

Contextual Dynamics of Motivation On Teachers' Effectiveness In Catholic Schools, South West Region Of Cameroon.

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ABSTRACT:- Teacher effectiveness is encompassed in knowledge, attitudes, and performance. Teacher effectiveness has been of great concern over the years. Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the process of teaching. The paper sought to explore contextual dynamics of motivation on teacher's effectiveness in Catholic Schools in Cameroon. Specifically, the paper focused on indicators financial incentives, professional growth opportunities and the use of praise enhances teachers' effectiveness. The convergent mixed parallel design was employed and the sample consisted of 163 teachers from 6 Catholic Secondary Schools in Fako Division. The instruments for data collection were a questionnaire and an interview guide designed for teachers. The validity and reliability of the instruments were also ensured. Data collected using questionnaire was analysed using descriptive and inferential statistics. The Chi Square Test was used to test the hypothesis at $P < 0.05$ level of significance. This was done with the aid of the Statistical Package for Social Sciences (SPSS) version 25.0. The Qualitative data from interview was analysed using thematic analysis with the aid of themes, groundings and sample responses. The findings revealed that financial incentives has a significant impact on teachers' effectiveness ($\chi^2=246.583^a$, $n=151$, $p < .05$). It was equally revealed that growth opportunities significantly impacts teachers' effectiveness ($\chi^2=224.391^a$, $n=151$, $p < .05$). More so, findings showed that the use of praise has a significant impact on teachers' effectiveness ($\chi^2=283.024^a$, $n=151$, $p < .05$). The study therefore concluded that motivation has a significant impact on teachers' effectiveness in selected Catholic Secondary Schools in Fako Division. Based on the findings the researcher recommended that management of institutions should always endeavour to recognize teachers' hard work and commitment by rewarding them with bonuses, incentives and allowances. Salaries should also be paid on time. Training; seminars and workshops should be conducted from time to time to ensure that employees have the necessary skills to perform their jobs. Teachers should always be appreciated teachers for performing their duties well. Letters and even certificates of appreciation can be given to teachers when students perform well in their subjects especially during end of year exams.

Keywords: Context, dynamics, *Motivation, Teachers' effectiveness, Incentives, Praise, growth opportunities*

I. INTRODUCTION

The difference in individual's job performance as stated by Taiwo (2002) has to do with motivational incentives which could be financial or non-financial. Both are however important factors in satisfying teachers' needs. Motivation is therefore an important issue in enhancing teachers' effectiveness as in schools, it increases the desire to work and participate in the pedagogical processes. The school is the bedrock of learning established for the transmission of all aspects of learning, culturally and morally with the aim of achieving functional and effective education.

Motivation is concerned with the extent to which an individual does something or abstains from doing things. Job satisfaction is the main change of motivation in the educational system and perhaps may be seen in the same perspective with instructional knowledge, educational resources and techniques in the proliferation of learning goals and objectives. Motivation is essentially made-up of an individual's basic needs and the conscious efforts made by the employer to gratify those needs. Since the success or otherwise of educational system rests on the quality and caliber of instructors, no educational system can rise above the quality of its teachers. Motivating teachers to put in their best and be satisfied should be given priority. According to Alam (2011) motivation influences teachers' effectiveness and constitutes a remedy to meet most of the

administrative problems in educational institutions. Individual job performance and behaviour depend greatly on motivational factors like salary, condition of service, promotion and the likes. Unfortunately, teachers in Catholic schools are poorly remunerated. This makes teaching an occupation that is taken as a last resort when there is no other alternative. Thus, the present study attempts to assess motivation and teachers' effectiveness in selected Catholic Schools in Fako Division.

II. TRACING THE EMERGENCE AND CONCEPTUALIZATION OF MOTIVATION

Globally, teachers and educational administrators were seen as "the light of the world". They earned a lot of respect but with very meagre salaries which was seen as a source of insult and humiliation from their classmates especially in the urban centres who might have been fortunate to secure lucrative positions in commercial houses as clerks with high rates of remuneration almost doubling those of a teacher. This plight was worst for those who provided support such as cleaners, clerks, secretaries, yard boys, security guards. This low pay package influenced the 1947 strike in Nigeria which was also extended to Southern Cameroons but still yielded no better fruits near satisfaction. Apart from the disparity in salaries, the world economic crisis of 1929/1930 and the 1993 Cameroon economic crisis, where employees experienced very low financial motivation with salary curtailment of 20%, 50% hence a total of 70% within a year (Mingat, 2002) and even the withholding of personnel motivational package such as allowances usually been given to staff for longer periods of time made the situation sarcastic for them to bear. Grossly followed by the 1994 CFA Franc devaluation worsen the plight of employees and placed the final nail on the coffin as things worsen in real and monetary terms (Sector Wide Approach, 2006). This precarious situation made the governments to adopt the unfortunate expedients situation of demotion entrenchment salary cut of its employees in a bid to cut cost and maintain standards.

To further worsen the situation, most of these private sectors have very limited career growth in terms of professional advancement. This is very much alarming in the private sector as staff and most especially teachers could work for several years and even up to retirement without changing echelon nor experiencing salary increment nor even retirement benefit since most of them regularly hire and fire their workers and pay little or no time in the payment of their Social Insurance Fund and usually accounts for the much cry and frustration experienced by these employees upon retirement (Catholic Gazette 2nd Ed., 2013). In addition, most of these workers work under deplorable conditions characterized by inaccessible areas, inadequacy of basic social amenities, medical facilities and with little or no additional benefits to increase their commitment and job satisfaction. More over a new duty has been introduced in the Catholic system this 2021/2022 academic year where teacher are group to control and maintain order in school from 2.30 pm to 9.30pm with no franc added to their salary.

Teachers occupy a strategic position in nation building in any country, especially at the senior high level where career interests are explicitly expressed for the first time among students. The prominence of a teacher in the society at large cannot but be over-emphasized. The prospects of every individual and the nation as a whole lie in the hands of the teacher. If a doctor makes a mistake, perhaps one person might die; if a lawyer makes a mistake; perhaps, one person might go to jail; if an engineer makes a mistake, may be a bridge might collapse, but if a teacher makes a mistake; generations yet unborn will come to suffer the effect of that mistake (Ukeji, 1986; cited in Ihua-Maduenyi, 2002). Teachers are responsible for moulding students into becoming productive human resources for nation building. Since teachers are the key to the human resource base of the future, they ought to be effectively and adequately motivated to execute their duties and maximize teaching potentials.

