

## MOTIVATION AS AN INGREDIENT FOR EFFECTIVENESS AND EFFICIENCY IN THE TEACHING AND LEARNING ENTERPRISE OF THE PRESBYTERIAN EDUCATION AUTHORITY (PEA)

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### Abstract

This mixed-methods study examined the influence of motivation on teaching effectiveness in Presbyterian Education Authority [PEA] secondary schools in Cameroon. Grounded in the reality of declining enrolment, delayed salaries, and low teacher morale in Anglophone Cameroon, the study sought to determine the extent to which financial and non-financial motivation contribute to educational productivity. Using a cross-sectional research design, data were collected from 158 participants comprising teachers, administrators, and Form Five/Upper Sixth students across 11 PEA secondary schools in the South West and North West Regions. Instruments included closed and open-ended questionnaires, semi-structured interviews, and focus group discussions. Quantitative data were analyzed using SPSS Version 21.0 with descriptive statistics and mean scores against a critical value of 2.00. Qualitative data were subjected to thematic analysis. Results indicate that motivation influences student performance, but only to a limited extent [ $M = 2.37$ ]. A majority of PEA teachers reported low job satisfaction [ $M = 1.85$ ], citing inadequate salaries, poor working conditions, and limited professional growth as primary concerns. While non-financial motivators such as recognition [ $M = 2.77$ ] and conducive classroom environments [ $M = 2.58$ ] received higher ratings, financial factors remained the greatest source of dissatisfaction [ $M = 1.96$ ]. Analysis of GCE Ordinary and Advanced Level results from 2011–2015 revealed that a significant proportion of students scored at the lower grade bands, suggesting suboptimal academic productivity. The study concludes that although motivation is a necessary ingredient for effectiveness and efficiency, its impact in PEA schools is constrained by structural and financial deficits. It recommends a dual approach: improvement of financial remuneration through bi-annual salary reviews, profit-sharing, and tuition waivers for teachers' children; and strengthening of non-financial strategies through recognition, reduced workload, training, and infrastructure upgrades. The findings contribute to educational policy discourse in Cameroon by highlighting the need for context-specific motivation frameworks in faith-based educational institutions.

### Keywords:

*Motivation, effectiveness, efficiency, teaching, learning, Presbyterian Education Authority, Cameroon.*



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## Résumé

*Cette étude à méthodes mixtes a examiné l'influence de la motivation sur l'efficacité de l'enseignement dans les établissements secondaires de la **Presbyterian Education Authority (PEA)** au Cameroun. S'appuyant sur le contexte marqué par la baisse des effectifs scolaires, les retards de paiement des salaires et la faible motivation des enseignants dans le Cameroun anglophone, l'étude visait à déterminer dans quelle mesure les motivations financières et non financières contribuent à la productivité éducative. À l'aide d'un devis de recherche transversal, les données ont été recueillies auprès de 158 participants, comprenant des enseignants, des administrateurs et des élèves de Form Five et Upper Sixth, répartis dans 11 établissements secondaires de la PEA des régions du Sud-Ouest et du Nord-Ouest. Les instruments de collecte comprenaient des questionnaires à questions fermées et ouvertes, des entretiens semi-directifs ainsi que des groupes de discussion. Les données quantitatives ont été analysées à l'aide du logiciel SPSS version 21.0, en utilisant des statistiques descriptives et des scores moyens comparés à une valeur critique de 2,00. Les données qualitatives ont fait l'objet d'une analyse thématique. Les résultats montrent que la motivation influence les performances des élèves, mais dans une mesure limitée ( $M = 2,37$ ). Une majorité d'enseignants de la PEA ont déclaré un faible niveau de satisfaction au travail ( $M = 1,85$ ), attribuant principalement cette situation à des salaires insuffisants, à de mauvaises conditions de travail et à des possibilités limitées de développement professionnel. Bien que les facteurs de motivation non financiers, tels que la reconnaissance ( $M = 2,77$ ) et un environnement de classe favorable ( $M = 2,58$ ), aient obtenu des évaluations plus élevées, les facteurs financiers demeurent la principale source d'insatisfaction ( $M = 1,96$ ). L'analyse des résultats aux examens du GCE Ordinary Level et Advanced Level entre 2011 et 2015 a révélé qu'une proportion importante d'élèves obtenait des notes situées dans les catégories inférieures, ce qui témoigne d'une productivité académique sous-optimale. L'étude conclut que, bien que la motivation constitue un élément essentiel de l'efficacité et de l'efficacité de l'enseignement, son impact dans les établissements de la PEA demeure limité par des contraintes structurelles et financières. Elle recommande une approche à deux volets : d'une part, l'amélioration de la rémunération financière par des révisions salariales semestrielles, des mécanismes de partage des bénéfices et l'octroi d'exonérations des frais de scolarité pour les enfants des enseignants ; d'autre part, le renforcement des stratégies de motivation non financières à travers la reconnaissance du mérite, la réduction de la charge de travail, le développement professionnel continu et l'amélioration des infrastructures scolaires. Les résultats de cette recherche contribuent au débat sur les politiques éducatives au Cameroun en mettant en évidence la nécessité d'élaborer des cadres de motivation adaptés au contexte des établissements d'enseignement confessionnels.*

**Mots-clés:** Motivation, efficacité, efficacité, enseignement, apprentissage, Presbyterian Education Authority (PEA), Cameroun.

## Introduction:

Education remains the most critical investment for national development. In Cameroon, as in many developing countries, the quality of education is determined not only by curriculum and infrastructure, but by the human factor: the teacher. The effectiveness and efficiency of the teaching and learning enterprise depend significantly on the extent to which teachers are motivated to perform optimally. The dynamics of motivation can make or break the effectiveness and efficiency of educational processes. In the context

of the Presbyterian Education Authority (PEA), this paper explores the pivotal role motivation plays in driving successful teaching and learning outcomes. By examining the interplay between motivation and educational effectiveness in PEA, we uncover strategies to ignite the spark that fuels academic success, highlighting its impact on student engagement, teacher satisfaction, and overall academic achievement.

Motivation, defined as the internal and external forces that initiate, direct, and sustain behaviour toward the attainment of goals, is pivotal in education. A motivated teacher is more likely to be creative, dedicated, and persistent in the face of challenges. Conversely, a demotivated teacher may exhibit absenteeism, low instructional quality, and reduced commitment to learners' outcomes. Within the Presbyterian Education Authority [PEA], a major faith-based education provider in Anglophone Cameroon, motivation has become an urgent concern. Established under the Presbyterian Church in Cameroon [PCC], PEA has a long-standing mission to provide holistic, moral, and quality education. However, recent decades have witnessed challenges: declining student enrolment since the late 1990s, financial constraints leading to delayed salaries, and reports of low teacher morale. These factors raise critical questions about the role of motivation in sustaining PEA's educational mandate.

