

Motivational Factors Influencing Lecturer Performance: Evidence from Universities in Ghana

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Abstract: *Ghana's higher education system is currently experiencing a fast and significant change, driven by a substantial increase in student enrollment as a result of the proliferation of universities and the implementation of the free senior high school policy. The purpose of the study is to examine motivational factors influencing the performance of lecturers with evidence from universities in Ghana. The study is positioned in the positivist paradigm. The study adopts a cross-sectional research design. The quantitative research approach is adopted in the study to quantitatively measure the various motivational factors that influence lecturers' performance in Ghana. Descriptive and explanatory research designs were utilized. The study population is all 68 universities in Ghana, including both private (44) and public (24) universities. A sample size of 400 respondents was drawn using the purposive and convenience sampling techniques. Primary data for the study was collected using questionnaires. Data was analyzed using the Statistical Package for Social Sciences (SPSS) version 24. Findings from the study show a wide range of factors; salary, opportunities for promotion, social factors, a conducive learning environment, and intrinsic factors like a passion for their work, have a major impact on lecturers' performance. Salary was found to be the most important extrinsic incentive, while intrinsic motivations like a love for one's work were also very important for lecturer performance and satisfaction. Significant relationships between these motivational factors and lecturer performance were found in the research, highlighting the significance of these factors in creating a supportive work environment. Regarding the availability of motivational factors at their universities, lecturers' perspectives showed a varied picture. The study recommends that universities should; (1) place a high priority on expanding grant availability, encouraging positive social interactions, and maintaining open promotion procedures, (2) prioritize competitive salaries to draw and keep proficient lecturers, and (3) conduct periodic surveys and feedback methods in order to continuously evaluate and enhance the accessibility and efficacy of motivational factors.*

Keywords: motivation, intrinsic, extrinsic motivation, lecturer performance

INTRODUCTION

Universities serve as the catalysts that drive innovation and transform future generations. Lecturers, who are vital to these institutions, have significant impacts on student learning results and the reputation of the institution. Hence, their success directly impacts the quality of higher education. Increasing evidence highlights the direct relationship between lecturer motivation and their level of effectiveness. In a 2021 meta-analysis conducted by Farooq et al. (2021), which examined 82 papers, a strong positive correlation was discovered between lecturer motivation and student learning outcomes. Similarly, Jang et al. (2020) discovered that lecturers who were enthusiastic and motivated were more likely to utilize cutting-edge instructional techniques, resulting in increased engagement from students. Gaining insight into the motivational factors that influence the performance of lecturers in Ghana is essential for devising tailored methods to enhance their contributions.

Historically, studies on lecturer motivation primarily concentrated on extrinsic factors such as salary, workload, and prospects for promotion (Açıkgöz et al., 2020). Recent research emphasizes the growing significance of intrinsic motivators such as intellectual stimulation, the aspiration to have a lasting influence on students' lives, and chances for professional growth (Cheung et al., 2022; Gurbuz & Sahin, 2022; Vărga et al., 2020). In a survey conducted in 2023 by the International Association of Universities (IAU), it was discovered that more than 70% of lecturers worldwide saw a decrease in their intrinsic motivation. This loss was attributed to causes such as excessive workload and a lack of possibilities for professional growth.

This change in emphasis corresponds with Self-Determination Theory (SDT), a well-established theory in the field of educational motivation research (Deci & Ryan, 2000). According to SDT, human motivation thrives when three essential psychological needs are satisfied: autonomy (feeling of having control over work), competence (perceived capacity to perform effectively), and relatedness (sense of connection to colleagues and students). There is insufficient amount of research in Ghana that examines how motivational factors and lecturer performance interact, especially when seen within the framework of Self-Determination Theory (SDT). Although the research conducted by Boateng et al. (2023) and Osei-Frimpong et al. (2024) indicates that promoting lecturer autonomy and competence might have a positive effect on their teaching, there is still a lack of complete knowledge on the motivational factors influencing Ghanaian lecturers.

In addition, current studies typically fail to consider potential distinctions between public and private universities in Ghana. Public universities generally handle larger class sizes, as seen by a 2022 report from the Ghana Universities Association (G.U.A.), which states an average student-to-lecturer ratio of 45:1. Public universities may also provide less competitive compensation packages in comparison to private ones. Private institutions may place a higher emphasis on research production rather than instructional competence. The divergent settings are expected to have a varied impact on the motivation of lecturers (James & Wilkinson, 2020).

Problem Statement

Ghana's higher education system is currently experiencing a fast and significant change, driven by a substantial increase in student enrollment as a result of the proliferation of universities and the implementation of the free senior high school policy (World Bank, 2023). The growth emphasizes the crucial significance of lecturers, who are the essential drivers in these establishments (Altbach et al., 2020; McKay et al., 2019). Their unwavering commitment, specialised knowledge, and motivation directly contribute to the academic achievements of students and the overall success of the institution. However, in addition to pedagogical skills, the performance of a lecturer depends on a complex interplay of motivational factors, which have not been thoroughly examined, especially in the Ghanaian setting.

Previous studies underscore the complex and diverse aspects of lecturer motivation, including both internal and external factors (Ryan & Deci, 2017). Lecturers who are intrinsically motivated, motivated by a strong desire to teach and an insatiable desire for knowledge, are more inclined to embrace innovative teaching techniques and cultivate a higher level of engagement from students (Jang et al., 2020). On the other hand, external factors like competitive salaries and well-defined opportunities for promotion have a major impact on job satisfaction and the ability to retain lecturers, which may influence their performance (Hanushek et al., 2019; Van der Heijden et al., 2020).

The global higher education sector is undergoing a significant change, with a growing emphasis on the well-being and motivation of lecturers as crucial factors for the success of students (Brewster & Conrad, 2020). Nevertheless, the situation in Ghana offers unique challenges and possibilities. Although certain research has examined individual motivational factors separately (Asare et al., 2018), an exhaustive understanding of the motivational landscape of Ghanaian lecturers is still lacking. The lack of understanding in this area prevents universities from effectively developing a highly motivated and motivated faculty of lecturers. Prior studies conducted in countries other than Ghana indicate a positive relationship between motivation and lecturer performance. However, it is uncertain if these findings can be directly applied to the cultural setting of Ghana (Narasuci et al., 2018; Rina & Kusuma, 2017). Moreover, the research conducted in Ghana is restricted to a scanty study that just examines private universities (Ocansey & Yamoah, 2013). This underscores the necessity for a more extensive examination that includes both public and private institutions.

Research Objectives

The general objective of this study is to examine motivational factors influencing the performance of lecturers with evidence from universities in Ghana.

The specific objectives are;

1. To identify the existing sources of motivation that are used to enhance the performance of lecturers in Ghana.
2. To assess the perceptions of lecturers regarding the availability of these motivating factors at their Universities.

3. To examine the intrinsic and extrinsic motivational factors that influence the performance of lecturers in Ghana.
4. To examine the extent to which lecturers are satisfied with the motivational factors existing within universities in Ghana.

Hypotheses

The following hypotheses were developed;

H1: Love for career has a positive effect on lecturer performance.

H2: Salary has a positive effect on lecturer performance.

H3: Promotion has a positive effect on lecturer performance.

H4: Social factors have a positive effect on lecturer performance.

H5: Code of conduct has a positive effect on lecturer performance.

H6: Classroom environment has a positive effect on lecturer performance.