Over the last few decades, tremendous efforts have been made by the government of Ghana to improve on job satisfaction, positive workplace attitudes, emotions and values through a number of deliberate programmes and projects mainly under the Single Spine Salary Structure. Sadly, statistics show that at the national level, teacher performance continues to dwindle (Tamale Metropolitan Education Office Manual, 2014). The increasing reliance on teacher performance as a vehicle for improving student performance and achieving development has led to a growing interest in teacher motivation that unreservedly leads to improve job satisfaction, enrichment and teacher commitment (Yurashie, 2011).

According to Uwameiye (2015), the fallen standard of education in Nigeria is due to the lack of motivation and incentive packages for teachers in the educational system. The regular cry of teachers about government's inadequate concern for the needs of the teaching profession is the main bone of contention. Poor attention to teachers' problems has resulted to teachers going on strike to show their dissatisfaction. This ugly situation has contributed to poor students' performances and the fallen standard of educational system in Nigeria.

Conceptually, motivation is viewed as the reason for acting or behaving in a particular way, a set of facts and arguments used in support of a proposal. According to Luma, (1983) motivation is the force that keeps

you going and doing things, and that arouse your interest and desire for success. It is the drive that sustains your will to float not to drown even in the face of serious difficulties. Motivation is the process of arousing, sustaining and regulating activity. It is the act of applying incentive and arousing interest for the purpose of causing a pupil perform in a desired way. Motivation results from the interaction of both conscious and unconscious factors such as: Intensity of desire or need, Incentive or reward value of the goal, Expectations of the individual and of his or her peers. In the light of the above view points, motivation acts as an incentive that arouses students' interest and desire for success.

The concept of motivation to Sunday (2015) is an animated and insistent goal-directed behaviour. According to Hanus and Fox (2015), teacher motivation is a veritable tool that has a cardinal input on learners' performance. The level to which teachers are able to influence their learners is determined by how motivated they are. High level of motivation may also advance teachers' efficacy and effectiveness that may bring about positive academic performance of students. Low motivation may inform lack of interest, underperformance, transfer request to other schools and enhanced hostility to other school officials (Ombuya, 2015).

Motivation can be extrinsic or intrinsic that is to say two types of motivation exist. Extrinsic Motivation is external; According to Tambo, (2012) it comes as a result of pressure or forces outside the learner. The motivating factors are external or outside rewards such as money. These rewards provide satisfaction and pleasure that the task itself may not necessarily enjoy an activity to perform well in order to receive some kind of reward or to avoid negative consequences (Aamdi, 2007). A teacher who is extrinsically motivated teaches effectively because his salary has been increased. Intrinsic motivation is internally driven. Ajila (1997) posited that an intrinsically rewarded person will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him

Teachers' motivation therefore is a method of driving teachers in their profession as it involves their strategies, variables, methods, prospects and other approaches used by the management for the purpose of creating an enabling environment that is conducive for the actualization of the different needs of workers, so that they may become fulfilled, effective and dedicated in performing their tasks. Motivating teacher helps to enhance their effectiveness, efficiency, dedication and productivity in achieving certain tasks that would promote qualitative education and adequate instructional lesson delivery in the educational processes. It will also increase the performance level of educational goals and objectives (Kirimi et al., 2013).

In addition, as stated by Otieno (2010) availability of conducive teaching and learning environment on teachers' motivation promotes the effectiveness of schools and these are fundamental principles that will produce good academic achievement on the learners. Good management of both human and non-human resources promote effective performance among school employees (Sunday, 2015). That is if school teachers have been adequately taken care of with full support of the management, teachers in discharging their duties will engender success performance and job satisfaction. All educational establishments or organisations are occupied by both human and other non-human resources. When the appropriate quality and quantity of human resources have been harnessed together and properly motivated, they can manipulate other resources towards relising stated goals (Vincent, 1997). Motivation has to do with the power and determination to carry out and achieve stated goals effectively. Therefore, motivation of teachers is very crucial as it directly influences students' academic performance positively (Triyanto, 2016).

A motivated teacher is one who not only feels satisfied with his or her job, but also, is empowered to strive for excellence and growth in instructional practice and holistic development of the educational system, especially the studentship. Motivation determines the work performance of labour, irrespective of the industry. The actions and inactions of teachers in secondary schools have a protracted influence on the future potential development of their students. Teachers dutifully transfer knowledge, skills and value systems overlaid with their personalities to their students. This makes teachers instrumental in moulding the dreams and aspirations of students, and by inference the development of (their) significant careers and professions that eventually drive the productive machinery of the country and the global workforce in general.

Effectiveness is used interchangeably with performance, productivity, and quality. Teachers' effectiveness may be described as their output, enthusiasm and their level of investment into their students to help them achieve their career potentials and manifest output. Teachers' effectiveness is a function of many variables; physical, psychological, social, religious, economic, cognitive and emotional; yet, many of these variables are very difficult to measure and analyze. The teacher is the one who determines the implementation of the teaching and learning plan in the classroom. Teachers' seriousness in teaching depends on teacher's work motivation and professional competencies (Sahertian, 2000). The teacher is the controller of education and Chief Executive Officer (CEO) in the classroom. For this reason, the motivation of the teacher should not be taken for granted. All organizations should be concerned with what should be done to achieve sustained high levels of performance through people. This means giving close attention to how individuals can best be motivated through such means as incentives, rewards, praise, duty post allowances and importantly, the work

they do and the organizational context within which they carry out that work. Studies have shown that there is a significant relationship between motivation and the teacher's performance.

It has been established that the teacher is the most critical element to a nation's development (Volkova, 2013). Volkova (2013), states further that improvement in student performance cannot occur unless there is some effort of getting teachers to enhance their productivity and performance. The latter emphasizes that teachers are important national asset and the overall performance of students depend on the way they are put to use. As this notion continues to gain grounds, many have come to realize that it is the teacher in the educational institutions that can provide student development and productivity. However, while there seem to be a consensus among academics and the general citizenry on the critical role of the teacher, there is still insignificant amount of agreement on how to get the teacher on board to give his or her best for their students and nation at large (Yurashie, 2011).

Financial incentives, professional growth opportunities greatly affect the effectiveness of teachers. Financial incentive is of paramount importance as it is a motivational strategy that enables employees to earn more money for producing above a certain set standard (Okoh, 2005). Professional growth opportunities are programs that provide workers with information, new skills, or professional development opportunities. According to Weil and Woodall (2005) growth opportunity is the planned and systematic process of changing behaviour through learning events, activities and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry-out their work efficiently and effectively. It also changes beliefs, ideas and knowledge, individual's behavioural aspects in their relationships with work groups in an institution.

