Teacher Motivation in Zimbabwe Unpacked: A Case of Gweru Urban Secondary Schools

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Abstract-- This study explored the concept of motivational strategies and how it applies to the teacher in secondary schools. A number of motivational theories were discussed in the study with regards to how a school teacher in Zimbabwe can be motivated to want to do their jobs to the best of their ability and such theories included the process theory, expectancy theory and the equity theory. A number of motivational strategies were also discussed and these included the following: conveying confidence, conveying high aspirations, giving comments, and valuing teachers' tasks. The research revealed that most of the school heads use monetary incentives to motivate teachers although the packages differ from one school to the other. Other techniques being used included promotion, praise, involvement, and motivational talks and staff development. The research revealed that both teachers and school heads were not happy with the way monetary incentive they receive and other intangible strategies used to motivate teachers. A structured questionnaire and interviews were used for data collection.

Keywords: Motivation, Motivational Strategies, Motivational Theories, Extrinsic Motivation, Intrinsic Motivation

I. INTRODUCTION

Motivation techniques are an important factor which every organization should seek to have, know and utilize in order to increase the productivity and efficiency of employees. Thus school administrators need to be equipped with motivation techniques so that they are able to maintain high motivational levels in their staff. Because teachers have both intrinsic and extrinsic needs, Kerlinger in Nasser Ud Din (2008) points out that school heads should aim to build and enhance the intrinsic motivation for teachers to teach effectively and at the same time to supply some extrinsic motivation so that they are well integrated with organisational culture. In that regard therefore, teachers need to be integrated with organizational culture so that their motivational levels are raised thus helping them to develop into a competent workforce. The thrust of this research was to re-think on the motivational techniques currently being used, analyze their effectiveness in order to help in the development of an improved motivational strategy.

Employee motivation has always been a central problem for managers like school heads. Unmotivated employees are likely to spend little or no effort in their jobs, avoid the workplace as much as possible, exit the organization if given the opportunity and produce low quality work (Mulkeen et al, 2006). On the other hand, employees who feel motivated to work are likely to be persistent, creative and productive, turning out high quality work that they willingly undertake (Quyyum and Siddique, 2003). There has been a lot of research done on motivation by many scholars, but the behaviour of groups of people to try to find out why it is that every employee of a company does not perform at their best has been comparatively under researched. Many things can be said to answer this question but the reality still remains that every employee has different ways to become motivated. To that end heads of schools need to get to know their employees very well and use different tactics to motivate each of them based on their individual wants and needs so that they maintain a high motivational level.

The choice of rewards, recognition, reprimands or punishments to motivate personnel help to project the leadership style of the administrator (Knezevich, 1984 in Nasser ud Din, 2008). Being a school head involves working with others; therefore good human relation skills are essential for the leaders (Lewis, 1998 in Nsomia, 2011). According to Smith (1994) in Lai C (2009), motivated employees are needed in our rapidly changing workplaces. Motivated employees help organizations survive. Motivated employees are more productive. To be effective, managers need to understand what motivates employees within the context of the roles they perform. Of all the functions a manager performs, motivating employees is arguably the most complex. Ofoeqbu (2004) found that a teacher needs not only adjustment and regular payment of salary and allowance but also the right technology and facilities for effective classroom management and school improvement. This justifies the need for school heads to have knowledge of motivation techniques so that high motivational levels are maintained and at the same time rethink on motivational strategies in order to develop an improved motivational strategy.

The researcher was prompted to carry out the intended study having realized the widespread lack of motivation among teachers in most Gweru urban schools. The researcher has noted that in the ten different schools he has so visited while on teacher supervision, motivational levels of teachers were generally low and quite different. Part of the major reason for this cause has been the poor remuneration which was caused by the economic meltdown. The government has not been able to pay teachers sufficiently and this has resulted in the development of low motivational levels among teachers. There are other factors like communication within the school and leadership styles which have been ignored and yet they have a very big impact on teacher motivation. The principal's leadership roles (responder and manager) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them, (Greenbag, 1999 in Nsomia, 2009)). This problem of lack of motivation has caused other problems in schools like teacher absenteeism, uncreativity, unwillingness to participate in school activities and late coming to name a few. The Nziramasanga Commission (1999:448) observed that lack of motivation among teachers led to absenteeism, neglect of responsibilities and lack of application of classroom duties.