Significance of the Study

This study clarifies the complex interplay of variables affecting Ghanaian lecturers' motivation. This information is crucial for developing evidence-based practices and policies that support the development of a thriving academic ecosystem. Many stakeholders find great appeal in this study programme. The results of the study can be utilised by university administrators to customise motivating methods to attract in and keep top-notch faculty members, hence improving the institution's standing and academic achievements of students. A better grasp of their motivating requirements will help lecturers themselves, giving them the ability to push for changes inside their institutions. This research can be used by national policymakers to guide the creation of policies that support Ghana's flourishing academic staff and strengthen the country's standing in the world knowledge economy. The study closes a gap within this field of research in the sense that a lot of work has been done globally on this topic of motivational factors and employee performance in industries. Still, less attention has been given to the academic side, thus lecturers' performance, most especially in Ghana. So far, in peer-reviewed papers on the topic, only one has been on private universities. This study seeks to blend private and public universities to get a general view of the motion onboard. The findings emanating from the study will be helpful to all stakeholders of universities in Ghana. The study will immensely contribute to the existing literature on motivational factors influencing the performance of lecturers, thereby assisting future researchers in their academic discourse. Findings from the study will enlighten managements of universities in Ghana to formulate effective motivational packages' and programs to help get lecturers very committed in discharging their duties hence translating into enhanced performance. Government agencies such as the Ministry of Education would get to know various ways of ensuring that lecturers provide the best education to students as well as help shape the future of the country through the provision of the best quality education. This study will provide a more realistic finding since it cuts across both public and private universities in Ghana as well as relates how factors of motivation will impact the performance of lecturers.

LITERATURE REVIEW

This section provides an extensive literature base for the study. It consists of conceptual reviews on the topic, theoretical reviews, empirical reviews, and conceptual reviews on motivational factors influencing the performance of lecturers.

Concept of Motivation

The definition of motivation comes from Latin "movere" (to move) and can be represented as the processes that account for the strength, direction, and persistence of effort of a person (Baron, 1991). Motivation is something that sparks a movement, something that in many cases helps people perform or act. Motivation, according to Vroom (1964), is defined as a mechanism that governs individuals' choices between alternative modes of voluntary action. Broussard and Garrison (2004) described motivation as the attribute that motivates someone to do or not do anything. Also, Maduka and Okafor (2014), motivation refers to an individual's desire to do more to achieve specific goals. Many studies often describe factors that inspire lecturers, but their results vary slightly depending on the research population (Gautreau 2011; MacDonald, Yanchar, & Osguthorpe, 2005; Schifter, 2000). High pay and personal growth are key drivers of university lecturers. Carefully designed incentive programs with high salaries, personal growth opportunities, fringe benefits and non-monetary incentives should be considered (Yamoah & Ocansey 2013). Hanaysha & Majid (2018) found that employee motivation has a strong positive impact on employee productivity. The impact of employee motivation on organisational performance is positive and statistically important. These findings bring extreme importance to policymakers in the education sector in terms of the importance of employee engagement if they want to increase organizational efficiency and competitiveness. A wealth of research Scott (2017) affirms the value of motivating teachers to keep our precious future leaders, our pupils, on track and aspiring for excellence.

Motivational factors

Motivating factors also known as 'satisfiers' are those factors that are directly and indirectly concerned with the satisfaction gained from rendering a service or performing a duty (job) often lead to satisfaction because of the need for growth and a sense of self-achievement. Some of these factors are Pay, achievement, recognition, work or additional responsibilities, promotion, job security and opportunity for advancement. These in one way or the other affect the performance of a person's job being it negatively or positively depending on its presence and absence.

Types of Motivation

The main types of motivation include intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation can be described as an activity undertaking, as an interest, devoid of external incentive; and personal satisfaction resulting from self-initiated achievement. Scott (2017) indicates that lecturers do not put much emphasis on accolades like trophies, job titles,

or time off because they still spend their time engaged in some kind of teaching during their time off. Covey (2008) "Lecturers feel a sense of dignity and pride in their work is treated with respect. They want their talents used and grown " (p. 36). Hewertson (2014) also argues that we need to recognize "intrinsically most important" personal values because they are our "greatest source of joy when you live them, and your greatest source of discomfort when you don't." Intrinsic motivation occurs within a person, resulting in the continuity of objectives that can be met, both organizational and individual goals. Increased employee motivation correlates with increased employee efficiency. "The intrinsic motivation has a positive and significant effect on employee success," Sunarsih said (2017). Motivation plays a crucial roles in employees' performance (Ali et al., 2016). "Employee efficiency is motivated, says Robescu & Iancu (2016). According to Shin & Grant (2019), intrinsic motivation affects employee/employee efficiency in the workplace. High levels of intrinsic motivation increased and optimized output (Bhuvanaiah & Raya, 2015).

Extrinsic Motivation

Extrinsic motivation consists of actions inspired by external incentives like money and recognition. This motivation is largely driven by sources outside the participant, not by intrinsic interest in the practice (Hewertson, 2014). Again Locke & Shattke, (2018) indicated that the activities that make us feel healthy, relaxed, satisfied, contented and joyful. Certain behaviours have more aim than just the enjoyment of participating in them, those commitments are not merely intrinsic. That's a mixed incentive (both intrinsic and extrinsic). Pure motivation means doing something for fun. Regarding extrinsic motivation, this study shows that extrinsic motivation does everything to gain some potential benefit. The emotional attachment is to feel happy.

Lecturer's Performance

Lecturers are workers of different universities and their performance results from a synergy of many variables (Handayani, et al., 2020). Performance is a measure of what employees do and what do not (Robbins & Judge, 2011). Every job has certain requirements to achieve work objectives or standards (Bangun, 2012). Performance is the value achieved within a given period by a job or profession's functions or indicators (Runhaar, 2017). Higher education or educational institutions want high-quality academics. To succeed in today's education sector, university leaders and lecturers must build and promote proper job security (Maharjan, 2012). Lecturers are expected to obtain excellent research performance (Tang et al., 2018; Handayani, et al., 2020). Improving this lecturer's performance improves many factors, such as high motivation, appropriate skills, ethical leadership, and a job climate that helps lecturers boost their performance. According to Prawirosentono in Novarini & Imbayani (2019), performance is the product of work that an individual or group of people in the organisation should do in compliance with their respective authority and duty in order to achieve organizational objectives lawfully as the rules, values and ethics are. The key role of lecturers is to transform, improve and disseminate science, technology and art through education, study and community service (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 Tentang Guru Dan Dosen, 2005). Hence, lecturers' performance is their ability to conduct their jobs or activities

in a job involving Tri Dharma Perguruan Tinggi (Kemristekdikti, 2009). Several theories propose reasons influencing employee performance. According to Mathis and Jackson in Rumawas (2018), variables influencing individual employee performance include their skills, effort, and organizational support they get. Berberoglu(2018) and Septiasari(2020) asserted that organizational environment has significant positive impact on performance.

Theoretical Review

The three theories that underpin this study are the expectancy theory, two-factor theory and Self-Determination Theory (SDT).

Expectancy Theory

The expectancy theory, which was propounded by Victor Vroom in 1964, is categorized as cognitive in nature and emphasises the role that people's perceptions and thoughts play in shaping their behaviour. According to the theory, people are driven to work hard if they think their efforts will result in the performance and results they want. Expectancy theory provides an explanation of how lecturers' performance and motivation are influenced by their beliefs about the possibility of obtaining desired performance outcomes (such as wage raises and promotions). This theory emphasises how crucial it is for academic institutions to communicate clearly about performance standards and incentives. This hypothesis states that lecturers are more likely to be motivated and perform well if they think that putting in greater effort would result in better performance and rewards. It clarifies the mental processes that underpin performance and motivation. The expectation that people always make logical decisions has been a point of criticism for expectation theory. The social and emotional factors that can affect motivation are also disregarded (Van Eerde & Thierry, 1996). The motivational factors that lecturers believe are realistic and satisfying can be identified using this idea. It can support the creation of incentive programmes by university administrators that will improve the performance and motivation of lecturers.