Contextually, the academic standard in most Cameroon educational institutions including Catholic schools seems to have fallen considerably below societal expectation. This may be as a result of low motivation of teachers and workers in the said institution as a whole. Nevertheless, what makes a worthy system of education depends on the quality of teachers available in the system. The quality of human resources in the form of teachers often dictates the extent of the effectiveness of educational programmes (Ibukun, 2004) Teachers are indispensable in the entire educational system of any nation and are pivot on which education wheels revolves. Ashimole (2011) underscores that teaching and learning is hinged largely on teachers and that it is on teacher's number, quality and devotion that reels the effectiveness of all education arrangement, development and growth. In the same vein, Akinsolu (2010) posites that teachers are fundamental prerequisites for student's attainment of educational goals and objectives. The teacher is ultimately accountable for translating educational policies and principles into actions based on practice during interaction with students. According to Luma (1983), the teaching profession deals with special field of knowledge and those who really belong to it must have had a long professional training confirmed by an official examination.

There is this societal outcry that the standard of education in our catholic schools in Fako Division is dropping. Many argue that this apparent decline in quality of education and moral values could be caused by lack of motivation for teachers. People generally have failed to also beam the search-light on the catholic administrators for the unattractive conditions of service and poor remuneration of teachers.

There is this general perception and stigma attached to teaching as a profession especially in non-government institutions. Teachers are considered as being poor, not connected to the society. They have no influence and no status. Teachers are barely promoted or paid better salaries and therefore, they have no stimulant to make things better. In the past teaching used to stand tall side by side with other professions. Everybody in the society at that time was aspired to be associated with teachers. But today, things have changed. Teachers are looked upon as poor people especially those working in mission schools with low salary, low or no duty post allowances, no incentives from the government and the Catholic Education Authority, no PTA incentives which make some of the teachers demotivated and not effective in their jobs. Teachers were held in high esteem and their personality commanded respect. But today, the reverse is the case. Some individuals take teaching only as a gap, pending the time when they may be able to get more juicy jobs. Bennel (2004) also remarked that teachers' pay and other material benefits were too low for individual and house hold survival needs to be met in developing countries.

Psychologist like Carl Roger (1983) and Maslow (1970) postulated that the motivating force or the reason why people work at given task without relenting is the desire to achieve personal growth and develop the capacity and talent we have inherited. Graham and Weiner in the 20th century also postulated that motivational Research had almost become synonymous with achievement motivation Research. Researchers of this period highlighted the study of individual differences. They also characterized people of having high or low anxiety levels which according to them are supposed to influence motivated activity.

In addition, the employer (Catholic education secretary) had never seen the need for career growth. There exists no ladder on career profile based on the movement from one echelon to another. The personnel could work for up to 15 years or even till retirement without any movement to the next neither echelon nor salary increments. The crisis of 2015 till present date makes teachers in the diocese of Buea to go for five months without salary. Even when the salary was reinstated, only 50% of the salary was paid to teachers.

Presently, it has been moved from 75% to 100% which is not still enough to cater for some of the basic needs of the teachers. Most duty post allowances have been deducted and this has gone a long way to demotivate most of the teachers working in the system hence making them not effective. The fact that teachers were not paid for five months is against law No 92/007 of 14 August. 1992 section 68 parag 1 of the “Cameroon labour code” which states “Wages shall be paid at regular intervals not exceeding one month”, led to teachers being disgruntled and tension between the education secretary on one hand and teachers on the other hand. Deductions were made without any code order as prescribed in section 75 of 1992 labour code which usually stains the relationship between teachers, bursars and catholic educational authority.

McClelland and al (1955), cited in Tchombe 2004 (P.203), content that the level of motivation depends partly on environmental signals. Humanist sees the individual’s principal motivational force as a tendency towards growth and self-actualization. Furthermore, Eraser and al (1990), cited in Tchombe (2004,p. 2004) states that “a teacher has at his disposal a variety of possible methods of encouraging pupils to learn meaningfully” but this comes at full strength if and only if the teacher is both intrinsically and extrinsically motivated.

Education plays an important role in the life of every nation particularly with respect to man power development, Harbison (1973) it was on this note that Cameroon government instituted Law No. 98/00 of 14th April 1998 to lay down guidance for education and to guide its partners (section 2) with catholic inclusive for efficient output. In this regard, teachers are paramount in the accomplishment of this goal. Teachers according to Ndongo (1989) are the most important component of the school for the success of any organization. The success of any organization depends on the quality and strength of its personnel (staff).

On the conceptual plane of this study of Buea Diocese in Fako Division and government administrators could apply these extrinsic factors of motivation to teachers that is Teachers incentives, Duty post allowances, P.T.A Incentives, Award and praises and professional growth, it will go a long way to increase teachers effectiveness.

It can be noted that teachers in selected Catholic schools in Fako Division will fit the description of the ideal teacher and effective teacher if educational administrators and policy makers apply the different motivation strategies. Unfortunately this has not been the case within the Catholic education system in Fako Division. In this light the people suffer most are the students because they have nobody to turn to for encouragement and inspiration to spur them to excellence thus students rely on their limited stock of knowledge as they prepare against the next certificate examination or classroom examination. All these will reflect the performance of their own demotivated teacher. Such a state of affair within the educational system constitute a sharp departure from the record of excellence set by our motivated predecessor as present rewards proven that performance continue to drop if teachers are not motivated be it from the state or from the immediate administrators. This to an extent accounts for the poor performance of some of our students in the certificate examinations such as G.C.E examination. This was also seen in the poor result of Sasse College in the year 2021 where a meeting was held after the release of the GCE result and it was discovered that one of the causes of this poor result was lack of motivation for the teachers .Most Catholic schools in Fako Division could score more than 90% but this is not the case today.

Initially the duty post allowances paid to teachers and administrator was better and encouraging. This made the teachers and administrators to put in all best to achieve their objectives. Teachers with best performance in their subjects in the G.C.E were motivated through little packages offered by some principals and this made them work harder and come out with better results. Today, duty post allowances have been cut down to almost nothing and this has demotivated and this has affected the discipline of the students. Since discipline has fallen, performance too has dropped and in the G.C.E there are some Catholic schools which could barely manage 50% past or even lower.

Furthermore, in the past when students get the sound of the bell, they run to the next venue and carryout the activities that were to take place at that time. Presently when students get the sound of the bell, they move majestically and even go late to class because there is no one to follow them up. All these have affected the performance of students.

In other words, the Catholic Education Administrators have continually failed to realize that poor results recorded by some Catholic schools at Certificate Examinations and even class exams are directly linked to the absence or wrong applications of the different motivation theories. Graham (1994) summarizes the most common attributions in school environments are those to Ability, efforts, task difficulty, luck, mood, family background, help or hindrance from others. Among these, Ability and effort have been identified as the most dominant perceived causes in Western culture. Past failure that is ascribed to stable and uncontrollable factors such as low ability e.g. “I failed because I am too stupid” hinders future achievement behavior more than failure that is absorbed to unstable and controllable factors e.g. ones that the learner can change such as effort. E.g. “I did not pass the test because I had not prepared enough for it”.