This study is therefore situated at the intersection of motivation theory and educational practice. It seeks to examine motivation as an ingredient for effectiveness and efficiency in PEA schools. Specifically, it investigates how financial and non-financial motivation influence teacher performance and, by extension, student academic achievement. The significance of this study lies in its potential to inform policy and practice within PEA and similar faith-based educational authorities in Cameroon and beyond.

## **Background of the Study**

### **Legal and Historical Context**

Education in Cameroon is governed by Law No. 98/004 of 14 April 1998, which lays down guidelines for education and declares it a top national priority. The law provides for education to be delivered by both the state and private partners, under regulated conditions. The Presbyterian Education Authority falls within the private sector category, operating under the aegis of the Presbyterian Church in Cameroon [PCC]. The PCC is the constitutional successor of the Basel Mission Church in Kamerun, established in 1886 by the Evangelical Missionary Society of Basel, Switzerland. Since its inception, the PCC has been committed to holistic human development through evangelism, health, and education. The educational arm, PEA, was established to extend this mission into formal schooling.

### **Mission and Structure of PEA**

PEA operates both basic and secondary schools across Anglophone Cameroon. Its stated aim is to “proclaim the Good News of God through Jesus Christ in the teaching ministry” while providing “devoted, sustainable and affordable high moral, quality education to all, at all times within available resources” [Education Secretariat, 2016]. The authority emphasizes non-competitive, complementary education that responds to societal needs in both urban and rural areas. PEA schools are governed by Boards of Governors, Principals, and monitored by the PCC Education Secretariat. Teachers are expected to uphold professional ethics, moral integrity, and academic excellence. However, the operational realities often diverge from this ideal, particularly regarding teacher welfare and motivation.

### **Current Challenges in PEA Schools**

Statistical records from the PCC Diary [2010–2016] reveal a teacher-student ratio of approximately 1:14, indicating under-enrolment and inefficient deployment of staff. Some science teachers reportedly teach only one class from Form One to Upper Sixth, increasing workload without corresponding productivity. Financially, many schools rely heavily on fee revenue, which has declined with enrolment. This has led to salary delays, affecting teacher morale and retention. These challenges necessitate empirical investigation into how motivation can be leveraged to restore effectiveness and efficiency in PEA's teaching and learning enterprise.

### **Review of Related Literature**

#### **Conceptualizing Motivation**

Motivation is derived from the Latin *movere*, meaning “to move”. In organizational psychology, it refers to the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal. In education, motivation encompasses both student motivation to learn and teacher motivation to teach effectively.

**Financial and non-Financial Motivation.** Motivation is a crucial driver of teaching effectiveness, and can be influenced by both financial incentives (such as salaries, bonuses, and benefits) and non-financial factors (like recognition, professional growth, and work environment). This literature review explores the impact of these motivators on educator performance in the Presbyterian Education Authority (PEA), examining how they intersect with motivational theories to shape teaching quality and job satisfaction

Generally, the basic components of employee compensation and benefits are wages they receive. Motivation/rewards are other components that workers deserve to receive from employers. It has been commonly assumed that organizations are more likely to employ individuals whose values and needs are consistent with the said organization's mission (Crewson, 1997; Perry & Wise, 1990). When teachers are motivated, it is likely that they will put in their best to ensure that students learn. More often, when teachers are happy, teaching and learning is effective and as a result, productivity is enhanced.

As stated in Mbua (2003), ‘neither regulations nor resources, neither technical innovations nor programmes reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviour in ways that link educational programme requirements to students learning needs’. When workers are motivated, they are likely to be more effective. This leads them to derive job satisfaction, which is also likely to produce effectiveness at the job leading to productivity (ibid).

Administrators/managers in all organizations are interested in actions or programmes that can enhance the motivation of their staff. This hold same of school administrators. There is no magic formulae that exist to make individuals want to work hard, learn and be responsible. It is only the facilitation of desired motivational patterns that will make them behave that way. Therefore, the concept of motivation and work climate are of paramount importance to the educational administrators, whose major objective is to attain educational goals and make education effective (Titanji 2017). Ford (1992) states that in designing and implementing programmes to motivate individuals, facilitation should be the guiding concept. He believes that if they are viewed as collaborations between people where individuals' goals, emotions, values and expectations can be accounted for and respected. Without collaboration and respect he continued,

motivational programmes may produce short term efforts but in the long term, they are likely to flounder or even boomerang. He stated in order words that when individuals feel coerced or manipulated, they often lose interest in the activities even when the motivational strategies were intended to be positive and rewarding. As an example, a new programme can be resisted when the principal implements the effort without seeking teachers' opinions and collaboration.

### **Factors which enhance motivation**

#### **Self-efficacy:**

The extent to which goals seem achievable is determined by an individuals' sense of self efficacy, the individual's judgment of his or her own "capabilities to organize and execute courses of action required attaining designated types of performances" (Bandura, 1986). Self-efficacy influences motivation through its effect on the direction and persistence of behaviour (Titanji 2017). If employees feel more confident in their abilities, they are more likely to see goals as achievable and worthy of their effort. Higher levels of self-efficacy often are associated with better performance, because individuals who believe that they can accomplish a goal are more likely to expend the necessary effort and persist in the face of obstacles (Bandura, 1988; Bandura & Cervone, 1983, 1986; Early & Lituchy, 1991). Latham & Frayne (1989) found that enhancing employee self-efficacy to overcome obstacles affecting the ability to come to work can increase job attendance among public and private employees. This will lead to effectiveness in service.

#### **Job Importance**

In addition to having achievable goals, employee work motivation also requires that performance objectives be viewed as important. If employees do not perceive their job to be important or meaningful, they may have little reason to be motivated to perform their work (ibid). Although self-efficacy is important when understanding motivation at the job level, it is the concept of job importance that is especially salient in understanding the contributions organization mission make toward organization performance. There are a number of ways in which organizations can affect the employee's perceptions of goal importance. First, as mentioned above, managers can persuade employees that their jobs are important by providing a convincing rationale for their work tasks (Ulasi, 2011). One way managers may attempt to do this is by linking the job performance directly to organizational performance. Similar to the concept of task significance, if employees can see how their work contributes to achieving important organizational goals, then they are more likely to see their work as meaningful (Wright, 2001). In addition to the intrinsic rewards provided by the nature of the job or function of the organization, organizations may also make assigned performance goals important to the employee by providing appropriate extrinsic rewards for goal attainment (Klein, 1991). Not only is the type and amount of reward important, but such extrinsic rewards must be contingent on performance if they are to act as performance incentives (Lawler, 1994).

#### **Methods for motivating employees**

There are two main ways of motivating workers. They are financial and non-financial motivations. According to Ulasi(2011), both are powerful forces in determining drive, productivity, and effectiveness of every company employee.

#### **Financial Motivation**

Financial rewards and incentives are common in the business world today; although, most experts agree money is not the best motivator because the motivational effect of most

financial rewards does not last. According to Donna Deeprose (1994), while the presence of money may not be a very good motivator, the absence of it is a strong de-motivator. This fits well in private sectors from experience. The most common types of financial rewards that will be discussed in this research are salary increase, profit sharing, incentive travel, and paid time-off.