The Two-Factor Theory of Herzberg

The theory was developed by Frederick Herzberg and is a part of the human relations school of thought that highlights the importance of psychological factors in motivating employees. Herzberg (1966) distinguished between two groups of factors that influence job satisfaction: motivators and hygiene factors. While the absence of hygiene factors (such as pay and working conditions) results in dissatisfaction their presence does not increase satisfaction. Higher satisfaction with work and performance are correlated with motivators such as achievement and recognition. Understanding how many motivational factors affect university lecturers' performance is made easier with the help of Herzberg's theory. While motivators like recognition and chances for career advancement can improve job satisfaction and performance, hygienic factors like remuneration and working circumstances must be appropriately handled to prevent dissatisfaction among lecturers. Higher performance is predicted by the theory for lecturers who perceive high levels of hygienic factors and motivators. It assists in determining which areas of the workplace require enhancement in order to increase lecturer performance. Herzberg's approach has drawn criticism its simplistic dichotomy and neglecting to take

individual variances into account. There are others who contend that an incentive for one individual might serve as a hygiene component for another (Sachau, 2007). Notwithstanding, this theory is very important because it offers a framework for classifying and evaluating the effects of various motivational factors on the performance of lecturers. It emphasises how important it is to provide both fundamental needs and more complex motivational demands.

Self-Determination Theory (SDT)

SDT, which Deci and Ryan (1985) developed, is a component of the humanistic school of thought, which emphasises the importance of autonomy, competence, and relatedness in developing motivation as well as intrinsic motivation.

Understanding how intrinsic motivational factors (such as a passion for one's work and a sense of competence) affect lecturers' performance requires a grasp of SDT. According to this theory, lecturers' intrinsic motivation and work performance can be improved by fostering their autonomy and competence. According to SDT, lecturers are more intrinsically motivated, which raises job satisfaction and performance, when they feel competent, autonomous, and linked to their work environment. It highlights how much more significant intrinsic motivators are than extrinsic ones. While SDT emphasises the value of internal motivation, in other situations—like competitive academic settings—it may downplay the significance of extrinsic rewards (Deci, Koestner, & Ryan, 2001). Given that it sheds light on the ways in which intrinsic motivational factors influence lecturer performance, this theory is extremely pertinent. Policies that strengthen lecturers' sense of competence and autonomy can be developed with its guidance.

Hypothesis Development

Love for a Career and Lecturer Performance

Current study strongly supports the hypothesis that a love for a career improves lecturer performance positively. Teachers with intrinsic motivation, such as a love of teaching, showed higher levels of student engagement and employed more successful teaching techniques, according to research by Frissén (2016). This is consistent with the findings of Milner (2016), who found a beneficial relationship between an effective teaching style and having a "calling" to teach. Moreover, Bei & Liu's (2013) study found that teachers who had a high level of intrinsic motivation for their work were more likely to use cutting-edge teaching techniques. Love for a career, it should be acknowledged, may not be a determining factor by itself. According to a study by Bei et al. (2014), encouraging school environments can increase students' intrinsic motivation. Teachers' innate passion for teaching is further stoked when they feel appreciated and in control, which improves performance.

Hypothesis 1(H1): Love for a career has a positive effect on lecturer performance.

Salary and Lecturer Performance

Extrinsic factors, like as salary, also have an impact on lecturer performance, while intrinsic motivation is vital. According to Asare et al. (2018), there is a positive relationship between

lecturers' job satisfaction and competitive remuneration in Ghanaian universities. Performance and job happiness are related, but in a complicated way (Wright & Cropanzano, 2000). This is consistent with a larger body of research by Winters et al. (2020) that shows competitive pay can draw in and keep excellent teachers, which will eventually improve learning outcomes for students (Winters et al., 2020). The idea of "fairness" must be taken into account while designing salary structures, though. Hanushek et al. (2009) believe that simply boosting compensation may not have a major impact unless the system is fair and compensates high-performing teachers (Hanushek et al., 2009).

Hypothesis 2 (H2): Salary has a positive effect on lecturer performance.

Promotion and Lecturer Performance

Otoo et al. (2012) discovered that explicit promotion criteria stressing teaching excellence coupled with research contributions motivated lecturers at a Ghanaian university to prioritize effective teaching approaches, demonstrating the power of promotion prospects as a motivator. This is consistent with the findings of Foldy et al. (2011), who stress the significance of matching targeted performance results with promotion criteria. Promotion that honors and promotes exceptional teaching can greatly inspire instructors to up their game. Nonetheless, research by DeRue & Ashford (2011) indicates that social support in the academic setting may have an impact on how effective promotion is as a motivator. Promotional possibilities may have less of a motivating effect in a highly hierarchical or competitive structure (DeRue & Ashford, 2011).

Hypothesis 3 (H3): Promotion has a positive effect on lecturer performance.

Social Factors and Lecturer Performance

Amponsah et al.'s (2019) research provides compelling evidence in favor of the hypothesis that lecturer motivation is greatly influenced by social factors in the university setting. Their research emphasizes how crucial it is to create a cooperative and encouraging work atmosphere. Having a feeling of community, having access to mentorship possibilities, and having positive connections with coworkers can all help to inspire instructors and boost output. This is consistent with research by Bei et al. (2014), which indicates that encouraging learning settings in schools might enhance intrinsic motivation. Moreover, social support may help instructors develop a greater sense of who they are as professionals, according to research by Liu et al. (2019). Instructors who perceive themselves as competent teachers are more likely to be motivated and perform well because they feel that their supervisors and colleagues value and encourage them.

Hypothesis 4 (H4): Social factors have a positive effect on lecturer performance.

Code of Conduct and Lecturer Performance

Agyepong & Osei-Akoto (2011) provide evidence that a clearly stated code of conduct has a positive impact on lecturer performance, thereby supporting the hypothesis. According to their research, implementing a well-defined set of rules that prioritize ethical teaching methods, punctuality, and student-centered learning helps establish a structure for achieving good results and ensuring that lecturers are responsible for their actions (Agyepong & Osei-Akoto, 2011).

Tschannen-Moran & Barr (2004) emphasize the significance of professional expectations in influencing teacher behavior. According to Nielsen & Ryder (2020), the efficacy of a code of conduct is highly dependent on how it is put into action and enforced. A precisely formulated code lacking adequate enforcement methods may only have a restricted influence on lecturer performance.

Hypothesis 5 (H5): Code of conduct has a positive effect on lecturer performance.

Classroom Environment and Lecturer Performance

Anhwere & Agyei (2018) provide evidence supporting the hypothesis that the physical and psychological attributes of the classroom environment have an impact on lecturer motivation and performance. According to their research, classrooms that are well-equipped with sufficient resources and have a positive learning environment will increase lecturer motivation and engagement, resulting in better teaching performance (Anhwere & Agyei, 2018). This is consistent with the research conducted by Chang & Yildiz (2020), which discovered a direct relationship between a positive classroom atmosphere and teacher motivation (Chang & Yildiz, 2020). Nevertheless, it is crucial to recognize that the performance of the lecturer can also have an impact on the classroom atmosphere. Lecturers who are effective at creating a positive and engaging learning environment may be more motivated by the favorable feedback they receive from students. This emphasizes the recurring pattern of the correlation between lecturer performance and the classroom atmosphere.