Research studies have shown that motivation is very vital if workers must put in best in service to their organization. Keith (1981) found out that an optimal service is common among workers whose motivation is

high compared to those with low motivation. It is expedient therefore for the Ministry of secondary Education and the Catholic Education Authority in particular to understand what motivates the teachers and how motivation influence teachers effectiveness. The prevailing picture of the teachers is one of the great concerns taking in to consideration the economic situation of the country. The finding answers to these questions will constitute the problem which this work hopes to tackle.

Financial incentives and teachers' effectiveness

Mutiba et al., (2019) carried out a study on the effect of financial incentives on academic staff turnover in public universities in Kenya. The target population of the study comprised of all the teaching staff in Multimedia University of Kenya. The sample comprised of 85 respondents chosen through the stratified random sampling technique. The primary data was collected using a self-administered questionnaire while the secondary data on the academic staff turnover was collected using a Secondary Data Collection Sheet. Data was analyzed using both descriptive and inferential statistics with descriptive measures such as frequencies, percentages, mean and standard deviation being used. The Statistical Package for Social Science (SPSS version 23.0) software was used for this purpose. In addition, the hypotheses were tested using Pearson's product correlation coefficient and regression analysis. The findings revealed that there was a negative and significant relationship between financial incentives and academic staff turnover in public universities in Kenya ($\beta = -0.718$, p value = 0.000). The study relates to this present study as it also sought to find out the impact of financial incentives on teachers' effectiveness.

Ogohi (2019) carried out study on the effects of incentives on employee's productivity. The study sought to find out the following: The relationship between incentive and productivity of employee's in organizations, to determine the influence of employee's productivity incentives on employee productivity in the organization, to analyze the link between incentive and employee productivity in organizations in Nigeria. To achieve these goals, a questionnaire was designed based on the objectives. The completed questionnaires were processed and analyzed using Pearson Product Moment Correlation Coefficient. The findings of this study revealed that there was a positive relationship between incentives and productivity, alongside monetary incentives, another key factor in motivating employees is to involve them in the process aimed at attaining organizational effectiveness because without their co-operation the organization cannot perform. The study recommends the establishment of a unit to look at issues of incentives that will enhance productivity.

Ahiauзу et al (2011) investigated the relationship between motivational factors and teacher's performance on the job. A sample of 150 teachers was randomly drawn from 10 secondary schools in Ogbia Egbema Ndoni Local Government Area of Rivers State. The study made use of correlational research design. The result revealed a significant relationship between Allowances and teacher's promotion. A possible explanation for this result is that motivation helps the teachers to perform better on their jobs. Incentives and rewards from school administrators should have contributed to the teachers' job performance. Also the result showed that there is a significant relationship between teacher's level of training and prompt payment.

Professional Growth Opportunities and Teachers' Effectiveness

Lubans et al., (2017) conducted a study on effects of professional development on the quality of teaching in Australia: Results from a randomised controlled trial of Quality Teaching Rounds. The study involved 24 schools, selected from among the 243 schools that provided expressions of interest in response to an invitation that was sent to all 2,200 government schools in the state of New South Wales, Australia. To be eligible for this study, schools were required to have at least eight teachers who were willing to participate, be prepared to accept any group allocation (including a wait-list control group that would wait 12 months to commence the PD activity), and be able to commit to the 18-month study period. Eligible schools were stratified based on school type (i.e., primary or secondary), location (i.e., urban or rural), and socioeconomic status (SES) in order to ensure a diverse and representative sample of schools for testing the efficacy of Quality Teaching Rounds. From the selected schools, 192 teachers participated in the study. Statistical analyses of the quantitative data were conducted using linear mixed models⁷ with alpha levels set at $p < 0.05$. These studies show that training in particular techniques enables teachers to reproduce those techniques more frequently or more consistently. Thus professional training increases workers effectiveness.

Oyedele and Chikwature (2016) set out to establish the impact of professional development in education on teacher effectiveness and efficiency. The population consisted of the Chipinge District Education Officer, two education inspectors, six high school heads and seventy-two high school teachers. The total population the researcher used is 81 respondents. This research followed a mixed method research approach which applied both the qualitative and quantitative approaches in a single study or case. An interpretative

methodology with in depth interviews, questionnaires, focus groups, some observations and document analysis were employed to engage in the debates about professional development in education. The concept of professional development in education should be a continuous process and has been viewed as one of the cornerstone towards teacher effectiveness and efficiency. Professional development components namely in service training, workshops, seminars, professional induction as well as continuous professional development in education were realised as the components which promote teacher effectiveness and efficiency in their deliberations of their duties. Teachers can be effective and efficient if they undergo initial training, induction courses, in service training and continuous professional development in school setting. From the findings of this study, professional development in education plays a pivotal role in teacher effective and efficiency among teachers. It was recommended that teachers should ensure continuous professional development in education in school settings through staff development, staff meeting so that the teacher is always above board.

Ikechukwu and Paschal (2017) sought to examine the effects of career growth on employees' performance with reference to the Non-academic Staff of Michael Okpara University of Agriculture Umudike in Abia State, Nigeria. Beyond the broad objective, the study sought specifically to determine the effect of career development on the employees' performance and ascertain the effect of career advancement on the motivation. The researcher adopted survey research design, both primary and secondary sources of data was used. The population of the study consist of two thousand six hundred and thirty (2630) employees, using Yaro Yamane's formula at a normal confidence level of 95% and error tolerance of 5%, the sample size of the study was deduce to be three hundred and forty-six (346). Simple random sampling techniques was used to select the respondent. Pearson Product Moment Correlation analysis was use to analyse the objectives with the aid of Statistical Packages for Social Sciences (SPSS) version 20. The major findings revealed that there is a positive and significant correlation between career development and the performance of staff, and also career advancement is positively correlated with motivation of the staff of the University. The researcher concluded that the impact of career growth on the performance and motivation of employees in the university cannot be succinctly stated and recommends that in harmony with the programmes and policies of the university, management should not relent in funding career development programmes, and providing incentives to those who endeavor career development.

Praise and Teachers' Effectiveness

Washakowski (2015) carried out a study on the Moderating Effects of Praise on the Relationship between Autonomy and Work Motivation. This study sought to examine how praise would moderate the relationship between work motivation and autonomy. The sample comprised of 54 participants. A questionnaire was used to collect data for the study. Correlation and regression analyses were conducted to examine the relationship between autonomy and work motivation. Findings revealed that there was in fact a significant relationship between praise moderating the effects of autonomy on work motivation. From this research it is evident that praise plays a much greater role in the level of work motivation that employees have. This is something that employers should pay attention to when creating higher levels of motivation in their company.