**Salary increase.** As has been mentioned, the absence of salary increases or bonuses can be a strong de-motivator, primarily because people use money as a scorecard to measure their achievements. Money is also an indicator to the person of how important he or she is perceived to be in the organization. The absence of salary increase or bonuses to some employees would indicate whether they are valued or not within the organization. If employees go for more than one year without receiving an increment or a bonus, their productivity is likely to decline, and valuable employees may be tempted to look for other employment, which can be costly in rehiring expenses (Ulasi, 2011).

**Profit-sharing:** Profit sharing can be a great way to motivate staff because it benefits both the employee and the employer. This is a win-win situation for both. A couple of most commonly used types of profit sharing programs are those which offer stock as a reward to employees. Most programs are designed to reward employees for the company increasing its profit or revenue. These programs are designed to give employees a bonus check, if the company performs better in a given month in the current year compared to the previous year. This type of profit sharing program provides immediate benefit and rewards for employees. This profit sharing is administered through financial rewards. It has an added advantage of being a ‘need’ that is generally never satisfied. It also helps people work smarter. ‘Gain-sharing’ is therefore seen as an effective reward system (Dar-El, 1991). Profit sharing/bonus programs have dual effect of motivating employees to be more productive and to cut costs.

The second most common type of profit sharing is rewarding with stock; the value of stock increases in value. According to Bob Nelson (1997), “One of the highest forms of recognition is to treat an employee as if he or she is an owner of the company. This represents a long-term commitment to the individual.” Stock is usually reserved to motivate high-level managers or key people within most corporations, and a couple of reasons exist for this trend. First, if managers are motivated by a profit-sharing program, they will make decisions that will benefit the corporation in the long term. Second, most mid-to-lower-level employees prefer an immediate reward or incentive like a bonus system.

**Incentive travel:** Another effective way to financially motivate employees is with incentive travel. Many times when employees are rewarded with cash bonuses or pay raises, the money is used to pay off debt or everyday types of financial expenses. While money for every day expenses is good, the added appeal of incentive travel, as a bonus or reward, is that employees would probably never buy something like it for themselves (Ulasi, 2011).

Incentive travel is a management tool used to motivate and recognize participants for increased levels of performance in support of company objectives. In short, it is almost a way of “bribing” employees to work harder. There is evidence that it works exceedingly well as stated by (Buttner, 2002). As benefits, according to incentive travel specialists, is that even in times when economies are suffering, incentive travel works (ibid). Therefore, an educational institution can effectively motivate their employees through incentive travel rewards.

**Paid time-off.** Paid time away from work is one of the most common types of financial rewards used to motivate employees. The amount of paid time-off can vary from an extended lunch to multiple days off at the same time. Bob Nelson (1997) suggests how this can be done effectively, “If the job permits it, simply give people a task and a deadline and specify the quality you expect. If they finish before the deadline, the extra time is their reward”.

Financial rewards vary according to the situation and money available to a corporation; and as the four financial rewards—salary increases, profit-sharing, incentive travel, and paid time-off—suggest, creativity is a major part of employing effective financial motivation. All these rewards have effects on workers performances especially in an educational establishment. When teachers and administrators are duly motivated financially, they will be happy. This will affect relationships positively and they will work towards achieving the objectives of the educational establishment. Certainly, results will be effective thereby ensuring productivity.

### **Non-financial motivation**

Non-financial motivation is concerned with emotive forces as internal emotional drives for performing a task. Effective motivation of employees goes beyond the financial compensation for work, and some of the most well-known companies in the world have realized the benefits of appealing to their employees’ drive to work intelligently and to be recognized. Most motivators lead directly to the empowerment and enabling of people to perform well. Productivity can be improved when a company/educational institution focuses on the following: goal setting, communication, autonomy, responsibility, and flexibility (Ulasi, 2011).

**Goal-setting.** A prime motivator for people is the achievement of objectives and the recognition of peers. Goal-setting is defining and stating what you are trying to accomplish in a job (Mbua, 2003). It is based on the notion that individuals sometimes have a drive to reach a clearly defined end state. Often, this end state is a reward in itself. A goal’s efficiency is affected by three features: proximity, difficulty and specificity. One common goal-setting methodology incorporates the SMART criteria, in which goals are: specific, measurable, attainable/achievable, relevant, and time-bound. An ideal goal should present a situation where the time between the initiation of behaviour and the end state is close. This explains why some children are more motivated to learn how to ride a bike than to master algebra. A goal should be moderate, not too hard or too easy to complete. In both cases, most people are not optimally motivated, as many want a challenge (which assumes some kind of insecurity of success). At the same time people want to feel that there is a substantial probability that they will succeed. Specificity concerns the description of the goal in their class/organization. The goal should be objectively defined and intelligible for the individual (Mbua 2003).

Achievement is the successful execution of a task to reach a desired end. Whether employees are working to fasten a bolt to an engine block or developing a competition study, the successful accomplishment of that task represents a piece of the company’s/institution’s mission (Coffman & Gonzalez-Molina, 2002). Workers that have a clear idea of how their task fits into the larger scheme and profit of a company will feel a sense of belonging and importance because they understand the ultimate end and importance of performing that task.

According to Ulasi (2011), setting goals is a good way to define an employees' purpose in a company and helps to set a standard for them to gauge their success. Managers can then focus on the success of the individual by illustrating his or her performance in comparison to the goal. In this way, the organization develops an atmosphere of attainment against measurable objectives and becomes energized with each win. The process of defining the roles and objectives of the staff brings an invaluable opportunity for sharing communication between the employee and management.

**Communication** As stated in Ulasi (2011), it is the flow of information in a company. It can be a powerful tool in motivating its workforce. Communication of clearly stated goals and paths to achievement is the best way to begin developing employee talent. Registering and acting on the communication of employees also gives a powerful message about their value to the company and management. Employees want their company and team to succeed; and when management uses the input to help them be productive, a sense of empowerment and ownership of the process develops. The open communication also gives a measure of control over their work environment and allows for the improvement of each individual working situation. The reward employees receive for communicating is not always what managers might view as an award. As Matejka (1991) says, "... giving an employee something pleasant is not the only way to reward. You are also rewarding (making life more pleasant) when you take something away that the employee dislikes". Enhancing the work life, by compensating the employee for the communication, is a way to build rapport and loyalty. When the work environment is pleasant, the employee's satisfaction and motivation increase. Communication also gives rise to trust between the supervisors and their staff. Trust enables management to give autonomy and to encourage independence, and that trust builds a strong sense of community for the employee.

**Responsibility** Employees place a 'worthwhile job' above every other employment concern, including money (Walters & Fenson, 2000). Responsibility for the success or failure of a project is a large part of creating job worthwhile. When employees are given the tools and autonomy to do a certain project, or work in a particular role, they are motivated to perform brilliantly because they are accountable for that particular function. Responsibility for a project will also give a good employee the opportunity to display talent and creativity in solving a problem or completing a task (Ulasi, 2011).