The above issues like poor remuneration, ineffective leadership skills, inconsistent incentive policy and other job policies, poor teacher management skills, excessive workload and lack of development opportunities for teachers all seem to have led to low motivational levels in teachers which have caused them in turn to develop a negative attitude towards
their job. Teacher motivation is thus an area of concern if the quality of education is to be improved and also considering that every teacher is not motivated by the same demands and needs. Although effort seems to have been made in trying to raise the motivational levels like the use of incentives especially in Zimbabwe, the use of this technique alone is not enough as a motivational strategy. It is therefore important that faced with a problem of motivating teachers, better motivation techniques be sought so that an improved motivational strategy for teachers is developed.

II. STATEMENT OF THE PROBLEM

Employee motivation has been a central problem for managers in organizations such schools. As such school heads always strive to motivate their staff using a variety of strategies so that they raise the motivational levels of teachers. Strategies that have been employed seem to have been overpowered by factors such as poor remuneration, unfriendly leadership styles and lack of participative decision making. Such challenges have been the cause for the lack of motivation amongst most of the teachers resulting in problems like absenteeism, staff turnover, and unwillingness to work and poor product quality in most schools. The researcher has observed that there has been a gap and at times no link at all between the application of motivational theories in schools and strategies being used by school heads to motivate teachers thereof. The study therefore seeks to provide an insight into the gaps that exist in the application of motivation techniques. It is in light of these gaps that the research seeks to come up with intervention measures that can be employed to improve the motivational strategies being used by school heads to motivate teachers.

A. Research questions

1. What are the techniques used by school heads to motivate teachers?
2. What intervention measures can be employed in order to have an improved motivational strategy?

III. THEORETICAL FRAMEWORK

A. Process theories of motivation

This study is informed by, (1) the process theory of motivation (2) Expectancy theory and (3) Equity theory as outlined below. These theories seek to understand the thought processes that take place in the minds of people and that act to motivate them. (Nasser Ud Din, 2008) Process theories focus on how behaviour originates and operates. Ifinedo (2003) says process theories emphasizes on the cognitive process in determining employee level of motivation and need motivation. For the purpose of this study the Adam’s Equity Theory and Vroom Expectancy theory were be discussed.

B. Victor Vroom’s expectancy theory

Vroom’s theory is based on the belief that employee effort will lead to performance and performance will lead to rewards. These rewards may either be positive or negative. According to the Expectancy theory work motivation is determined by two factors (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance level. (Nasser Ud Din, 2008). Nasser Ud Din further points out that the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual’s effort, performance and the desirability of consequences associated with job performance. That means this theory presupposes that motivation is determined by the outcomes people expect to occur as a result of their action, hence there must be a perceptible link between effort and reward,(Naylor,1999). The theory has however been criticized for failing to appreciate that human beings are so complicated hence it becomes hard to determine each employee’s expectations.

C. John Stacey Adam’s equity theory

Adam’s equity theory states that employees strive for equity between themselves and others at work, thus, it involves feelings and perceptions and is always a comparative process, (Mckenna, 2000). Mckenna further points out that this theory states in effect that people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. According to a research by McKenna (2000) and Sweeney (1990) it was concluded that the equity theory is one of the most useful frameworks for understanding how equity has a role to play in the study of work motivation. This is because it involves a social comparison process where people evaluate their social relationships with a concern for fairness and equity. Nasser Ud Din, (2008) states that the equity theory explains why employee performance is often less than expected. Nasser Ud Din further argues that employees typically have inflated perceptions of a fair wage because high wages are mentioned more frequently in the popular literature. Since the actual wages employees receive are generally less than the fair wage, workers supply a corresponding fraction of their normal effort the comparative effect may cause lack of motivation.

Although the equity theory is believed to be applicable to most people in most situations, Balanywa (2003) criticized this theory from a gender point of view. Balanywa observed that the norm of equity is an individual characteristic, where in some individuals, especially men, are more prone than women to distribute outcomes to other individuals in direct proportion to their inputs. This is considering that men are the bread winners in most families. On the other hand this is not to say men are more concerned than women are more apt to adopt an equality norm in which outcomes are distributed equally regardless of inputs, (Nasser Ud Din, 2008).

IV. METHODOLOGY

The mixed methods approach was used for carrying out this study because it was found to be the most appropriate design. This is because it accommodates both qualitative and quantitative approaches thus enhancing the feasibility of the study. According to Tashakkon and Teddie (2003a:212) “mixed methods research is empirical research that involves the collection and analysis of both qualitative and quantitative data of a single study.” On the other hand Kimberly and Pharrm (2009) say the purpose of this form of research is that both qualitative and quantitative research in combination provides a better understanding of a research problem or issue than either research approach alone. This helps to enhance the validity and reliability of the research.