Aruna (2018) carried out a study on the impact of rewards and recognition on employee motivation. And the specific objectives were to identify the most effective means of rewards and recognition, to study the behavioral differences between appreciated and non-appreciated employees, to understand the extent to which motivation enhances employee's performance, to identify if the motivation has an effect on individual and organizational growth and to study if rewards and recognition results in emotional conflicts between employees. The descriptive research design was adopted for this study. 50 employees constituted the sample of the study chosen through convenience sampling design. A questionnaire was used to collect data from the employees on the various aspects of rewards and recognition desired by the researcher. Data was analysed using percentage method, Chi-square test and correlation. It was revealed that a significant, direct and positive relationship exist between rewards and recognition and job satisfaction and motivation. Hence, if rewards and recognition offered to employees were to be altered, then there would be a corresponding change in work motivation and satisfaction. The direct translation of this could be that the better the rewards and recognition, the higher the levels of motivation and satisfaction, and possibly, therefore, the greater the levels of performance and productivity. The research indicates that recognition includes acknowledgment, praise and performance feedback.

Coy (2011) sought to explore the role of expressed appreciation in an online education working environment. The research method used was a transcendental phenomenological approach in order to provide a foundational base for giving a voice to the participants' experiences in higher education, based on the participants' preferences for experiencing appreciation. Through assessments and interviews, this research intended to evaluate the role of appreciation in the workplace, namely higher education, and the relationships

between online faculty members and their administration. Utilizing a newly created assessment tool, the Motivating by Appreciation Inventory, the act of appreciation was evaluated in terms of the Languages of Appreciation: verbal praise, acts of service, giving gifts, and quality time. The research also evaluated each participant's understanding and experience of appreciation in relation to the identified language of appreciation. The study was conducted with eight current online faculty members at a large Christian university in the Southeastern region of the United States. The following themes emerged throughout the data collection process: value of encouragement through words, significance of timely interactions, a desire to play an active role within the university, the need for administrator's support in decision making, intrinsic motivation, stimulation through student interactions, and the importance of monetary incentives.

III. THEORETICAL LEANINGS

Vroom's Expectancy theory (1964)

This theory developed by Victor Vroom in 1964 explains the determinants of workplace behaviour and attitudes. Vroom's Expectancy theory is based on the belief that employees' effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward such as ensuring a cordial working environment, financial incentives and offering of training and growth opportunities in institutions the more likely the non-academic staff will be highly motivated hence favoring increase in productivity. Conversely, the more negative the reward the less likely the non-academic staff will be less motivated and little or no productivity will be noticed. To understand the expectancy model, one must first understand these three concepts used in expressing the model. These are valence, expectancy, and instrumentality.

a) Valence: Is the degree or extent to which a person desires a particular outcome. It can be measured by asking an individual to state how important any of various outcomes or goals are to him. Other terms that can be used to represent the concept of valence are preference expected utility or affecting orientation towards a particular outcome.

b) Expectancy: This is the perceived probability that effort or behaviour by the person will yield a particular outcome or result. This probability is subjectively determined by the individual.

c) Instrumentality. The perception of employees whether they will actually receive what they desire, even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that. Vroom suggests that an employee's beliefs about expectancy, instrumentality and Valence interact psychologically to create a motivational force, such that the employee will act in a way that brings pleasure and avoids pain.

The practical value of the expectancy model for managers is that it demonstrates that motivation is highly individualized from person to person. The manager must know the special concerns and strengths of his people. If he desires to obtain particular kinds of performance from them, he must inform them of the connections between performance and reward. He must learn of their expectancies and valences and perhaps he can increase the motivational forces of individuals through supportive performance appraisal discussions.

The most widely accepted explanations of motivation have been propounded by Victor Vroom. The theory argues that the strength of a tendency to act in a specific way depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual to make this simple. Expectancy theory says that an employee can be motivated to perform better when there is a belief that the better performance will lead to good performance appraisal and shall result into realisation of personal goal in form of some reward future events.

The theory focuses on three things efforts and performance relationship, performance and reward relationship, rewards and personal goal relationship. This theory is based on the hypothesis that individuals adjust their behaviour in the institution on the basis of anticipated satisfaction of valued goals set by them. In order for employees to perform in this theory is by making sure each employee's workplace goals and values are aligned with the institution's mission and vision is important for creating and maintaining a high level of motivation. That can lead to higher productivity, improve employee performance, reduce the chances of low employee morale, encourage teamwork and instill a positive attitude during challenging times.

According to this model, prior to investing effort the teacher goes through a process of evaluating the value of rewards (valence), the probability that the effort will achieve results (expectancy) and that effort will achieve the performance required (instrumentality). The degree of motivation is affected by the teacher's preferences for intrinsic or extrinsic rewards and perceptions of equity. Consistent with this view, Steyn (2002) asserts that motivation is determined by individuals' beliefs in their own efforts, the resulting job performance, and finally the outcomes or rewards and incentives offered for the job performance.

From the Expectancy Theory, it is clear that teachers will be motivated only to the extent that they expect high levels of efforts to be reflected in high levels of performance. If teachers do not believe that their performance will be rewarded then this will affect motivation negatively, but if they believe in the high valence

of outcomes then they will be highly motivated. Woolfolk (2001:395) added that if one of these factors is absent, motivation will be zero. So, the higher these three factors are, the more motivated teachers will be in schools. The Expectancy Theory is widely accepted for two main reasons. It makes sense that principals cannot motivate teachers with things they do not want or things they feel they cannot earn. In fact, teachers must want the motivator, be it recognition, status or bonus and they must believe that they have a fair chance of obtaining it in order for it to motivate them to perform. On the other hand, principals must identify the type and amount of behaviour that will be used to judge good or outstanding performance, that is establish clear appraisal parameters. They should also determine whether teachers have the appropriate skills and knowledge to do their work effectively According to Crawford (1997), principals should give appropriate rewards for individual performance and take heed of intervening variables such as traits, school procedures and support facilities that might affect performance. The concept of expectancy provided by this theory is useful to teachers and principals.