When tasks are clearly outlined to stress on individual and group accountability, employees feel that management is putting trust and faith in their abilities to perform. This causes positive effects as illustrated by one of the great hockey players, Phil Esposito, who set an 11-year record for the most goals in a game in 1971. He said that the most influential coaches in his career were the ones that allowed him to play his own style. The coaches trusted his talent and helped him to develop and play with his own unique style (Coffman & Gonzalez-Molina, 2002).

**Flexibility:** One of the aims of companies should be flexibility with employees. During the 1990's, companies realized tremendous productivity gains by demonstrating flexibility in the work environment. Schedule and organizational flexibility allow employees to balance home and work more effectively and cause productivity and morale gains as well (Nelson, 1997).

More hours worked and time clock punching do not necessarily make a company profitable or effective. Flexibility in work scheduling allows work to be arranged according to the individual's need. Many companies illustrate how the flexible schedule gives

tremendous returns in employee loyalty, retention, and compensation. One company could not attract desirable applicants because it could not afford the massive benefit and financial compensation packages of the bigger firms. The company management decided to move towards flex-time, eradicated time clocks, and invented ‘management by wandering around’ (Ulasi, 2011).

Whyte researched and reported about the importance of locus of control and academic achievement. Students/educators/administrators tending toward a more internal locus of control are more academically successful for students, more effective for employees and more productive for administrators. Thus, successful students encourage curriculum and activity development with consideration of motivation theories (Whyte, 1979 and Whyte, 1980).

Academic motivation orientation may also be tied with one's ability to detect and process errors. Fisher, Nanayakkara, and Marshall conducted neuroscience research on children's motivation orientation, neurological indicators of error monitoring (the process of detecting an error), and academic achievement. Their research suggests that students with high intrinsic motivation attribute performance to personal control and that their error-monitoring system is more strongly engaged by performance errors. They also found that motivation orientation and academic achievement were related to the strength in which their error-monitoring system was engaged (Fisher, Marshall and Nanayakkara 2009). Motivation has been found to be an important element in the concept of andragogy. This holds same for adult workers of an educational institution. When the locus of control is from within the workers, they will put in more efforts to help an educational establishment meet its objectives. This implies that the employer has to motivate and give the worker the power to believe in him/her.

### **Theoretical Framework**

Maslow's Hierarchy of Needs \_ posits five levels: physiological, safety, social, esteem, and self-actualization. For PEA teachers, unmet physiological and safety needs due to low salaries may prevent progression to higher-level needs such as professional growth.[1954] Herzberg's Two-Factor Theory distinguishes hygiene factors from motivators. The absence of hygiene factors causes dissatisfaction, but their presence does not necessarily motivate. This explains why PEA teachers are dissatisfied with pay but may still be motivated by recognition.[salary][conditions][recognition][achievement]

Self-Determination Theory [Deci & Ryan, 2000] emphasizes autonomy, competence, and relatedness. PEA can enhance intrinsic motivation by granting teachers autonomy in instructional methods and opportunities for competence development.

Vroom's Expectancy Theory \_ states that  $Motivation = Valence \times Expectancy \times Instrumentality$ . For PEA teachers, if effort is not believed to lead to performance, or performance to reward, motivation declines. [1996]

### **Statement of the Problem**

The effectiveness of any educational system is contingent on the alignment of inputs, processes, and outputs. In PEA schools, inputs include qualified teachers, learners, infrastructure, and instructional materials. The process is teaching and learning, and the output is academically competent, morally upright graduates. However, the efficiency of this transformation is compromised when inputs are inadequate. Teacher motivation is one such critical input. Mbuu asserts that “neither regulations nor resources, neither

technical innovations nor programmes reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviour” [2003].

The Presbyterian Church in Cameroon (PCC) Educational Sector has long played a significant role in providing quality secondary education and contributing to the intellectual, moral, and spiritual development of young people in Cameroon. However, in recent decades, the sector has experienced several challenges that appear to undermine its effectiveness and overall educational productivity. One of the most notable concerns is the steady decline in student enrolment since the late 1990s. Records from the PCC Diary (2010–2016) indicate that the average teacher–student ratio stood at approximately 1:14, reflecting a considerable reduction in student population. This decline has resulted in inefficient utilisation of teaching personnel, with some subject teachers, particularly in science departments, being responsible for teaching only a single class from Form One to Upper Sixth, thereby increasing their workload while limiting institutional productivity.

Financial constraints further compound these challenges. Many teachers in PCC secondary schools reportedly experience prolonged delays in salary payments due to inadequate school fee revenue resulting from declining student enrolment. Delayed salaries negatively affect teachers' morale, motivation, and commitment to their professional responsibilities. Since motivated teachers are more likely to demonstrate dedication, creativity, and effectiveness in classroom instruction, persistent financial hardship may adversely affect the quality of teaching and, consequently, students' academic performance.

It is against this background that this study seeks to investigate the influence of teacher motivation on students' academic performance in secondary schools of the Presbyterian Church in Cameroon. Specifically, the study examines whether the structure of teacher motivation significantly contributes to improved educational productivity and learner achievement within the PCC educational system. Despite the theoretical importance of motivation, limited empirical studies have examined its specific influence within the PEA context. This gap justifies the present study, which seeks to investigate the influence of teacher motivation on students' academic performance in PEA secondary schools.

### **Objective of the Study**

To determine the relationship between educator motivation and teaching effectiveness in PEA schools.

### **Methodology**

#### **Research Design**

A cross-sectional mixed-methods design was used. This allowed for triangulation of quantitative survey data with qualitative insights from interviews and FGDs.

#### **Population and Sample**

The population was 11,232 [10,434 students, 698 teachers, 100 administrators] [PCC Education Secretariat, 2015/2016]. Using Glenn's table at 10% precision, a sample of 158 was drawn: 24 administrators, 114 teachers, 20 students.

### Sampling Techniques

Purposive sampling was used for administrators and students, and convenience sampling for teachers due to the socio-political crisis in the NW and SW Regions. Only functional schools were accessed.

### Instruments

Questionnaires with 4-point Likert scales, interview guides, and FGD protocols were used. A pilot test showed 98% consistency.

### Data Collection and Ethical Considerations

Authorization was obtained from the PCC Education Secretariat. Informed consent, confidentiality, and voluntary participation were ensured. Codes [College Z, Principal A] were used to protect identity.

### Data Analysis

Quantitative data: SPSS v21, descriptive stats, mean =  $\Sigma R_w/nR$ , critical value = 2.00.

Qualitative data: Thematic analysis, coding for existence and frequency of ideas.

## FINDINGS

These findings, answers research question and then draws conclusions from the findings in relation to the objective. The likert-scale section of the questionnaire has been analyzed section-by-section (item by item as need arises) using simple and relative frequencies (percentages) and mean opinions (ranging from 4 for SA to 1 for SD and a critical value of 2.00) in search for trends purely for descriptive purposes. No inferential analysis has been attempted because the focus of this study is to describe the phenomena rather than infer.