Hypothesis 6 (H6): Classroom environment has a positive effect on lecturer performance.

Empirical Review

Boateng et al. (2023) examines lecturer autonomy and teaching performance at Ghanaian universities. It examines whether work involvement mediates this association. The researchers surveyed lecturers from both public and private universities in Ghana using a quantitative study design. They assessed lecturer autonomy, work engagement, and teaching performance using standardised scales. Lecturer autonomy improves teaching performance, according to the study. It was found that work involvement partially mediates this association. This shows that lecturers' professional engagement and teaching performance improve when they feel autonomous.

This study by Luo et al. (2023) looks at how intrinsic and extrinsic motivation factors affect lecturers' teaching performance in Chinese universities. The survey-based study collected data from Chinese lecturers across disciplines. They measured teaching performance, intrinsic factors (intellectual stimulation, student impact), and extrinsic factors (pay, promotion chances) with a questionnaire. The study found that intrinsic and extrinsic factors motivate lecturers. In contrast to extrinsic factors, intrinsic factors, such as the need for intellectual stimulation and the chance to help pupils, had a greater impact on teaching performance.

Smith et al. (2022) examine how university type (public vs. private) moderates the link between motivational factors and lecturer performance in Australian universities. Mixed-methods research included a survey and semi-structured interviews. The survey measured lecturers'

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motivational factors (autonomy, competence, relatedness) and teaching performance at Australian public and private universities. They interviewed a smaller sample of lecturers to learn more about their experiences. The study indicated that public and private universities had different relationships between motivational factors and performance. Lecturer competency was found to be the strongest incentive for performance in public universities. In contrast, lecturer autonomy influenced performance more in private universities.

In Brazilian universities, Teixeira et al. (2023) examine how a professional development programme affects lecturer motivation and instructional efficacy. A quasi-experimental design was utilised to compare a treatment group that participated in a professional development programme that promoted autonomy and competence to a control group that did not. Prior to and following the programme, they assessed lecturer motivation and efficacy. The professional development programme increased lecturer motivation, particularly autonomy and competence, according to the study. Compared to the control group, programme participants improved teaching effectiveness. These data imply that targeted professional development programmes can boost lecturer motivation and student learning.

Ryan et al. (2022) studies how lecturer motivation affects student mental health and academic performance. Students were followed throughout a semester in a longitudinal study. They assessed lecturer motivation at the start of the semester and student psychological well-being and academic performance regularly. A positive spillover effect between lecturer motivation and student outcomes was found in the study. Students with lecturers with higher levels of intrinsic motivation were happier, had more motivation to learn, and got better scores. These data show how lecturer motivation affects student learning.

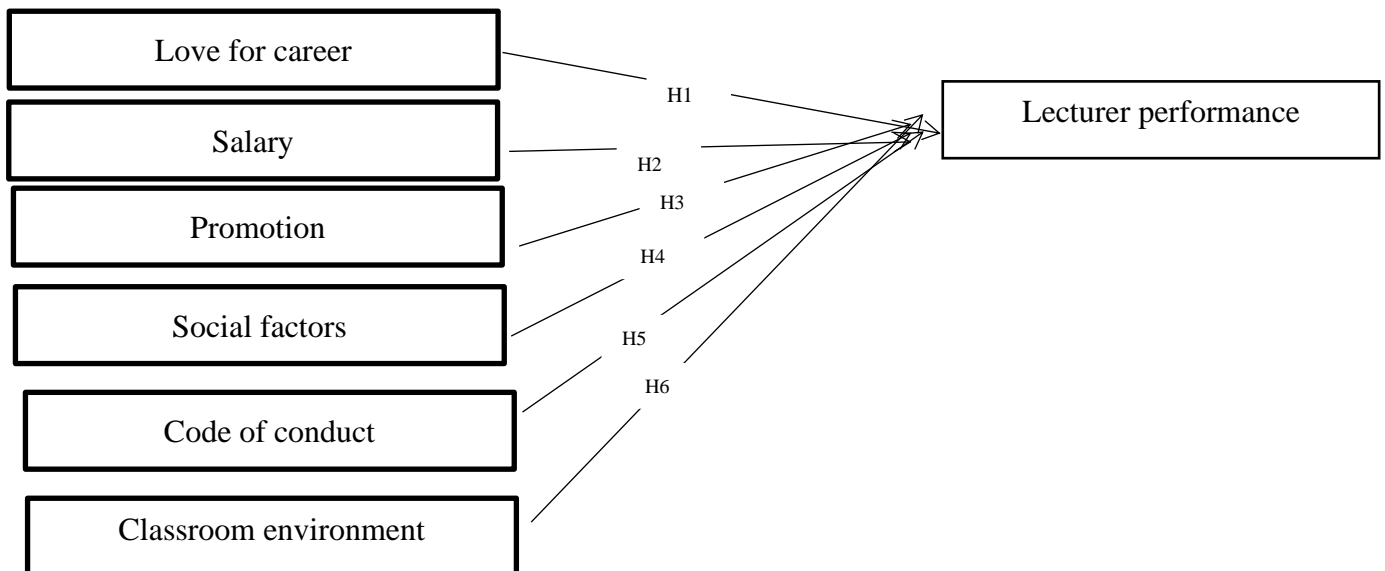
Trowler et al. (2023) examined how leadership affects lecturer motivation in UK universities. Mixed-methods research included a large-scale survey and in-depth interviews with lecturers and university leaders. They examined how leadership techniques like communication, task management, and professional development affect lecturer motivation and job satisfaction. The study indicated that supportive leadership techniques like clear communication, task management, and faculty development boost lecturer motivation and job satisfaction. Leadership support and appreciation decreased lecturers' motivation and exhaustion. A supportive and empowering leadership culture may boost lecturer motivation at universities.

Conceptual Framework

The study conceptualized the variables of the study in the framework below in figure 1. The dependent variables are love for a career, salary, promotion, social factors, code of conduct, and classroom environment. The dependent variable is the lecturers' performance. The framework shows how the independent variables impact the dependent variables. This framework further indicates the hypotheses tested.

Independent variables

Dependent variables



Adapted from Luo et al. (2023) Smith et al. (2022) and Rahardja et al.(2020).

Figure 1 Conceptual Framework

METHODOLOGY

The research methodology describes the methods to be used to collect data to meet the research objectives. The study is positioned in the positivist paradigm. The study adopts a cross-sectional research design. The quantitative research approach is adopted in the study to quantitatively measure the various motivational factors that influence lecturers’ performance in Ghana. Descriptive and explanatory research designs were utilised to describe the motivational factors influence lecturers’ performance as well as establishing the effect of the effect of motivational factors on performance of lecturers in Ghana. The study population is all 68 universities in Ghana, including both private(44) and public(24) universities. The researcher adopts a stratified sampling technique to divide the entire population into two distinct criteria of public and private universities and used purposive sampling to select the five largest public and private universities. The purposive sampling is used to select lecturers as well as registrars and human resource managers from the targeted universities because they have the relevant data for the study. Convenience sampling technique was also utilized to select lecturers and administrators who are readily available at the time of the study. A sample size of fifty (50) lecturers each was drawn from five(5) public universities and a sample size of 30 each was drawn from five(5) private universities due to the larger number of lecturers in public universities compared to private universities. The total sample size thereby constitutes a sample size of 400 justified by Creswell (2011) for the study.