IV. PROBLEMATISATION OF MOTIVATION

Education is the bedrock of any nation's development and teachers occupy a strategic position in nation building in any country. The prominence of a teacher in the society at large cannot but be over-emphasized. The prospects of every individual and the nation as a whole lie in the hands of the teacher. For an institution to attain its goals and objectives teachers are supposed to put in their best by ensuring that effective teaching and learning take place. However, this is not the case with teachers in Catholic Institutions in Fako Division. It has been observed and noticed that there are persistent cases of staff absenteeism, syllabuses not covered, late coming to school, not taking part in duty, not attending seminars lack of team spirit. It for this reason that the Researcher seeks to find out what may be the cause of this undesired behaviour. . One of the functions of organizational administrators is to motivate workers to improve their work performance. There is therefore the need to understand the motivational strategies of school administrators in order to ascertain its impact on teachers' effectiveness in Catholic Schools in Fako Division.

Specific Research Objectives

- To find out the extent to which financial incentives affect teachers' effectiveness.
- To find out the extent to which professional growth opportunities affect teachers' effectiveness.
- To find out the extent to which praise affect teachers' effectiveness.

METHODS

Research Design

The design deemed necessary for this paper was the convergent mixed parallel design. The convergent parallel mixed methods is one in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. In this design, the investigator typically collects both forms of data roughly at the same time or simultaneously and then integrates the information in the interpretation of the overall results. The quantitative dimension of the study will focus on the collection of numerical data while the qualitative approach allows the researcher to get closer to the respondents and their environment to get their actual real-life experiences.

V. POPULATION OF THE STUDY

Table 1: Target population

S/N	SCHOOLS	NUMBER OF TEACHERS
1	Bishop Rogan College Small Soppo	36
2	Regina Pacis College Mutengene	28
3	Christ the King College Tiko	54
4	Saint Paul Higher Technical and Commercial College Bojongo	35
5	Saint Anne College Limbe	48
6	Saint Joseph College Sasse	42
7	Our Lady of Lordes Comprehensive High School Limbe	17
8	Our Lady of Lords Comprehensive College Mukudange Limbe	16
9	Our Lady of Mount Camel High School	21
	TOTAL	297

Source: Catholic Education Secretariat for Fako 2022

VI. Accessible Population
Table 2: Accessible population

S/N	SCHOOLS	NUMBER OF TEACHERS
1	Bishop Rogan College Small Soppo	36
2	Regina Pacis College Mutengene	28
3	Christ the King College Tiko	54
4	Saint Paul Higher Technical and Commercial College Bojongo	35
5	Saint Anne College Limbe	48
6	Saint Joseph College Sasse	42
	TOTAL	243

FINDINGS

VII. Table 3: Distribution of respondents on financial incentives

Items	Agreed		Disagreed	
	n	%	n	%
I am motivated to carry out my duties because my salary is equivalent to my job	21	13.9	130	86.1
Salaries are always paid on time and this makes me committed to work	52	34.4	99	65.6
There is an increase in salary scheme and this makes me work harder	38	25.2	113	74.8
Bonuses are given for my extra work done	55	36.4	96	63.6
Lunch incentives are given to teachers	33	21.9	118	78.1
Medical bills are paid by management	23	15.2	128	84.8
Transport is provided to workers to enable them come to work	18	11.9	133	88.1
Duty allowances are provided by management and this makes me motivated	33	21.9	118	78.1
MRS	273	22.6	935	77.4

Table 4: Administrators' opinions on financial incentives

Themes	Grounding	Sample responses
• Not enough	14	<p><i>"It is hardly provided and even when provided it is very small. This hinders me from doing my duties well"</i></p> <p><i>"Incentives are hardly provided and because of this, teachers do not do any extra work. They teach strictly following the timetable"</i></p> <p><i>"Management give very small incentives and this does not motivate us at all"</i></p> <p><i>"There are no incentives and even the salary is not encouraging. One is barely managing to cope and this affects the energy put in teaching"</i></p> <p><i>"Incentives are and even the salary very small, and with the high prices of things in the market now, one is barely managing. It is difficult to teach well with an empty stomach."</i></p>

Verification of hypothesis one (H_{01}): Financial incentives has no significant impact on teachers' effectiveness.

Table 5: Impact of financial incentives on teachers' effectiveness

	Value	Df	Asymptotic Sig
Pearson Chi-Square	246.583 ^a	252	.000
Likelihood Ratio	185.905	252	.323

Linear-by-Linear Association	2.518	1	.000
N of Valid Cases	151		
(Critical T_{xy} = 0.104)			

Table 6: Distribution of respondents on growth opportunities

Items	Agreed		Disagreed	
	n	%	n	%
Management always ensure that all teachers go for seminars and this has increased teachers; effectiveness.	54	35.8	97	64.2
Management gives adequate chances for professional growth for all employees	63	41.7	88	58.3
There are chances of promotion available in the institution for effective performance	61	40.4	90	59.6
Workers are regularly provided with adequate opportunities for them to develop professional skills to enable them teach effectively	59	39.1	92	60.9
I am always given opportunity to learn new skills related to my job	40	26.3	111	73.7
There is no discrimination in identifying and selecting employees for training.	50	33.1	101	66.9
Employees are always provided with opportunities to upgrade themselves and learn new skills	36	23.8	115	76.2
On-the-job training programs are organized regularly for all employees	29	19.2	122	80.8
MRS	392	32.4	816	67.6

Table 7: Administrators’ opinions on financial incentives

Themes	Grounding	Sample responses
<ul style="list-style-type: none"> Limited growth opportunities 	23	<p>“Teachers are not exposed to opportunities that can help them grow professionally”</p> <p>“Teachers also lack basic text books to carry out teaching research and upgrade in their profession. This makes them not to grow professionally as this makes the teacher not to grow intellectually.”</p> <p>”Little or no room for further studies and this limits my performance”</p> <p>“Difficulties obtaining an authorisation to study”</p> <p>“Rules for growth are tight for staff to acquire new skills. “Workers are hardly authorised to go for studies”</p> <p>“Not given the opportunity to go back to school to learn more skills. The institution does not permit one to study and improve on skills thus one is stagnant”</p> <p>”Difficulties obtaining an authorisation to study thus we do not learn new skills to enhance our occupation”</p> <p>Too much discrimination for one to go for further studies. Each time one applies, it is turned down thus making growth difficult”</p>

Table 8: Impact of growth opportunities on teachers’ effectiveness

	Value	Df	Asymptotic Sig
Pearson Chi-Square	224.391 ^a	266	.000
Likelihood Ratio	190.900	266	.123
Linear-by-Linear Association	3.107	1	.000
N of Valid Cases	151		
(Critical T_{xy} = 0.104)			