Upon ended questionnaire were analyzed thematically. The decision to agree or disagree with an opinion has been established and used under the conditions stated in Table 1.

Table 1: Table on the decision to agree or disagree with an opinion.

No	Value	Decision
1	Critical value = $(10/5) = 2.00$	No decision (indecision)
2	Calculated mean value > critical value	General Agreement (GA)
3	Calculated mean value < critical value	General Disagreement (GD)

Table 2: Findings in relation to motivation of workers as an influencing factor on productivity of Presbyterian secondary schools.

S/N	Statements	Response Options					Mean Values $\Sigma R_w/nR$
		Agree		Disagree			
		SA (4)	A (3)	N (0)	D (2)	SD (1)	
1	I often receive praises from the hierarchy for good performance which makes me feel good to perform my best as a teacher.	24 (96)	52 (156)	8 (0)	14 (28)	6 (6)	2.60
2	PCC gives award to workers to appreciate performance.	18 (72)	66 (198)	10 (0)	8 (18)	2 (2)	2.77

3	PCC provides teachers with sufficient pedagogic materials to ensure effective teaching	8 (32)	46 (138)	6 (0)	32 (64)	10 (10)	2.39
4	The classroom environment is conducive and encouraging for effective teaching and learning	14 (56)	60 (180)	12 (0)	18 (36)	2 (2)	2.58
5	The salary is good and encouraging teachers to teach happily	0 (0)	20 (60)	8 (0)	48 (96)	24 (24)	1.96
6	The working hours are adequate and encouraging to ensure productivity.	2 (8)	28 (84)	10 (0)	44 (88)	20 (20)	1.92
	Total	66 (264)	272 (816)	74 (0)	164 (328)	64 (64)	620 1472
		338(54.5%)		8.7%	228 (37.8%)		100
<b>Mean Value</b>							2.37

Table 3: Motivation of workers

Mean opinion	Percentage Agree	Percentage Disagree	Percentage of indecision
2.37	54.5	36.8	8.7
Number of Response = 97		Critical mean value = 2.00	

In reaction to the relationship between educator motivation and teaching effectiveness in PEA schools, more than half (54.5%) of the respondents agree (mean of 2.37) while more than a third (36.8%) disagree and less than a tenth (8.7%) are undecided. This shows that motivation is not sufficient enough even though, there are financial and non-financial methods of motivation of PEA secondary school workers.

This is greatly supported with results from focused group discussion conducted with workers of PEA as stated below:

1. Workers are motivated financially and non-financially. However, they need more motivation to improve on their performances so as to be more effective in delivering.
2. Respondents observed that science teachers are not motivated enough as they do not take ‘milk’ after working in the laboratories during practical sessions. Science teachers put in more hours yet their practical periods hours are not considered. Science teachers want to be motivated differently because of the more hours they put in.
3. They also observed that some administrators of some colleges are appointed not because they have administrative skills or based on recommendations from principals, but based on “man-know-man’ and tribalism/favouritism bases. They regretted the fact that this has caused a downfall in many of the PCC colleges.
4. Administrators are not selected and appointed from within as recommended by principals, orders come from above and potential administrators based on commitment and performances are left in the classroom only.

5. Salaries are not enough for workers of Presbyterian secondary schools to send their own children to the schools in which they teach. What they have is just a hand to mouth wage.
6. Teachers are not allowed to take part time teaching in other schools.
7. Some schools do not have toilets and urinaries for teachers.
8. Teachers work round the clock with low salaries as compared with Synod Office drivers who are better paid than PEA workers.
9. PEA teachers are not comfortable with treatment and motivation procedures.
10. During audits, auditors come with some pre-conceived ideas about the authority in place.
11. Duty post allowances are not paid to them by some principals.
12. The hierarchy of the Church undermines the values of the PEA workers. They gave example that during Church ‘big’ occasions like inductions of Moderator, PEA workers are never recognized.
13. Staff posted in colleges in cities like Douala and Limbe be given special consideration as far housing allowances are concerned.
14. ISTP as the only available training facility are not sufficient to fill in the void in teachers. ISTP seminars are only for newly recruited teachers.

As to why they are committed to their services, a majority of teachers said that it is just because they do not have any other alternatives; they will leave if they had one. Thus, their commitment is just because they lack where to go. However, some said they are committed and will not leave even if there are better alternatives. These were their reasons:

1. Lot of blessings even with the little they have as payment/motivation by the church.
2. The love and attachment to the students they are teaching,
3. Family ties
4. They expect a spiritual dimension: payment in heaven.
5. Failure on the part of the Cameroon government for not creating jobs in the public sector
6. Bribery and corruption on the part of the public sector when employment is concerned
7. Poverty
8. Discrimination against Anglophones by Francophone

Table 4: Opinions on what to be done to better motivate workers of Presbyterian secondary schools.

SN	Strategies to motivate workers	Frequency	Percentages
1	Individual motivation from public	12	7.79%
2	Promote excellent teachers	24	15.58%
3	Reduce workload and improve salaries	18	11.69%
4	Letters or certificates of recognition	34	20.08%
5	Improve infrastructures and working conditions	16	10.39%
6	Bi-annual increase of salaries and allowances	50	32.47%
	Total	154	100.0%

On what the PCC should do to motivate her workers; the following responses were made by the respondent:

*Bi-annual increase of salaries and allowances*  
*Letters or certificates of recognition*  
*Promote excellent teachers*  
*Reduce workload and improve salaries*  
*Improve infrastructures and working conditions*  
*Individual motivation from public*  
*Housing allowances in Douala and Limbe cities be reconsidered.*

These suggestions are indications that PCC secondary schools need to improve and change her ways and methods of motivating her workers to ensure productivity. In addition to what is being done as far as motivation of staff is concerned, one of the principals said they motivate teachers who perform outstandingly in external examinations. In some secondary schools, cash benefits are given. College D administration and PTA gives the sum of 50.000frseach respectively summing up to 100.000frs to teachers whose subject scored 100%. In addition, a cow is slaughtered and divided to all the workers during Christmas periods. In some schools, only praises and certificates of recognition are awarded. Ex-students of some secondary schools also give awards to teachers whose subject score outstanding performances (100%) in external examination. Sometimes, food stuff (like rice, vegetable oil, cow meat etc) is also given to workers during Christmas seasons. Some of these financial and non-financial motivations are given to workers of PEA depending on the administration on the spot. A PEA worker whose children attain PEA colleges has 60% reduction from boarding fees.

Table 5: Teacher satisfaction measurement.