The mixed methods approach was found to be more suitable for this research because of the strengths that it holds. According to Cresswell (2003) mixed methods research provides strengths that offset the weaknesses of both qualitative and quantitative research. Cresswell further points out that while quantitative researches faced the problem of seldom having their biases and interpretations being discussed on the other hand qualitative researches alone have the problem of generalizing findings to a larger group because of the limited number of participants studied. Thus a combination...
of both approaches offsets the weaknesses of either approach used by itself. Furthermore mixed methods approach offer a more practical way of conducting a research. This is so because researchers tend to solve problems using both numbers and words thus combining both inductive and deductive thinking (Tobin and Bergley, 2004). The last but not least of the reasons why this method was chosen is that mixed method approach allows the researcher to provide more comprehensive evidence in the research. This is because researchers are given permission to use all tools of data collection available rather than being restricted to the types of data collection associated with either qualitative or quantitative research. (Tobin and Bergley, 2004).

A. Sample

A stratified random sample of the twenty schools was selected for this study. In random sampling each member of the population has an equal chance of being included in the sample (Bless and Higson-Smith 1985). Random sampling is the best way to choose a sample that is unbiased and will ensure an optimal chance of drawing a sample that is representative of the population from which it was drawn.(Jacobs and Razovich,1990) in (Kimberley and Pharm, 2009). The stratification was necessary to ensure that the four major types of schools were represented, thus enhancing the effectiveness of the generalizability of the research results. The information which formed the basis of the stratification of the schools was obtained from the district education office.

The procedure for sampling was to stratify or divide the schools into four sub-groups or strata according to the type: private, church, council, government. Thereafter the only private school was chosen, two church schools were chosen while the remaining thirteen government schools were selected in the following manner. The names of the government schools were put in a hat and randomly picked. The table below illustrates the sampled schools. The head and four teachers were then selected randomly from each of schools above.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>TYPE</th>
<th>NO. OF TRS</th>
<th>SCHOOL ADMIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Private</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>Church</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>Council</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Council</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Government</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Government</td>
<td>35</td>
<td>2</td>
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<tr>
<td>G</td>
<td>Government</td>
<td>35</td>
<td>2</td>
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<tr>
<td>H</td>
<td>Church</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>Government</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>J</td>
<td>Council</td>
<td>36</td>
<td>2</td>
</tr>
</tbody>
</table>

Table 1: Types of schools and their establishments

B. Instruments and techniques

The researcher prepared two questionnaires that were used to collect the required information for this research. These were administered to the selected heads and teachers. The documentary review technique and the interview technique were also used to collect the required data.

V. RESEARCH FINDINGS AND DISCUSSION

A. Effectiveness of techniques used to motivate teachers

Both teachers and school heads were asked on the techniques commonly being used on their schools to motivate teachers. 80% of the school heads who responded to questionnaires agreed that the improvement of working conditions was the most effective technique they were using. Asked to give a reason why, most of the heads and deputy heads interviewed argued that working conditions seemed to be stable if maintained whilst other techniques were unstable. 10% of the school heads said they used monetary incentives whilst the remainder 5% used performance appraisal and the other 5% used non-financial rewards. No head indicated that they used transformation leadership and delegation as motivation techniques. Even during the interviews most of the heads failed to explain how transformational leadership and delegation could be used as techniques for motivating teachers. However, Private school Head (PSH 1): SCH A and PSH 5: SCH 5 when interviewed both concurred that, although working conditions were effective, most school heads only paid lip service to that technique when in actual fact the most effective technique they were using is monetary incentives. Asked on the effectiveness of the techniques most heads agreed that working conditions helped teachers to work whole heartedly. Some even felt that working conditions are the pillar to motivating teachers because money without good working conditions is not itself complete. When interviewed PSH 3:SCH 3, PSH 8:SCH 8 and PSH 10: SCH 10 argued that monetary incentives could not be considered as an effective motivation technique because of the challenge of inflow of money which was not stable hence they incentivized teachers according to how much they could afford to. PSH 8: SCH 8 said that:

At my school incentives are only effective during the first month of the beginning of every term when the inflow of money would be high due to school fees payment and it reduces from one month to the other. While the respondents echoed the above that the incentives were no greatly effective, the figure below gives a summary of the responses by school heads on whether incentives are effective or not.