Table 9: Distribution of respondents on praise

Items	Agreed		Disagreed	
	n	%	n	%
Employees are not appropriately recognised when they perform well at regular work duties	88	58.3	63	41.7
Teachers are appreciated verbally when they perform well	63	41.7	88	58.3
I am often praised by my principal and this makes me to do my job effectively	55	36.4	96	63.6
Teachers in my school are motivated to teach because they are always recognise for doing a good job	68	45.0	83	55.0
Teachers in my school are always given letters of appreciation	30	19.9	121	80.1
Praise is always given on time by the principal	62	41.1	89	58.9
Teachers are praised when students perform well in exams	127	84.1	24	15.9
Teachers in my school are always commended for their efforts	105	69.5	46	30.5
MRS	598	49.5	610	50.5

Table 10: Administrators’ opinions on use of praise

Themes	Grounding	Sample responses
<ul style="list-style-type: none"> Inadequate use of praise 	15	<p>“Praise is hardly used and this weaken performance”</p> <p>“Not always and praise is like a driving force that pushes one to work harder. When it is absent the teacher feels discouraged to continue working since he/she is not recognised for hard work.”</p> <p>”Yes though it is often not immediately”</p> <p>“He rarely does, he only criticises often. This demoralises and humiliates workers as such they are not motivated to work.”</p> <p>“Sometimes he only does so verbally, no awards are given. Many at times he does not even do. All teachers’ efforts turn to go unnoticed”</p> <p>“It is not regular and this damages one’s zeal to work”</p>

Verification of hypothesis three (Ho₃): Praise has no significant impact on teachers’ effectiveness

To further determine whether praise have an impact on teachers’ effectiveness, a Chi Square Test for Independence was conducted as indicated on table 11 below.

Table 11: Impact of praise on teachers’ effectiveness

	Value	Df	Asymptotic Sig
Pearson Chi-Square	283.024 ^a	210	.001
Likelihood Ratio	196.453	210	.340
Linear-by-Linear Association	3.629	1	.000
N of Valid Cases	151		
(Critical T _{xy} = 0.116)			

Table 12: Distribution of respondents on teachers’ effectiveness

ITEMS	Agreed		Disagreed	
	n	%	n	%
Teachers are always punctual to class because they are motivated by management	18	11.9	133	88.1
Teachers in my school organize catch up classes for students lagging behind	18	11.9	133	88.1
Teachers in my school are motivated to effectively manage their classes	68	45.0	83	55.0
Teachers in my school make appropriate use of their instructional time	88	58.3	63	41.7
I do not always deliver all my lessons because the school does not provide all resources needed for teaching	106	70.2	45	29.8
I always motivate my students to study	151	100	00	00.0
I always have the zeal to go to school because I am satisfied with my salary	21	13.9	130	86.1
I am not motivated to go to class because I am not comfortable with my salary	130	86.1	21	13.9
MRS	600	49.7	608	50.3

DISCUSSION,

Financial incentives and teachers' effectiveness

The influence of financial incentives on teachers' effectiveness was examined and findings revealed that financial incentives have a significant influence on teachers' effectiveness in Catholic Secondary schools in Fako Division. Majority of the teachers asserted that given that their salaries are very low, they are not paid on time as well as the absence of allowances, incentives and bonuses, this demotivates them from carrying out their duties effectively. Teachers with duty post were also interviewed and they asserted that they are given very little incentives. They opined that this is not commensurate to the extra work they are doing and this does not motivate them in carrying out those duties. Incentive is an act or promise for greater action. It is a stimulus to greater action. Without incentives therefore greater action cannot be undertaken by teachers.

This finding is in line with Sava and Orodho (2014) who posited that to increase productivity, drive or arouse a stimuli work, enhance commitment in work performance, psychologically satisfy a person which leads to job satisfaction, shape the behaviour or outlook of subordinate towards work, inculcate zeal and enthusiasm towards work and get the maximum of their capabilities so that exploited and utilized maximally. Financial incentives are a key mechanism with which to recruit, retain and motivate the workforce as well as enhance employee accountability. The financial incentive could consist of a permanent salary increases, bonuses, or any other financial device that is aimed at rewarding a pre-determined objective other than level of education or years of experience in the job. Pay is a huge motivator for many employees. Making a connection between money and performance motivates employees to be more effective and to go the extra miles.

More so this finding supports previous findings by Locke et al. (1980) who found that financial aspects like payments, allowances, salaries and bonuses increase and affect employee's productivity positively. They concluded that introducing of individual pay, increases productivity rate from 9% to 17%. So, it is obvious that when employees are motivated and satisfied, their productivity increases which adds value to the whole institution. More so, the findings supports previous findings by Ogohi (2019) who carried out study on the effects of incentives on employee's productivity. The findings revealed that there was a positive relationship between incentives and productivity, alongside monetary incentives, another key factor in motivating employees is to involve them in the process aimed at attaining organizational effectiveness because without their co-operation the organization cannot perform.

Furthermore, recognition of workers performance by giving bonuses, rewards, gifts, awards, incentives appreciation will boost effectiveness. Recognition of workers' achievement plays a major role in the success an institution. Workplace recognition provides a sense of accomplishment and makes employees feel valued. Recognition not only boosts individual employees' engagement but also increases effectiveness and loyalty to the institution. When staff get recognised and appreciated, they do their best to prove the skill, talents and abilities they have. This finding is in congruence with the opinion of Pinar (2011) that employees work harder when they are recognized and appreciated for their effort toward the work and tasks have been given.

This finding is also supported by Adams' Equity Theory (1965) which calls for a fair balance to be struck between an employee's inputs (hard work, skill level, acceptance, enthusiasm, and so on) and an employee's outputs (salary, benefits, intangibles such as recognition, and so on). According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees. If teachers do not believe that their performance will be rewarded then this will affect motivation negatively, but if they believe in the high valence of outcomes then they will be highly motivated. Thus teachers in Catholic Secondary Schools are not motivated to carry out their duties effectively because of the absence of financial incentives and in cases where the incentives are provided, they are not commensurate to the job they are doing.

Okoh (2005) says financial incentive is of paramount importance as it is a motivational strategy that enables employees to earn more money for producing above a certain said standards.

Professional growth opportunities and teachers' effectiveness

The influence of professional growth opportunities on teachers' effectiveness was examined and findings revealed that growth opportunities has a significant influence on teachers' effectiveness in Catholic Secondary schools in Fako Division. Majority respondents accepted that the provision of opportunities for staff development will increase of staff effectiveness. However, the respondents indicated that there are limited growth opportunities for them in their institutions of work as rules for growth are rigid for staff to acquire more skills and improve. They stated management hardly grant permission for all teachers to go for seminars and also that they are hardly granted authorisations to further their studies or go for training. They also posited that there are very limited chances for promotion. In the course of interview, some of the discipline masters/mistresses also posited that teachers are not exposed to opportunities that can help them grow professionally. Teachers also

lack basic text books to carry out teaching research and upgrade in their profession. This makes them not to grow professionally as this makes the teacher not to grow intellectually.