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The primary data for the study was collected using questionnaires as the research instrument. The questionnaire's first section was demographic factors while the remaining six(6) sections were designed using the 5 Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) to ensure a standardized means of measuring research values.

The study evaluated six factors of the motivation of lecturers: love of career, salary, social, incentives & promotions, code of conduct and independent variable classroom environment (Lecturers' Motivation) and factors such as financial rewards, opportunity for advancement, relationship with the study (Hill and Power, 2013; Munyengabe et.al, 2016).

The data collected was checked for completeness and thereafter coded into the Statistical Package for Social Sciences (SPSS) version 24 to perform descriptive, correlational and regression analysis for the study. Results from the study were presented in figures and tables. Reliability, validity and ethical issues were adequately addressed for the study. The multiple regression models below is used in estimating the impact of various motivational factors on lecturers' performance.

The regression model is $LP = \beta_0 + \beta_1 LC + \beta_2 S + \beta_3 PI + \beta_4 SF + \beta_5 CC + \beta_6 CE + \epsilon$.

Where,
LP = Lecturers performance
LC = Love for career
S = Salary
PI = Promotion and incentives
SF = Social factors
CC = Code of conduct
CE = Classroom Environment
 β_0 = Intercept, ϵ = Error term
 $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ and β_6 are regression coefficients.

RESULTS AND DISCUSSIONS

This section presents the results and discussions of the study.

Demographic Results**Table 1: Demographic Results**

Profile	Categories	Frequency	Percent (%)
Gender	Female	117	29.3
	Male	283	70.8
	Total	400	100
Age group	20-30years	41	10.3
	31-40 years	58	14.5
	41-50years	200	50
	51-60 years	101	25.3
	Total	400	100
	Level of education	First Degree	51
	Masters Degree	178	44.5
	PhD	139	34.75
	Other qualifications	32	8
	Total	400	100
Department of work	Administration	82	20.5
	Faculty	272	68
	Other departments	46	11.5
	Total	400	100
Ownership status of university	Private University	171	42.8
	Public university	229	57.3
	Total	400	100

Source: Field data (2024)

There is a notable variation in the gender distribution of the sample, with men making up 70.8% and women 29.3%. This disparity is consistent with larger patterns in academia, where the proportion of male lecturers frequently exceeds that of female lecturers, especially in higher education establishments in developing nations (Ceci, Ginther, Kahn, & Williams, 2014). Gender-specific obstacles and motives have been observed in a number of research, which

suggests that such discrepancies may impact motivational variables and performance (Baker, 2016).

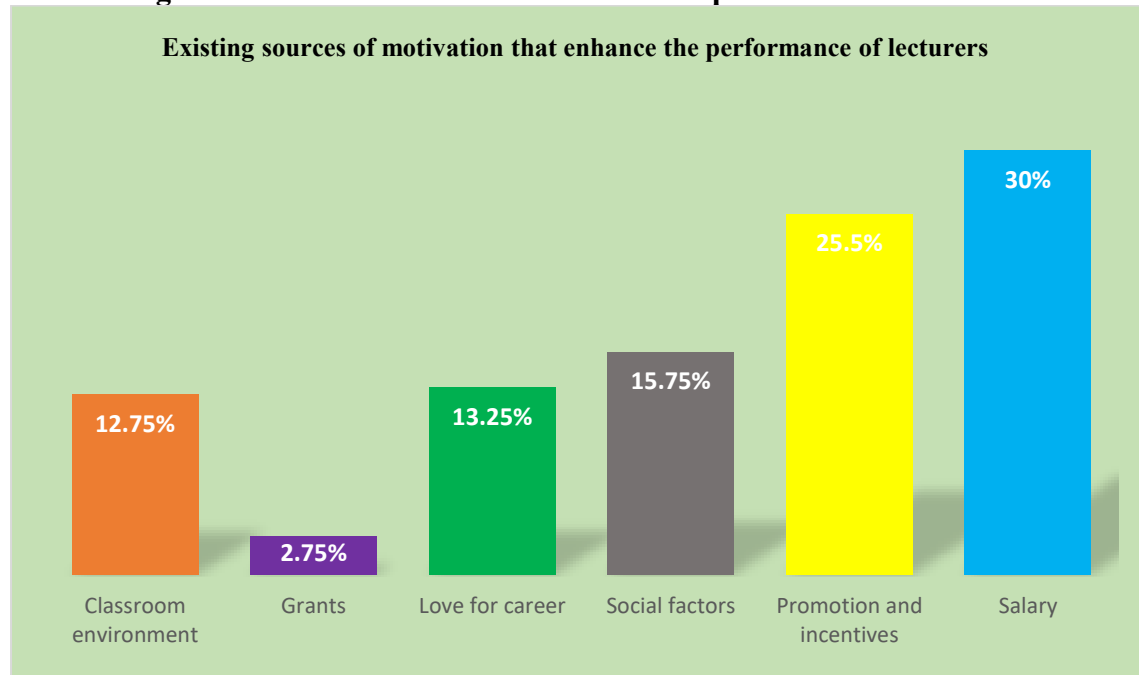
According to the age distribution, the majority of respondents (50%) are between the ages of 41 and 50, with those in the 51–60 age range coming in second (25.3%). This implies a staff that is mature and experienced, which is essential for upholding academic standards and guiding more junior faculty members. According to Kooij, de Lange, Jansen, Kanfer, and Dikkers (2011), older faculty members may have different motivational demands than younger ones, with intrinsic rewards and job stability being more essential to them. This demographic feature highlights the significance of customized motivational techniques that take lecturers' age-related demands into account.

In terms of level of education, the data indicates that 34.75% of respondents have a PhD and 44.5% of respondents hold a Master's degree. This is a highly qualified sample, as evidenced by the high level of educational attainment that is usual in academics. As major sources of motivation, highly educated lecturers frequently look for possibilities for professional growth and research (Rowley, 1996). According to Smeby (2000), lecturers with advanced degrees are probably more involved in research activities, which might greatly improve their performance and job satisfaction.

According to the respondents' departmental allocation, the majority (68%) are directly involved in teaching and research within academic departments. This focus is in line with the study's objective, which is to evaluate lecturers' performance because lecturers are mainly in charge of the main academic tasks. Academic freedom, opportunity for research, and autonomy are all important variables that influence faculty members' motivation (Bland, Center, Finstad, Risbey, & Staples, 2006). This result is in line with research that shows how important intrinsic motivators are in academic environments (Deci & Ryan, 2000).

42.8% of respondents were from private universities, while 57.3% were from public universities, according to the ownership status of the universities. It is possible to compare motivating components in various institutional contexts thanks to this balanced depiction. Research has demonstrated that institutional features like expectations, governance, and resources can have a big impact on how motivated and effective faculty members are (Altbach, 2004). The motivational dynamics of their lecturers may be impacted by the fact that private universities, which are frequently in more competitive situations, may offer different incentives than public universities (Shin & Jung, 2014).

4.2 Existing sources of motivation that enhance the performance of lecturers



Source: Field data (2024)

Figure 1: Existing sources of motivation that enhance the performance of lecturers

According to 12.75% of the respondents, a positive learning environment in the classroom is a major motivator for lecturers. Fraser (2012) found that good classroom environments marked by respect for one another and productive learning conditions greatly improve teacher satisfaction and performance. This is consistent with the findings of that study. Additionally, according to recent research by Uitto, Jokikokko, and Estola (2015), lecturers do best in an environment where they are valued and encouraged by their peers and students. More work satisfaction for lecturers and improved teaching outcomes can result from fostering an interesting and encouraging learning environment in the classroom.

