | Low       | Upper |
| Performance            | Male                 | 93  | <b>12.37</b> | <b>2.03</b> |   | .02 | 189   | <b>.99</b> | 0.00       | 0.30   | -0.58     | 0.59  |
|                        | Female               | 98  | <b>12.37</b> | <b>2.09</b> | .01   |     | 188.9 |            |            | 0.30   | -0.58     | 0.59  |
|                        | Rural                | 100 | <b>12.33</b> | <b>2.01</b> |   |     | 189   | <b>.78</b> |            | 0.30   | -0.67     | 0.51  |
|                        | Urban                | 91  | <b>12.41</b> | <b>2.11</b> | .37   | .28 | 185.3 |            | -0.08      | 0.30   | -0.67     | 0.51  |

Table 5: Analysis of gender and location by mean and standard deviation. Means for gender and location were 12.37, 12.37, 12.33, and 12.41. Also the standard deviation for gender and location are 2.03, 2.09, 2.01 2.11 respectively. It was confirmed that the factors shown in the table above have a strong and favorable connection, by how closer the differences between each variable's mean and standard deviation and the deviation across variables to their respective means and standard deviations; because there is no mean and standard deviation difference. The table also showed that there was no discernible gender or geographic difference in the teacher's performance. Because the p-values for gender and location are greater than 0.05 (p = 0.99 and p = 0.78) respectively.

In conclusion:

- a). objective three is also confirmed that, gender and location has no impact on teachers' performance
- b). the null hypothesis three was accepted stated that, teachers' performance is unaffected by their gender and location of the teacher. The findings was contrary with the findings of Mwirigi, A., (2014). All of these revealed that teachers' demography as a moderating variable did not affect teachers' performance significantly.

## 6. RESULTS

Each factor's Cronbach's Alpha score was more than 0.7, indicating that the questionnaire was credible for gathering research data. According to the linear correlation study, motivation has a good strong correlation of 0.75 for quality working conditions, but a weak positive correlation of 0.24 and 0.17 for attitude and performance. For attitude and performance of the teacher, quality working conditions have positive but weak correlations of 0.26 and 0.17, respectively, whereas attitude has a very strong positive correlation of 0.85 for the performance of the teacher. However, all of the p-values for the components are less than 0.05, indicating that the teacher's performance is strongly linked to his or her attitude, motivation, and working conditions. The summary model table shows a weak correlation of 0.212 between the dependent variable and independent variables, with an "R<sup>2</sup>" value of 0.08. This indicates a lower amount of variance in the dependent variable explained by the independent variables, and an adjusted R<sup>2</sup> value of 2% change in the dependent variable is explained by the independent variables. The analysis of variance (ANOVA) table showed that the teacher's level of education and employment history had no discernible effects on their performance as evidenced by their p-values greater than 0.05. The proximity of the dependent and independent variables' mean and standard deviation values in the descriptive statistics table, with p-values of gender and location greater than 0.05, indicates that there is a strong positive relationship and no visible differences in the performance of the teacher regardless of gender and location of the teacher.

## 7. DISCUSSIONS

The relationship between motivation, attitude, and quality working conditions was studied. The study instrument's validity and reliability were initially verified using Cronbach's alpha, which shown that motivation has the highest value next attitude and QWC (0.87, 0.86 and 0.85) respectively. Each factor's value exceeds Cronbach's alpha, which is 0.7; which revealed that the research instrument that was used to collect the data was valid and reliable. According to Pearson correlation coefficient, all three independent characteristics demonstrated a very strong positive link with 0.85 for attitude, and an equal value of 0.17 for motivation and QWC in terms of teachers' performance. This implies that the dependent variable's value rises as the independent variables' values do. It was evidenced that motivation has a higher correlation of 0.75 with QWC, meaning if the working conditions of the teacher are properly taken care of, it will significantly influence the performance of the students. QWC also has a positive but low correlation of 0.26 with attitude of the teacher.

### **One of the key findings revealed that:**

There is a significant difference in academic achievement between students taught by instructors with good attitudes and students taught by instructors with poor attitudes in senior secondary schools in the western section of Freetown, Sierra Leone. This is in line with a study by Ulug, Ozden, and Eryilmaz (2011) that looked at how teachers' attitudes affect students' personalities and academic performance. They found that whereas teachers with negative attitudes had a detrimental impact on students' academic achievement, positive teachers had a favorable impact on students' personality development. Additionally, it was consistent with the research

of Afolabi, F. (2009), They looked at primary school students' academic performance and the effects of gender and instructors' views, and they found a strong relationship between teachers' attitudes and pupils' success in primary science. It backs up the conclusions of a study conducted in 2015 by Ogemb, Otanga, and Yaki that examined the degree to which secondary school students' and teachers' attitudes hamper successful performance in chemistry. The study's findings revealed that persistently poor performance in chemistry was strongly correlated with chemistry teachers' negative perceptions of their students' abilities. Herminingsih, A., and Supardi, W. (2017), study confirmed that transformational leadership and work ethics have substantial impact on teachers' performance. As a result, the null hypotheses have been rejected, whereas alternative hypotheses have been accepted which stated that there is a link between the factors in terms of teachers' performance.

**The second findings revealed that:**

The educational background and work experience of teachers had little or no effect on their performance according the analysis of variance. Meaning, no matter the type of the degree and the length of teaching experience the teacher has, if the working conditions and motivation are not conducive, the teacher will not perform; this justified findings of Nadler and Lawler (1983), that QWC was created to end employer exploitation and unfairness. In this regard, the null hypothesis was accepted which stated that, the teachers' performance was unaffected by the level of education and teaching experience. It was further confirmed that, the teachers' performance did not differ much based on gender or location. Pupils who are taught by male professors and students who are taught by female teachers do not perform academically differently. This is consistent with the findings of Kimani, Kara, and Njagi's (2013) study, which examined the variables affecting secondary school teachers' students' academic achievement and discovered, among other things, that teacher gender had no impact on secondary school students' academic ability. Hence null hypothesis is accepted stated that there was no apparent variation in teachers' performance based on gender or location.

**8. CONCLUSIONS**

The study revealed that, teachers' performance was influenced by quality working conditions and motivating variables, but attitude had a greater impact than other aspects. Motivation has the highest correlation with quality wording conditions, followed by attitude and performance (0.75, 0.26 and 0.17 respectively), but attitude has 0.85 correlations with performance. In the summary model table, the R-value of .212 (21.2%) shows a positive prediction of the teachers' performance. Overall, the debate concluded that teachers' demography as a moderator variable had no meaningful impact on teachers' performance. Only variables such as attitude, motivation, and quality working conditions had an effect on teachers' performance.

**9. RECOMMENDATION**

1. Seminars to be conducted to educate teachers about the value of their attitude toward their work and self-efficacy; this should be organized by the school administration.
2. Leadership and stakeholder groups should devise awareness-raising and motivational tactics to make the teaching profession more appealing.
3. The government should implement programmes such as regular promotions, soft loans, rent allowances, and medical facilities for teachers.
4. When it comes to hiring new teachers, hiring authorities should take into account the teachers' personalities, particularly their self-efficacy and attitude.

### **Conflict of Interest potential.**

According to the authors, there are no conflicts of interest to declare for this publication.

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