![Graph showing effectiveness of techniques](image-url)
The graph indicates that 5% of the school heads said non-financial rewards were the most effective, 20% said monetary incentives were more effective, 70% felt that the improvement of working conditions was effective while the remaining 5% said performance management was the most effective motivation technique.

The graphs indicate that the use of the provision of conducive working conditions is a key technique which was rendered effective by most school heads. Where working conditions are conducive employees will develop a high self-esteem, are more intrinsically motivated, optimistic, willing to work harder participative at work, work efficiently, have lower absenteeism rates and are generally more satisfied with their jobs (Codden, 2000). This view by Codden substantiates the reason why heads who valued working conditions indicated that it was an effective technique as it can stand the test of time.

60% of the teachers who received questionnaires indicated that their school heads used monetary incentives as a motivation technique. 25% said that their heads used non-financial rewards to motivate their staff. 15% said their heads used a combination of techniques to motivate their staff. When interviewed teachers from school 1, school 5 and school 7 concurred with the 60% of teachers who said their heads used monetary incentives. The teachers interviewed however showed a lack of understanding on the non-monetary rewards as they felt that this is normal responsibility which the administrators were supposed to provide. The teachers interviewed felt that the provision of working conditions could not be considered as a motivation technique at school level because it was a nationwide concern. The teachers felt that working conditions needed to be addressed at a macro level and not micro level. The teachers contradicted with school heads on the most effective technique and their results are summarized in Fig 2 below.

The graph indicates that 60% felt that the use of monetary incentives is a more effective way of motivating teachers. Teachers argued that monetary incentives allowed them to solve their social issues like paying rent, and buying food so they come to work better placed to work. In separate interviews PST 17 and PST 24 agreed that, “Monetary incentives had kept them motivated as they subsidized the meager salaries they were getting.” The teachers’ point of view is supported by Coddly et al (2003) who posit that properly designed incentive systems are consistently successful and provide evidence that when salary is not sufficient, properly designed monetary incentive programs can dramatically increase performance without sacrificing personal, intrinsic interest in work. However Greene, Lopper and Nisbett (1998) in Lai (2009) argue that giving monetary incentives destroys personal interest in work, that once you pay people for performance, personal or intrinsic interest in work tasks are reduced creating a ‘money grubbing’ mentality. Green, Lopper and Nisbett further point out that monetary incentives cause people to focus on tasks where they receive incentives thus ignoring equally important tasks.

Apart from the critiques by Green, Lopper and Nisbett (1998) in Lai (2009), PST 32, PST 14 and PST 12 argued that although incentives were helpful it was sad to note that at their school, the incentive package reduced monthly. Interviewee PST 32 said, “Like in our case last term, we got $100 in the first month, $50 in the second month and just $20 in the last month of the term.” Furthermore interviewee PST12 criticized monetary incentives by saying, “If it was an effective motivation strategy then school heads should ensure that they pay teacher incentives during the holiday as well because scheming and planning are part of the job. The view of Lopper, Green and Nisbett (1998) in Lai (2009) substantiates the heads’ views on viewing working conditions as an effective incentive technique. The views of the teachers who were interviewed contradict with the views of the 60% of the teachers who responded to questionnaires and felt that monetary incentives are an effective motivation tool.

While there are contradicting views on the effectiveness of motivation techniques from the interviews and questionnaire responses by both teachers and school heads it should be noted each of the groups who were respondents in this research felt the techniques being used are quite effective as justified by reason they gave. The teachers who responded to questionnaires argued that the use of monetary incentives is effective because according to Maslow’s hierarchy of needs theory, the lowest order of physiological needs must be fully met for the individual to progress to satisfy the next higher level needs hence the teacher felt monetary incentives are only effective in making sure that the physiological needs are met. On the other hand school heads felt that the improvement and maintenance of working conditions is an effective motivation technique as they based their argument on Herzberg’s two factor motivation theory which emphasizes that money is not a motivator thus managers should focus on designing more intrinsically challenging tasks, provide recognition and empower employees when a certain level of ability is demonstrated, which are true motivators, when fulfilled contribute to long – term positive effect on employees job performance (Herzberg et al 1959) in Ifenodo (2003).