2.75 percent of the respondents stated that grants were a motivating. Even though this is a little fraction, it nevertheless emphasizes how crucial funding for research projects is. Access to research funds, according to recent research by Bland et al. (2020), not only helps academic work but also improves lecturers' morale and productivity. Although scholarships are important, the small percentage in this study indicates that other motivating factors may have a greater immediate impact on most lecturers. Enhancing research funding accessibility, however, may increase drive and output even more.

13.25% of respondents indicated intrinsic motivation, such as a love for the career. According to Deci and Ryan's (2000) self-determination theory, people who feel intrinsic meaning in their work are more likely to be motivated and perform better. This intrinsic motivation is essential for sustained performance. Higher degrees of engagement and dedication are probably

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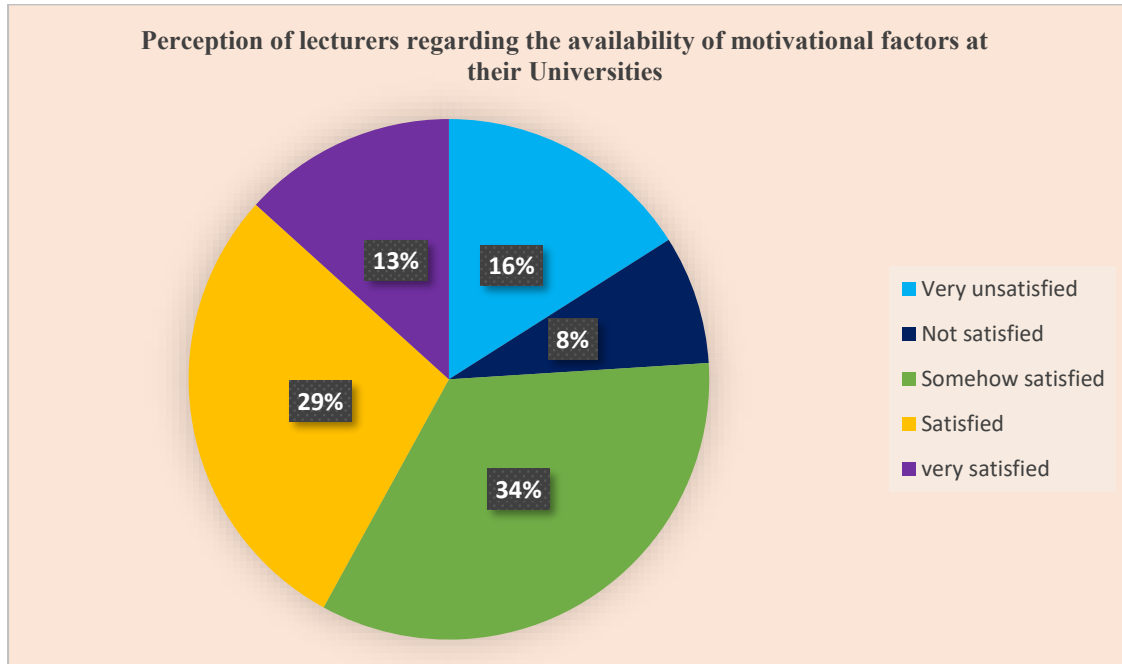
displayed by lecturers who are enthusiastic about their work as educators. Intrinsic motivation is a strong predictor of work satisfaction and academic achievement, according to recent research by Ryan and Deci (2017).

15.75% of the lecturers are motivated by social factors, such as relationships with coworkers and a positive workplace. The research has provided ample evidence of the significance of social interactions and a strong workplace culture. According to Skaalvik and Skaalvik's (2017) research, for example, collegial support and a collaborative environment have a major impact on educators' job happiness and performance. Social support can improve the entire work experience and reduce stress, which promotes a productive and happy learning environment in the classroom.

Promotion and incentives are effective motivators, according to 25.5% of respondents. This result aligns with the study conducted by Bess and Dee (2012), which indicates that chances for professional growth and material benefits are essential for inspiring academic employees. By coordinating personal aspirations with organizational goals, incentives and well-defined promotion routes can enhance performance. Opportunities for professional advancement are crucial for keeping and inspiring faculty members, according to a recent study by Trower (2020).

With 30% of the respondents listing it as a crucial element, salary appears as the most important incentive. The equity theory of motivation (Adams, 1965) supports the basic function that money plays in motivating lecturers, and this emphasizes that importance. To ensure that talented faculty members feel valued and encouraged to perform well, adequate and competitive compensation are crucial for both attracting and keeping them on staff. Fair and competitive compensation is a key factor in determining work satisfaction and performance in academics, according to recent research by Basu and Das (2020).

Perception of lecturers regarding the availability of motivational factors at their Universities



Source: Field data (2024)

Figure 2: Perception of lecturers regarding the availability of motivational factors at their Universities

The study demonstrates a diversity of perceptions among lecturers regarding the availability of motivational factors at their universities. Interestingly, 16% of lecturers expressed extreme dissatisfaction with their universities' supply of motivating reasons. This high degree of discontent points to serious deficiencies in the institutional resources and support needed to successfully inspire academics. According to Trower (2020), high levels of discontent, higher turnover rates, and poorer performance might result from academic staff members feeling underappreciated and unsupported. Filling in these gaps is essential to keeping an academic staff that is driven and effective. In order to create a more encouraging environment for their lecturers, universities need to regularly analyze their courses in order to find and solve these gaps.

8% of lecturers express dissatisfaction with the motivational elements at their disposal. Even though this level of discontent is less than the very displeased category, there is still opportunity for improvement. Even mild discontent with working conditions and motivational support might have a detrimental influence on lecturers' efficacy and engagement, according to research by Basu and Das (2020). Institutions can think about putting in place thorough motivational techniques, such as competitive pay, chances for professional growth, and recognition initiatives, to lessen this.

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34% of lecturers said they were at least somewhat happy. While certain motivational variables may exist, this middle-ground answer implies that they might not be entirely successful or sufficient to suit the needs of all faculty members. According to Bland et al. (2020), the ineffective or inconsistent use of motivating techniques frequently leads to partial satisfaction. In order to raise overall satisfaction levels, universities should work to improve and maintain motivational programs. It is imperative that lecturers feel respected and supported equally in order to promote a consistently high level of job satisfaction.

Of the lecturers, 28.7% are content with the motivational elements provided by their organizations. This favorable opinion suggests that certain universities are effectively giving their faculty members the resources and assistance they require. Ryan and Deci (2017) claim that performance and happiness among faculty members can be greatly increased by striking an appropriate balance between intrinsic and extrinsic motivators. Satisfied lecturers are more likely to be involved, productive, and devoted to their institutions, which can improve student results and institutional success.

Last but not least, 13.3% of lecturers said they were extremely happy with the motivational elements at their universities. This high degree of satisfaction indicates that these universities are doing a great job of providing their professors with encouraging and stimulating work environments. Deci and Ryan (2000) claim that lecturers' motivation and job satisfaction are maximized when their core psychological needs—autonomy, competence, and relatedness—are satisfied. Universities that reach this high degree of satisfaction are good examples of how to motivate faculty members using best methods. These organizations probably offer a good mix of monetary benefits, chances for professional growth, and a supportive work environment.