S/N	Statements	Response Options					Mean Values $\frac{\sum R_w}{nR}$
		Agree			Disagree		
		SA (4)	A (3)	N (0)	D (2)	SD (1)	
1	I am happy with the work I am doing	40 (80)	28 (144)	8 (0)	8 (16)	0 (0)	1.85
2	I feel motivated to give the best of myself	16 (64)	50 (150)	10 (0)	14 (28)	14 (14)	2.52
3	I have not learnt anything after joining the PCC education sector in my capacity	8 (32)	26 (78)	16 (0)	40 (80)	12 (12)	1.98
4	The PCC educational sector/management has help me to develop my capacity in my field of work	26 (104)	52 (156)	6 (0)	12 (24)	8 (8)	2.56
5	The working conditions are satisfactory and encouraging	16 (64)	48 (144)	8 (0)	26 (52)	6 (6)	2.56
6	My colleagues are up to the task	14 (56)	64 (204)	8 (0)	12 (24)	6 (6)	2.62
7	The training offered makes our students more competitive on the job market	8 (32)	38 (114)	16 (0)	40 (80)	4 (4)	2.17
	Total	128 (512)	330 (990)	72 (0)	152 (304)	50 (50)	732 1856

		458 (62.6%)	9.8%	101(27.6%)	100%
<b>Mean Value</b>					2.54

**Table 6: Teacher Satisfaction**

Mean opinion	Percentage Agree	Percentage Disagree	Percentage of indecision
2.54	62.6	27.6	9.8
Number of Response = 97		Critical mean value = 2.00	

More than three-fifths (62.6% and a mean value of 2.54) of the respondents generally agree with more than one-quarter (27.6%) of them disagreeing and less than one-tenth (9.8%) being undecided about their productivity resulting from motivation. This is slightly above the critical value. This researcher thinks that this level may be attributed to other motivating factors such as “work for God” for little salary. Majority of PEA teachers are not happy working with Presbyterian secondary school. Score recorded an average of (1.85) below the critical value. B. Suggested strategies from form five and high school students of some selected Presbyterian secondary schools of 2014/2015 and 2017/2018 academic years: All of the 20 students interviewed had the following as suggestions to school administrators and teachers for students’ performance.

1. Highly skilled Principals and other school administrators be appointed to manage the Presbyterian secondary schools.
2. Environment of learning be improved upon to meet the modern standards. This will attract students as well as motivate teachers and administrators to be effective so as to meet up with the objectives of schools.
3. The PEA should recruit trained teachers and NOT advanced levels holders.
4. Teachers and administrators should work with the fear of the Lord.
5. Students advised that the church should consider longevity in service in appointments and promotion of her staff.
6. PCC should boost the PEA by elevating the well-being of teachers. They will feel motivated and produce better results.
7. They suggested practical lessons, equipped laboratories and exposure of students in these laboratories.
8. Secondary schools should adapt to the changing digital world.
9. They encouraged science, technology, engineering and mathematics to current students as better options to face the changes in the technological world.
10. Encourage other skills and talents out of the classroom which could help students earn a better leaving after school if they cannot find ‘white collar’ jobs.
11. Build a strong spirit of entrepreneurship in students so as to boost the private sector and not to depend too much on the government.

The findings reveal that financial and non-financial motivation of PEA workers influences students’ performance of her secondary schools in Anglophone - Cameroon to a certain extent. These financial and non-financial motivations averagely influence the effectiveness and efficiency of the PEA. It has an average value of 2.37. This implies that there is a problem of motivation of her workers. This is an indication that PCC secondary schools need to improve and change their ways and methods of motivating her workers to ensure productivity. This is in line with Mbua (2003) who stated that motivation leads workers to derive job satisfaction, which will likely produce effectiveness and efficiency

at their job. Mbua further stated that, ‘neither regulations nor resources, neither technical innovations nor programmes reorganizations, can significantly alter school performance if the teacher motivation system fails to energize and shape teacher behaviour in ways that link educational programme requirements to students learning need. If the Presbyterian secondary schools financial and non-financial motivations influence efficiency/effectiveness is just slightly above the expectation, it contradicts Mbua’s point above. Therefore, for the Presbyterian secondary schools to uphold and sustain her effectiveness and efficiency, she has to change and intensify her human resource management motivation mechanism. When workers are motivated, they are likely to be more effective and efficient. This leads them to derive job satisfaction, which is also likely to produce effectiveness at the job side leading to productivity as stated by Mbua (2003).

### **Facilities**

The study reveals that teachers and administrators of the PEA are not happy with the conditions at work in terms of resources and facilities put in place as earlier discussed on ‘insufficient or no resources for worker training and development’. The findings are in conformity with the 2006 draft document of the sector wide approach whereby observations were made that teacher of secondary schools in Cameroon generally were de-motivated and felt dissatisfied with a profession that no longer guarantees an image-enhancing social status had comparative end-of-career indices. Teachers general had a feeling at that period that their leaving standards have dropped in relation to the gross national product in relation to other professions with the same indices. From the findings, PEA teachers; 14 years after, still feel same.

This could be the feelings of secondary school teachers in Cameroon in general. This was evident in the findings whereby workers of PEA want salary and other financial motivation increased and improved. Non-financial motivation can be interpreted as improvement in facilities and other resources including collaborations and taking part in major decision making.

Ford (1992) stated that in designing and implementing programmes to motivate individuals, facilitation should be the guiding concept. Fords believes that if workers are viewed as collaborators and individuals as well as organizational goals are respected, then emotions, values and expectations can be accounted for and respected. It seems as the PEA management staff are only exploiting her workers’ talents and skills without enough motivation in regard to individual and institutional goals. From the findings, both Science and Arts teachers pointed to the fact that science teachers are not given milk after practical lessons where they are exposed to poisonous substances.

More still, they complained that extra time is used without compensation. Teachers said that the mission cages them completely. Teachers are not allowed to explore other resources of income generation in other to be more comfortable. Frequent transfers demotivate them. Teachers are not sent for further training. This contradicts Titanji (2017) very strong recommendation of teacher growth which has effect on students’ outcome. All these affect their inputs in the teaching and learning industry during the processing process. The man power used to manipulate the students through the eclectic teaching methods, proper delivery of lessons using the process in place, influenced by the provision of motivation, will produce a productive academic institution. This supports Shrestha (2005) view on productivity which she sees it ‘as the efficient use of resources - labour, capital, materials, energy and information in the production of goods and services. It was earlier stated in chapter one that the educational sector is seen as a productive

function and PCC educational sector in particular is considered as one of the business institutions. The expected outcomes of a highly motivated institution are:

- positive worker turnover,
- no absenteeism,
- positive worker perceptions,
- high student's performances,
- employability of graduates, enabling teaching and learning environment as stated by Blaise, Richard, Christopher & Douglas (2009), Lazear and Shaw (2008).

The findings reveal that some workers of Presbyterian secondary schools are motivated or committed to work due the following other factors:

- Lack of other alternatives; no other jobs available
- The importance of the job to the teacher and family. That is the only source of income for the family
- Christian beliefs and conviction that payment is in heaven.
- The blessings that accompany the little salaries and benefits they receive.
- Love and attachment to students
- Family ties
- Bribery and corruption in the public sector etc.