### B. Problems encountered by heads in motivating teachers

School heads were asked if the teachers were responsive to their motivation techniques. In response, 60% of the school heads who responded to questionnaires noted that most of the teachers were quite responsive to their motivation techniques while 40% of the heads indicated that the teachers were not always responsive. Some of the heads indicated that the major problem they encountered was with monetary incentives as teachers always expected the incentive package to be raised regularly. However this was not the case as in some cases like in government schools the package even went lower as you moved from one month to the other. Others indicated that the major problem was that teachers compared themselves with other schools forgetting that despite being in the same locations, those schools were different. Council schools and church schools get subsidies from their responsible authorities.
which government schools did not have hence they can afford to maintain a stable and higher incentive package.

When interviewed PSH 9 said

It is difficult for us to motivate teachers in an ever changing economic environment as we tend to focus our motivation techniques on critical issues at that moment. Our motivation techniques are to a larger extent nowadays driven by the economic problems which have led to poor salaries hence we try to subsidize the poor salaries by paying incentives.

Furthermore the school heads interviewed indicated that sometimes the bureaucratic system of education hindered them from motivating teachers effectively as they would be answerable to their superiors on certain actions which they would have done in the bid of motivating teachers. PSH 9 heads said, “The system is too restrictive on us hence it does allow us not to explore motivation techniques to the fullest.”

Teachers were asked the reasons why they failed to respond to motivation techniques they were being exposed to by school heads. The major reason they gave was that school heads did not involve them in decision making on issues that affected them on their job. Below is a table that illustrates the teachers’ responses on how much they are involved on decision making.

<table>
<thead>
<tr>
<th>The heads involves us in decision making</th>
<th>SA</th>
<th>A</th>
<th>UD</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
<td>20</td>
<td>5</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 2: Teacher responses on involvement in decision making

Key: SA-- Strongly Agree  A—Agree  UD – Undecided  D – Disagree  SD – Strongly Disagree

As indicated by the table 60% of the teachers disagreed with the view that heads involved them in decision making. 35% agreed while 5% were undecided. Most of the teachers who were interviewed also felt that they were not being involved in decision making. PST 24 said it was difficult for them to accept something that was just imposed on them. The interviewee further elaborated that teachers needed to be part of the decision making process especially on issues that concern their job. PST 35 said although school heads were making an effort to motivate teachers the challenge lay in that most school heads combined motivation with power-coercive strategies which really did not augment well. When school heads were asked if they involved teachers in decision making, they gave varied responses. PSH1, PSH2 and PSH10 said to a larger extent teachers were involved because of the involvement of a senior teacher in school board meetings general staff meetings. They said it was the duty of the senior teacher was to bring forward concerns and issues raised by the school for the author’s to act on. When interviewed PSH 7 argued that there are negotiable and non-negotiable issues in the system hence it was not always the case that they involved teachers in decision making. Although some heads may have had a different view, it is of paramount importance to involve teachers in decision making because decision making and motivation are interdependent and mutually influencing.(Keeney and Raifa,2000). Furthermore, Pohankova (2010) states that, motivation has an impact on the final wording of the decision and each stage of decision making may have a direct or indirect impact on the motivation and techniques used to influence motivational levels of employees. Thus despite the mixed feelings by school heads it is vital for them to note that the decisions they make have a direct or indirect influence on the teachers whom they either partially or do not involve at all in the decision making process. Thus the teachers’ plea to be involved in the decision making process as indicated by the responses is a valued concern.

Both school heads and teachers interviewed concurred that the other problem they faced in motivating teachers was the lack of resources which would help teachers to do their job, so the majority of the interviewees agreed that school heads needed staff development on teacher motivation. During interviews heads of schools said that staff development was necessary in order to raise an awareness of the importance of motivating teachers and how best they could do it in the light of scarce resources. Teachers on the other hand felt that most school heads faced a problem of motivating teachers by use of poor leadership styles hence the need for staff development in order to help them to learn about modern and friendly techniques of motivating teachers.