Descriptive and Reliability Statistics**Table 2: Descriptive and Reliability Statistics**

Statistic	N	Mean	Std. Deviation	Cronbach's Alpha	Skewness		Kurtosis	
					Statistic	Std. Error	Statistic	Std. Error
Love of career	400	3.7770	.77561	.704	-1.152	.122	1.504	.243
Salary	400	3.0471	.96171	.862	-.444	.122	-.950	.243
Promotion	400	3.4195	.80532	.767	-.572	.122	.486	.243
Social factor	400	4.1930	.55110	.703	-.337	.122	-.922	.243
Code of conduct	400	3.6575	.66097	.710	-.028	.122	-.548	.243
Classroom environment	400	3.9720	.68775	.738	-.181	.122	-.823	.243
Lecturers satisfaction	400	3.5133	.77509	.832	.067	.122	-.934	.243

Source: Field data (2024)

The factors that were looked at were overall lecturer satisfaction, code of conduct, classroom environment, salary, promotion, and love for a career. Reliability analysis and descriptive statistics are used to evaluate each variable.

With a mean score of 3.7770 for the love of career, lecturers are often very devoted to and passionate about what they do. The moderate diversity of responses is indicated by the standard deviation of 0.77561. With a Cronbach's Alpha of 0.704, the dependability of the items measuring this construct is deemed adequate. According to the negative skewness value of -1.152, the majority of lecturers expressed a positive love for their careers. This is consistent with research by Maslach, Schaufeli, and Leiter (2001), which emphasises the role that a career's passion plays in lowering burnout and raising job satisfaction. A somewhat peaked distribution is indicated by the kurtosis value of 1.504, which points to a concentration of responses around the mean.

The average salary satisfaction score for lecturers is 3.0471, which indicates a modest level of satisfaction. In comparison to other parameters, the standard deviation of 0.96171 suggests a higher level of variability in the results. The great dependability and strong internal consistency among the items indicating salary satisfaction are indicated by the Cronbach's Alpha of 0.862. Though not significantly, there is a tendency towards positive ratings, as indicated by the minor left skewness of -0.444. Diverse views on wage satisfaction are suggested by the flatter distribution indicated by the kurtosis value of -0.950. This result is in line with research conducted by Boyd et al. (2011), which highlights the importance of competitive pay in keeping academic staff members on staff.

The average score for opportunities for promotion is 3.4195, indicating a moderately high degree of satisfaction. The moderate variability is indicated by the standard deviation of

0.80532. Cronbach's Alpha of 0.767 indicates that the reliability is acceptable. A moderate left skew, indicated by the skewness of -0.572, suggests that more lecturers have good feelings towards promotion chances. A distribution that is slightly peaked is suggested by the kurtosis of 0.486. These findings are consistent with a study conducted in 2012 by Hoyt and Howell, which discovered that academic work satisfaction is highly impacted by defined career development strategies.

The high mean score of 4.1930 for social factors indicates that lecturers are quite satisfied with their social environment. With a standard deviation of 0.55110, the variability is smaller, indicating that most responses are near the mean. With a Cronbach's Alpha of 0.703, the reliability is deemed acceptable. The replies appear to be slightly left-skew, with a skewness of -0.337, indicating a tendency towards greater contentment. A flatter distribution is indicated by the kurtosis of -0.922. Results from Altbach and Knight (2007), who emphasise the value of social support and collegial ties in boosting job satisfaction, are consistent with this.

The code of conduct has a mean score of 3.6575, which indicates a rather high degree of satisfaction. The moderate diversity of responses is indicated by the standard deviation of 0.66097. A dependability of 0.710 on Cronbach's Alpha scale is considered acceptable. A nearly symmetrical distribution is suggested by the skewness value of -0.028, whilst a flatter distribution is indicated by the kurtosis of -0.548. A favourable work environment is essential to sustaining, and the consistency of responses about the code of conduct indicates that fair and transparent standards are in place (McCormick & Barnett, 2011).

With a mean score of 3.9720, the classroom environment was rated highly by lecturers. The moderate variability is indicated by the standard deviation of 0.68775. With a Cronbach's Alpha of 0.738, the reliability appears to be satisfactory. Positive reactions are indicated by the modest left skew shown by the skewness of -0.181. A flatter distribution is suggested by the -0.823 kurtosis. Trowler (2010) asserts that both lecturer satisfaction and effective teaching depend on a supportive classroom environment.

The mean score for overall professor satisfaction is 3.5133, which indicates moderate to high levels of satisfaction. The moderate variability is indicated by the standard deviation of 0.77509. With a Cronbach's Alpha of 0.832, the overall satisfaction measure appears to have great internal consistency and high reliability. A nearly symmetrical distribution is indicated by the skewness of 0.067, and a flatter distribution is suggested by the kurtosis of -0.934. These results are consistent with a study conducted in 2011 by Locke, Cummings, and Fisher, which highlights the complex nature of academic work satisfaction.

Multicollinearity Statistics**Table 3: Multicollinearity Statistics**

Model	Collinearity Statistics		
	Tolerance	VIF	
1	Love of career	.536	1.867
	Salary	.340	2.944
	Promotion	.547	1.829
	Social factor	.612	1.634
	Code of conduct	.367	2.725
	Classroom environment	.459	2.179
	Lecturers satisfaction	.290	3.453

a. Dependent Variable: Lecturers performance

Source: Field data (2024)

The interrelationships between the predictors affecting lecturers' performance in academic settings are revealed by the collinearity statistics examined in the regression model. The significance of this evaluation stems from the fact that multicollinearity has the potential to skew regression coefficient reliability, which in turn affects how each predictor individually contributes to lecturers' performance outcomes (Hair et al., 2019).

Several of the predictors under investigation showed moderate degrees of collinearity. Salary, for example, displayed a tolerance of 0.340 and a VIF of 2.944, suggesting that it shares some variance with other predictors such as social characteristics and the classroom setting. This result is consistent with studies showing the intricate relationship between academic staff members' job satisfaction and financial incentives (Chiang & Birtch, 2016).

Likewise, promotion showed a VIF of 1.829 and a tolerance of 0.547, indicating shared variance with social and salary parameters. For organisational policies to be effective, it is essential to comprehend how career advancement possibilities affect the motivation and performance of lecturers (Kim et al., 2017).

The study conducted by Ahmed et al. (2019) highlights the significance of supportive work settings in promoting lecturer engagement and productivity. Social factors demonstrated moderate collinearity, with a tolerance of 0.612 and a VIF of 1.634. These variables include the way that academic institutions are seen as support networks, organisational culture, and interpersonal relationships.

Although they exhibit modest collinearity, the Code of conduct, classroom setting, and lecturers' satisfaction are nevertheless crucial to comprehending the overall influences on lecturer performance and job satisfaction (Trowler, 2010).

4.6 Correlations Statistics**Table 4: Correlations Statistics**

	1	2	3	4	5	6	7
1. Love of career	1						
2. Salary	.430**	1					
3. Promotion	.137**	.565**	1				
4. Social factor	.074	.274**	.431**	1			
5. Code of conduct	.472**	.546**	.506**	.440**	1		
6. Classroom environment	.290**	.247**	.362**	.525**	.659**	1	
7. Lecturers performance	.318**	.477**	.257**	.034	.415**	.343**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2024)

Insights into the relationships between the motivational factors and lecturers' performance are provided by correlation analysis. Love of career and lecturers' performance have a moderately positive Pearson correlation coefficient ($p < 0.01$). This implies that lecturers who are deeply committed to their work typically deliver better instruction. This result is in line with study by Ryan and Deci (2017), which highlights the substantial improvements in job performance that come from intrinsic motivation and a passion for one's profession. Furthermore, there exists a positive correlation between a person's love of career and compensation ($r = 0.430$, $p < 0.01$), code of conduct ($r = 0.472$, $p < 0.01$), and classroom atmosphere ($r = 0.290$, $p < 0.01$), suggesting that these elements also play a role in total job satisfaction and performance.