These points are in addition to the points raised in Bandura (1986) as enhancing factors of workers motivation. They are:

**Self-efficacy:** The extent to which goals seem achievable is determined by an individual's sense of self-efficacy, the individual's judgment of his or her own "capabilities to organize and execute courses of action required attaining designated types of performances" (Bandura, 1986). This is evident in the findings whereby 100% of the respondents were confident that they have the required skills for the task assigned to them. Self-efficacy influences motivation through its effect on the direction and persistence of behaviour. If employees feel more confident in their abilities, they are more likely to see goals as achievable and worthy of their effort. Higher levels of self-efficacy often are associated with better performance, because individuals who believe that they can accomplish a goal are more likely to expend the necessary effort and persist in the face of obstacles (Bandura, 1988; Bandura & Cervone, 1983, 1986; Early & Lituchy, 1991).

According to Latham & Frayne (1989) enhancing employee self-efficacy to overcome obstacles affecting the ability to come to work can increase job attendance among public and private employees. The Presbyterian management staff of the PEA should in addition to what motivate her workers, seek for ways to enhance self-efficacy This can be done through consistent worker development in the acquisition of new skills and in subject matter up grading (Titanji 2017).

**Job Importance:** Respondent acknowledges job importance as a motivating factor. The importance of working with the PEA as a means to raise money for the family and the blessings it brings notwithstanding the spiritual expectations: payment in heaven. All these according Ulasi (2011), is the ability to regard performance objectives as important. If employees do not perceive their job to be important or meaningful, they may have little reason to be motivated to perform their work. Thus, it should be an obligatory task for

the human resource management department of the PEA to ensure that all the workers and not a few see their job importance, through the importance she set on students' performance and the joy/sacrifices she places on paying the wages of her workers.

The concept of job importance is salient in understanding the contributions public and private service motivation and organization mission make toward organization performance as stated by Ulasi (2011). She stated the following ways in which organizations can affect the employee's perceptions of goal importance. They are:

- a) Managers can persuade employees that their jobs are important by providing a convincing rationale for their work tasks. One way managers may attempt to do this is by linking the job performance directly to organizational performance.
- b) Task significance, if employees can see how their work contributes to achieving important organizational goals, then they are more likely to see their work as meaningful (Wright, 2001). In the public/private sector, however, this aspect of goal setting may be particularly salient because the link between individual and organization goals may extend beyond the boundaries of the organization (Perry & Wise 1990, Rainey & Steinbauer, 1999).
- c) Klein (1991), suggested that in addition to the intrinsic rewards provided by the nature of the job or function of the organization, organizations may also make assigned performance goals important to the employee by providing appropriate extrinsic rewards which must be contingent on performance if they are to act as performance incentives.

Still based on commitment of PEA staff to services, their reasons raised above are supported by Meyer and Aalen (1999) normative theory in a commitment model which explains that commitment to an organization is a psychological state, and that it has three distinct components that affect how employees feel about the organization that they work for.

The three components are:

- Affection for your job ("affective commitment").
- Fear of loss ("continuance commitment").
- Sense of obligation to stay ("normative commitment").

This model is used to increase commitment and engagement in a team, while also helping people to experience a greater feeling of well-being and job satisfaction. PEA workers seem to have been committed on their services based on these reasons raised by Mayer and Aalen in their model.

### **Worker motivation in relation to theory McGregor 1960**

It is evident that majority of workers of PEA are not motivated to work due to any of the control mechanism put in place as stipulated by traditional views of management which is aimed at creating a controlled environment in the work place. However, the few who are committed due to tide control mechanism are acknowledged in this study. Why PEA workers are committed to work despite the slightly above average expectations of human resources management could be related to Legge (1998) hard model traditional view of management which is aimed at making a control environment in the workplace by tight rules and regulations, order, authority, strict supervision etc. Legge (ibid) asserts that human resource, in a firm is to be equated and be utilized like other resources hence a maximum output is expected through a productive means. She expresses that hard model

sees human resources as an economic resource. Guest (1997) bears a similar view. He notes that hard model considers human resource as an economic resource or commodity or like a new technology. Hence, the performances or output of PEA are expected to be reinforced through using tight control strategies like, rules, regulations, more supervision and disciplinary sanctions etc.

**Methods of Motivating employee:** From the findings, PEA motivates her workers financially and non-financially. This is in line with literature review where two main methods of motivating employees are identified. They are: financial and non-Financial Motivation. These methods are in line with Ulasi (2011), who sees methods as both are powerful forces in determining the drive, productivity, and effectiveness of every company employee. Financial motivations consist of: Salary increases, profit-sharing, incentive travel and paid time-off while non-financial motivations consist of: goal-setting, communication, responsibility, and flexibility. PCC in general motivate her workers financially with the following methods: function allowance, salary top up, motor car allowance, telephone allowance (only for duty post workers) and a percentage of staff medical bills as stated in PCC treasury document (2017).

Evident in Maslow (1954) theory of needs, Educators and learners in Presbyterian secondary schools equally, are supposed to be motivated to work harder either to change from one stage to another higher stage and or to perform better in internal and external examinations on the part of students. This will go a long way to sustain the effectiveness of the secondary schools of the PEA in Cameroon. The desire to change level for instance: teacher to administrator, to mentor, responsible senior staff; Discipline master/mistress to vice principal, vice principal to principal, principal to PEA higher level management staff in the education secretariat; projection to the office of the minister of education in Cameroon, will be the drive to PEA worker motivation. This desire can only be attained through the proper use of PA results as already discussed.

Lawler's (1973) integrated theory is associated with the motivation of employees as well as the organization. This falls in line with Mbua (2004) highlights on the 'task and persons' oriented' nature for organizational effectiveness. Lee (1999) describes three levels of motivation:-the individual level, the individual interactions with the organization through his or her role in the organization and the psychological outcome received by the individual with the interactions of the individual, organization and the organizational environment.

Without collaboration and respect, Lee (1999) stated, motivational programmes may produce short-term efforts but in the long-term, they are likely to flounder or even boomerang. It is evident that PEA is currently experiencing this stage in her teacher-student-ratio as revealed by the findings. She has been systematically experiencing a low teacher-student ratio. At the time of 2016, teacher-student ratio was 1:14. This had been one of the problems this researcher is out to address. Lee further stated in order words that when individuals feel coerced or manipulated, they often lose interest in the activities even when the motivational strategies were intended to be positive and rewarding. From the results of this study, it seems as some PEA workers feel exploited or manipulated. This may be a factor to attribute to the fact that GCE results of Presbyterian secondary schools by grades are always poor.

Human relations can also act like a motivating factor in human resource management to influence productivity. Glickman (1985) and Titanji (2017) described this kind of relationship in an educational establishment ‘a call beyond oneself’ and emphasized that it should be the ‘norm’ for effective schools. Enabling teaching and learning environment is another motivating factor in teaching/learning process. PCC Secondary schools are recommended to inculcate these virtues in their educational establishments for greater productivity.