Professional development is important and an imperative tool for every institution so as to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an institution. An employee will become more effective if he/she is well trained. Institutions can develop and enhance the quality of the current employees by providing comprehensive training and development programmes. With the rapid changes in technology there is the need for employees to be given opportunities for development such as seminars, workshops; further studies to enable them meet up with the changing trends. This view is supported by Scott, Clothier and Spriegel (1977) who stipulated that career development such as training, workshops, seminars is the crux of better organizational and institutional management, as it makes employees more efficient and effective.

Providing employees with the opportunity for growth is also a major contributor to satisfaction. Failure to provide employees with opportunities for growth or advancement within the company results in employee frustration. This finding supports previous findings by Oyedele and Chikwature (2016) who set out to establish the impact of professional development in education on teacher effectiveness and efficiency. The findings revealed that teachers can be effective and efficient if they undergo initial training, induction courses, in service training and continuous professional development in school setting.

Effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Educators who participate in professional development then must put their new knowledge and skills to work. Professional development is not effective unless it causes teachers to improve their instruction or causes administrators to become better school leaders

This finding is also supported by Herzberg's two factor theory. To Herzberg workers' job satisfaction depends on two kinds of factors; motivators and hygiene factors. Factors for satisfaction (motivators) include: achievement, recognition, the work itself, advancement, responsibility and growth while factors for dissatisfaction (hygiene factors) include: supervision, salary policies that are held by a company, relationship among employees and also with manager's benefits, status, job security and physical working conditions. According to Herzberg's two-factor theory, the primary determinants of employee satisfaction are intrinsic factors, because employees are motivated to obtain more of them. If the motivator factors are not provided by the institution, individuals will be dissatisfied. Absence of hygiene factors contribute to job dissatisfaction but their presence does not contribute to satisfaction. In other words, when the hygiene factors are not met, dissatisfaction occurs but they do not motivate employees. Based on this theory therefore, to keep a work force happy and effective, effort needs to be made to continually improve the motivator and hygiene factors. Workers need to be recognized, need promotion, growth and advancement, benefits, job security and good working conditions. All these, if provided will lead to satisfaction without which they will be dissatisfied and tend to perform poorly at their job sites.

Praise and teachers' effectiveness

The influence of praise on teachers' effectiveness was examined and findings revealed that the use of praise has a significant influence on teachers' effectiveness in Catholic Secondary schools in Fako Division. Majority respondents opined that accepted that the provision of opportunities for staff development will increase of staff effectiveness. Employees are not appropriately recognized when they perform well at regular work duties. For instance teachers are not appreciated even verbally when they perform well neither are they letters of appreciation even when students perform well in exams. Many of the respondents also asserted that though the principal do use praise to motivate them, this is not always. Praise is like a driving force that gives one the anxiety to work. When it is absent, the worker feels discouraged since he/she is not recognised for what he/she did.

Recognition of workers' achievement plays a key role in the success of any workplace programme and practices. By recognizing workers, their morale are boosted, they are psychologically and emotionally stable to perform effectively and efficiently at workplace thereby increasing the productivity of the institution. Workplace recognition provides a sense of accomplishment and makes employees feel valued for their work. Recognition not only boosts individual employees' engagement but also increases productivity and loyalty to the institution.

This finding is in congruence with the opinion of Blote (1995) who posited that praise is one of a verbal reward that has been highly recommended as an important reinforcement method because it can build self-esteem and build a close relationship between teacher and principal. Giving praise improves employee self-confidence and motivates them to aspire for continued improvements. Employees who receive praise often experience higher job satisfaction and are more likely to be retained. Praise can lead to improved team

collaboration while increasing the chance other employees follow these positive examples. After all, everyone wants to be praised. It is human nature to want to feel valued and respected. That's why "pats on the back" are just as important as wage increases, fringe benefits, and other productivity rewards. Employees appreciate sincere praise, especially when it specifically calls out specific accomplishments. Some bosses focus on what people are doing wrong and overlook what they are doing right. Some heads of institutions believe praising one employee places extra pressure on them to praise others. That is all not true! Principals need to teachers when the opportunity arises.

Continuously working and not receiving any feedback whether positive or negative could possibly hinder an employee's work ethic or make them believe that they are not completing their work adequately. In other words, people want to be told when they are doing a good job. If employees are being recognized and rewarded for their work, such as with a promotion, it can produce further growth for the employee and leave them with a feeling of higher responsibility.

This finding is also supported by Abraham Maslow's hierarchy of needs theory. As humans, we desire to be safe. People will perform well in a safe and secured environment, they need to belong, to be loved, work in groups and in a friendly social environment and as a team. They need to be recognised, gain promotion and grow (self-esteem). When such needs are not met, workers will not be motivated to work. There's no doubt that praising and recognising the efforts and achievements of others can bring about some very positive results in the workplace. Being praised makes the recipient feel good about themselves and this can help to boost their performance.

VIII. IMPLICATIONS OF THE FINDINGS

The findings of this study revealed that financial incentives have a direct positive effect on teachers' commitment and effectiveness. The implication is that if teachers are given compensation; rewards, salaries, benefits, awards, bonuses appropriate to the work done, this will result to increased commitment in the teaching and learning process.

Furthermore, the study also found out that that professional development has a direct positive effect on the productivity of staff. By implication the provision of career development opportunities will result in teachers' effectiveness. Efforts to improve teachers' professional development can be done by organising seminars, workshops and providing training opportunities for staff to develop their skills and potentials. In addition, the findings revealed that the use of praise enhances teachers' effectiveness. By implication if teachers are recognized for their achievements this will go a long way to boost their morale as well as motivate them to work harder. Principals should always endeavor to praise teachers for a wonderful job done.

IX. CONCLUSION

The most important resource in an institution is the human resources who are the employees. They make sufficient contribution to an institution; attention should therefore be paid to their working conditions and wellbeing. Institutions can only realize their goals and objectives through its employees' performance. The study sought to explore the effect of motivational strategies on teachers' effectiveness in Catholic Secondary Schools in Fako Division. Specifically, the study sought to investigate the extent to which financial incentives, growth opportunities and praise affects teachers' effectiveness in Catholic Secondary Schools in Fako Division. The study also examined literature reviews and empirical literature and methodology of other works and its relevance to this study. The convergent mixed parallel design was employed in the study. Findings revealed that reward package contributes a lot to employees' effectiveness at their job site. The employees want to be recognized for their work through compensation. Fair compensation will motivate employees to work harder and improve their performance. It was also revealed that workers effectiveness can be enhanced through growth opportunities such as seminars and workshops and further studies. Recognition of workers' performance through the use praise promotes teachers effectiveness.

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