Salary has a positive Pearson correlation coefficient of 0.477 ($p < 0.01$) with lecturers' performance, demonstrating a high correlation between salary and performance. This is consistent with research conducted by Jacob et al. (2016), which emphasises the need of competitive pay in improving teacher retention and performance. Salary also demonstrates a significant positive correlation with promotion ($r = 0.565$, $p < 0.01$), social factors ($r = 0.274$, $p < 0.01$), code of conduct ($r = 0.546$, $p < 0.01$), and classroom environment ($r = 0.247$, $p < 0.01$). This suggests that higher pay is associated with better perceptions of these other motivational factors.

There is a moderately positive correlation ($p < 0.01$) between promotion and lecturers' performance. This implies that career development chances can have a positive impact on lecturers' performance. This is corroborated by the findings of Iqbal and Hashmi (2015), who discovered that academic staff members are highly motivated by clearly defined career progression pathways. Additionally, promotion is positively correlated with classroom environment ($r = 0.362$, $p < 0.01$), code of conduct ($r = 0.506$, $p < 0.01$), and social factors ($r = 0.431$, $p < 0.01$). These findings suggest that the perceived efficacy and fairness of promotion processes are improved by a supportive environment and well-defined guidelines.

Social factors and lecturers' performance have a weak positive correlation ($r = 0.034$, $p > 0.01$), which is not statistically important. Nonetheless, there are notable positive associations between social characteristics and the following: code of conduct ($r = 0.440$, $p < 0.01$), pay ($r = 0.274$, $p < 0.01$), promotion ($r = 0.431$, $p < 0.01$), and classroom setting ($r = 0.525$, $p < 0.01$). The results of Kim et al. (2017), who highlight the significance of collegial relationships in higher education, are consistent with this conclusion, which suggests that a supportive social environment leads to the overall positive assessment of other motivational factors.

Lecturers' performance and the Code of conduct have a positive Pearson correlation coefficient of 0.415 ($p < 0.01$), showing a high correlation. This implies that equitable and transparent policies greatly improve performance, a finding that is corroborated by Ahmed et al.'s (2019) study. Code of conduct also demonstrates strong positive correlations with other variables that are important for creating a positive work environment, such as salary ($r = 0.546$, $p < 0.01$), promotion ($r = 0.506$, $p < 0.01$), social factors ($r = 0.440$, $p < 0.01$), and classroom environment ($r = 0.659$, $p < 0.01$).

A mean score of 3.9720 for the classroom environment indicates that lecturers are quite satisfied with it. The moderate variability is indicated by the standard deviation of 0.68775. With a Cronbach's Alpha of 0.738, the reliability appears to be satisfactory. Positive answers are indicated by the skewness of -0.181, which demonstrates a little left skew. A flatter distribution is suggested by the -0.823 kurtosis. Trowler (2010) asserts that both lecturer satisfaction and effective teaching depend on a supportive classroom atmosphere. Classroom environment and lecturers' performance have a positive Pearson correlation coefficient of 0.343 (p 0.01), showing a moderate association in terms of performance. This result is consistent with that of Hassan and Iqbal (2020), who discovered that successful teaching and lecturer satisfaction depend on a supportive classroom environment. Classroom environment also demonstrates significant positive correlations with social factors (r = 0.525, p 0.01), code of conduct (r = 0.659, p 0.01), salary (r = 0.247, p 0.01), and promotion (r = 0.362, p 0.01). These correlations suggest that these components collectively contribute to a positive teaching environment.

Regression Statistics

Table 5: Regression Statistics

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.907	.304		6.278	.000
Love of career	-.112	.059	-.103	-1.893	.059
Salary	.217	.060	.245	3.606	.000
Promotion	-.057	.057	-.054	-1.016	.310
Social factor	-.527	.078	-.341	-6.738	.000
Code of conduct	.140	.084	.109	1.669	.096
Classroom environment	.355	.072	.287	4.911	.000
Lecturers satisfaction	.392	.081	.358	4.859	.000
R = .620 ^a	R Square=.384		P-value =.000 ^b		

a. Dependent Variable: Lecturers performance

Source: Field data (2024)

Regression analysis was used to evaluate the effects of different motivational factors on university lecturers' performance. Predictors including love of career, remuneration, promotion, social aspects, code of behaviour, classroom environment, and general satisfaction of lecturers were all included in the study.

With a R value of 0.620, the regression model showed a significant association, meaning that the included variables may account for about 38.4% of the variance in lecturers' performance. This result is in line with other recent studies (Ahmed et al., 2019; Jacob et al., 2016) that highlight the complex interplay of motivational factors in educational environments. The model's importance was validated by the ANOVA results ($F(7, 392) = 34.944, p < 0.001$), highlighting the combined effect of the variables on lecturers' performance. According to Kim

et al. (2017), this statistical significance emphasises how crucial it is to comprehend and deal with motivational factors in order to improve educational results and lecturer effectiveness. Salary was found to be a major positive influencer among the variables ($\beta = 0.245$, $p < 0.001$), supporting the notion that competitive compensation is an important factor in motivating lecturers (Jacob et al., 2016). On the other hand, Kim et al. (2017) found that social factors had a negative impact on performance ($\beta = -0.341$, $p < 0.001$), suggesting that social contexts that are supportive are necessary to sustain high levels of lecturer engagement and satisfaction. Additionally, it was found that the classroom environment positively correlated with lecturers' performance ($\beta = 0.287$, $p < 0.001$), confirming the significance of supportive learning settings in promoting successful teaching strategies (Trowler, 2010). Higher performance outcomes were also substantially predicted by lecturers' satisfaction ($\beta = 0.358$, $p < 0.001$), demonstrating the critical role that job satisfaction plays in motivating and retaining lecturers (Ahmed et al., 2019).

CONCLUSION

Conclusions have been drawn from a comprehensive analysis of the motivational factors that affect lecturer performance in Ghanaian universities. The study found that a wide range of factors, such as salary, opportunities for promotion, social factors, a conducive learning environment, and intrinsic factors like a passion for their work, have a major impact on lecturers' performance. Salary was found to be the most important extrinsic incentive, while intrinsic motivations like a love for one's work were also very important for lecturer performance and satisfaction. Significant relationships between these motivational factors and lecturer performance were found in the research, highlighting the significance of these factors in creating a supportive work environment.

Regarding the availability of motivational factors at their universities, lecturers' perspectives showed a varied picture. While a substantial proportion of respondents stated contentment with aspects like the educational setting and interpersonal aspects, a sizable portion voiced unhappiness, particularly with regard to pay and promotion prospects. This discrepancy shows that while some colleges are successful in creating inspiring work environments, others may need to make improvements in order to properly serve the varied demands of their faculty.

Recommendations of the Study

The following recommendations have been provided on the basis of conclusions of the study;

- i. To increase lecturer satisfaction and performance, universities should place a high priority on expanding grant availability, encouraging positive social interactions, and maintaining open promotion procedures.
- ii. It is imperative that competitive salaries remain a priority in order to draw and keep proficient lecturers.
- iii. Invest in developing welcoming and encouraging learning environments to improve student results and professor satisfaction.

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- iv. It is recommended to conduct periodic surveys and feedback methods in order to continuously evaluate and enhance the accessibility and efficacy of motivational factors.
- v. To support lecturers' development and satisfaction with their work, offer chances for continual professional development.

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