According to the integrated theory developed by Lawler using expectancy theory of Vroom (1996), motivation is a combination of three factors: how much one wants a reward (valence), one's estimate of the probability that effort will result in successful performance (expectancy), one's estimate that performance will result in receiving the reward (instrumentality). A worker of the PEA secondary school is expected to be motivated to impart knowledge to learner. This should be the drive to be engaged in the teaching field. Vroom calls this drive, ‘valence’. A teacher will then reflect on what is expected of him/her to impart this knowledge to the learner. This will drive him/her to training and development. After having the desire to impart knowledge to a learner and equipping the teacher, he/she will have to get into the teaching and learning industry as an instrument of learning. Vroom calls it instrumentality. All these brought together motivates the teacher to work towards effectiveness and efficiency of the PEA secondary schools in Cameroon.

### **GCE Ordinary and Advance level results**

If the productivity of the Presbyterian secondary schools is measured using GCE results, then two major issues shall arise:

Results by percentages are apparently good (above 90% each time averagely)

Results by grades are very poor (about 60% with C grades).

The same holds for O/L Commercial and both A/Ls general/commercial. This implies that, there is a need of human resource management, with the proper and effective use of personnel appraisal, personnel development and motivation as some of the means to teacher quality to influence effectiveness in students’ performance GCE examinations.

The numbers of passed grades are more than the numbers of failed grades. However, to strongly state that students performance are very high in Presbyterian secondary schools in Anglophone - Cameroon; and also considering the fact that children in boarding schools have more time to study and less distractions, one expect to see majority of students scoring A and B grades at the end of course examinations. This has not been the case with grades of candidates from selected Presbyterian colleges in Anglophone - Cameroon. Commercial GCC results need improvement in performance to be qualified as very high students’ performance (productive) in this aspect.

Special college ‘D’ 2015-2017 results used as control school proved that Presbyterian secondary schools needs great improvement as far as end of course examinations in terms of quality are concern. The results were not really different from other selected colleges for a five years period.

From the quality of staff in terms of academic qualification, one expects excellent results. However from the findings, staff seem not happy due to the inefficient and improper use of personnel appraisal, personnel development, and motivation by the authority and stakeholders of the Presbyterian secondary schools.

**Suggested strategies from students of Presbyterian secondary schools:**

All of the 20 interviewed had the following as suggestions to school administrators and teachers for students' effective/efficient productivity.

Environment of learning be constructed to meet the modern standards. This will attract students as well as motivate teachers/administrators to be effective so as to meet the objectives of schools. This suggestion is also in line with Titanji (2017).

Longevity in service be considered in appointments and promotion of her staff. Ex-students were not happy seeing some of the teachers who taught them still in the classroom without promotion. This suggestion is also in line with Titanji (2017) and Mbua (2003).

PCC should boost the PEA by elevating the well-being of teachers. Teachers will feel motivated and produce better results. This suggestion is also in line with Titanji (2017).

Practical lessons, equipped laboratories and exposure of students in these laboratories were recommended. Science, technology, engineering and mathematics be encouraged to current students as better options to face the changing and technological world.

Presbyterian secondary schools should build a solid foundation through professionalism. PEA should work on personnel development of teachers/administrators. Thus is also in accordance with Titanji (2017)

**Recommendations**

Based on the findings of this study, several recommendations are proposed to improve teacher motivation and, consequently, enhance teaching effectiveness and educational productivity in Presbyterian Education Authority (PEA) secondary schools in Anglophone Cameroon. Since motivation was found to be a significant, though limited, determinant of teaching effectiveness and students' academic performance, the PEA should adopt a more comprehensive and sustainable teacher motivation framework that integrates both financial and non-financial incentives.

The management of Presbyterian secondary schools should strengthen its financial motivation policies to improve teachers' commitment, job satisfaction, and retention. In particular, the PEA should adopt selected financial incentive strategies proposed by Ulasi (2012), including profit-sharing schemes for teachers who have completed at least five years of continuous service, periodic salary and allowance reviews through bi-annual increments, and the provision of paid leave to promote staff well-being. These measures would not only enhance teachers' morale but also encourage long-term commitment to the institution. Furthermore, the exemplary motivation practices implemented by the administration and Parent-Teacher Association (PTA) of College D should be documented and replicated across other PEA secondary schools as a model of best practice. In addition, the PEA should introduce a tuition waiver policy for the children of its teachers in all Presbyterian secondary schools as a meaningful welfare incentive that recognizes teachers' contribution to the mission of the institution.

Beyond financial rewards, greater emphasis should be placed on non-financial forms of motivation, which the findings revealed to be highly valued by teachers. School administrators should institute regular systems of recognition by presenting letters of appreciation, certificates of excellence, and public commendations to outstanding

teachers. Such recognition fosters professional pride, increases morale, and reinforces a culture of excellence. Promotion should also be based on merit, with teachers who consistently demonstrate exceptional performance being considered for accelerated promotion and leadership responsibilities.

The PEA should further improve teachers' working conditions by reducing excessive workloads through equitable staff deployment and recruitment where necessary. Adequate teaching and learning facilities, including classrooms, instructional materials, staff offices, and technological resources, should be provided and maintained to create a conducive teaching environment. Continuous professional development should also be prioritized by regularly sponsoring teachers to participate in workshops, seminars, conferences, and advanced training programmes that enhance pedagogical competence and instructional effectiveness.

Finally, the PEA should establish a transparent and merit-based career progression policy that recognizes long-serving and dedicated teachers. Teachers who have rendered at least ten years of satisfactory service should be systematically considered for promotion, administrative appointments, and leadership positions based on clearly defined performance criteria. Such a policy would strengthen teachers' sense of career security, institutional belonging, and professional commitment, ultimately contributing to greater effectiveness and efficiency in the delivery of quality education within Presbyterian secondary schools in Cameroon.

### **Conclusion**

This study concludes that teacher motivation is a fundamental prerequisite for improving teaching effectiveness, efficiency, and educational productivity in Presbyterian Education Authority (PEA) secondary schools in Cameroon. While motivated teachers are more likely to demonstrate greater commitment, professionalism, and instructional effectiveness, the findings reveal that the positive influence of motivation remains constrained by persistent structural and financial challenges, including inadequate remuneration, poor working conditions, limited opportunities for professional growth, and insufficient institutional support. Consequently, the full potential of teacher motivation as a driver of quality education has not been realized within the PEA school system.

To address these challenges, the study advocates a dual motivation strategy that combines both financial and non-financial incentives. Financial motivation should be strengthened through regular bi-annual salary reviews, profit-sharing schemes for long-serving staff, and tuition waivers for teachers' children. At the same time, non-financial motivation should be enhanced by recognizing outstanding performance, reducing excessive workloads, expanding opportunities for professional development, improving school infrastructure, and establishing transparent promotion and career advancement systems. Implementing these complementary strategies would enhance teacher morale, increase job satisfaction, improve staff retention, and ultimately lead to better student learning outcomes.

Overall, the findings make an important contribution to educational policy and practice in Cameroon by demonstrating that effective teacher motivation requires context-specific approaches that reflect the realities of faith-based educational institutions. The study therefore provides empirical evidence to inform policy reforms aimed at strengthening

teacher welfare, institutional effectiveness, and the long-term sustainability of mission-based secondary education.

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