C. Problems caused by lack of motivation

Both school heads and teachers agreed that lack of motivation caused a variety of problems as you moved from one school to the other. 75% of the heads who were interviewed agreed that lack of motivation caused problems ranging from absenteeism, late coming to lack of passion with their jobs. One of the school heads at a government school which practiced hot-seating confessed that some of the teachers in hot – seating classes came to work as late as 11am instead of 0900hrs. Some absented themselves just to go and do their deals across the border. Asked on the intervention measures the head was taking to correct this situation the head said that he was working on a collegiality type of leadership since the power coercive strategies he had tried to use had not worked. On the other hand, asked if absenteeism was related to lack of motivation, most of the teachers said that to a larger extent it was. PST 18 even went to the extent of saying it in Shona that “Ndinoshanda zvinoenderana nemari yandinotambira” (I put effort equivalent to how much I am paid). Although the education system has systems put in place when applying for leave most the heads confirmed that teachers were not completing leave forms all the time. This shows that heads are leaving some situations to just get out of hand just like that. It is however important to note that school heads and teachers from private and council schools said that there were very few cases of absenteeism and that these were not linked to lack of motivation The school heads however said they managed the situation by continuous staff development seminars on conditions of service and also by having motivational talks with their staff regularly.

Another problem caused by lack of motivation is low performance by teachers on all aspects of their work. Teachers interviewed revealed that job aspects like co-curricular activities especially, sport activities and clubs were not as important to them as they really did not put much effort in them. PST 15 pointed out that, even in the classroom they only taught at most three subjects per day leaving the rest of
the load to junior or student teachers. Heads of schools on the other hand said that the Result-Based Management System (RBMS) was a tool they were using to make sure that all aspects of the job were attended to. Asked if this was motivating heads of school said it would compel the teachers to work. However, PSH 1, PSH 7 and PSH 10 were of the view that performance management was a feedback system which was meant to develop teachers in the provision of good quality teaching. On the contrary PST 23 said such performance management tools also contributed to their lack of motivation as they restricted them to strictly what is on the plan. Consequently most of the interviewed teachers said their low levels of motivation were also caused by the fact that the job was more routine in structure and that it lacked job enrichment activities. Some of the teachers who responded to questionnaires contradicted with their fellow teachers on the rationale of performance management programmes as they concurred with some school heads that performance management was only a feedback process on the teachers’ performance. Mifflin (1995) in Pohankova (2010) states that lack of feedback usually produces frustration on teachers and their frustrations often have negative impact on teacher performance. Thus teachers felt that school heads needed to be open, clear and supportive and not demotivate teachers by using the performance management as a fault finding mission.

D. Intervention measures towards an improved motivational strategy

Both teachers and school heads agreed that there are measures that can be taken in order to create an improved motivational strategy. 90% of the school heads agreed that the following areas needed to be attended to if we are to have an improved motivational strategy: salary increase, working conditions, participative decision making, supervision and staff development and the use of monetary and intangible non–monetary incentives.

The graph below indicates how school heads and teachers responded.

![Comparative responses on an improved motivational strategy](image)

**Figure 4: Comparative responses on an improved motivational strategy**

**E. Salary increase**

35% of the heads said that one of the measures that could be taken was to improve teachers’ salaries and allowances so that they satisfy their needs. Of the 35%, 25% of them were of the idea that increment should be regular though they could not say how regular, but emphasized that the increase must be in relation to the economic situation prevailing. 10% also said that although it must be regular, it should be performance based so that teachers earn for what they really deserve. The indications are in line with Griffin (2000) who in his study found out that increasing workers’ salaries was motivating as it increased performance by 22% and it encouraged workers to invest their best mental effort by 26%. Furthermore McShane and Von Glinow (2000) state that when salary is contingent on the efforts of an employee, very likely the employee will enhance his or her competitiveness and performance on the workplace. On the other hand the provision of good salary will enable them to move up the ladder of hierarchy of needs. It should be noted that 80% of the teachers shared the same view with the school heads but however differed on the fact that salaries should be performance related. The teachers felt relating salaries to performance could only be done if issues like class size and teaching and learning materials were equitably available. Salary is often used as barometer to measure status and equity in the workplace, it is a measure of the teachers’ worth and when salary does not match up to the nature of the work and responsibilities, teachers feel underpaid and are thus demotivated (Griffin, 2000). This is consistent with Adam’s equity theory.

**F. Working Conditions**

The results of the present study show that both school heads and teachers agree that working conditions impinge on the motivation and satisfaction of teachers hence they need improvement. 80% of the heads who responded to the questionnaire indicated that conditions like workloads, class size and physical conditions of the classrooms needed to be attended to. 70% of the teachers also concurred with the heads’ point of view that intervention strategies on working conditions were necessary. Some teachers even cited an example where the United Nations Children’s Education Fund donated textbooks to schools by enrolment. Both teachers and school heads felt that this programme had gone a long way in improving the teaching and learning process though partially motivating teachers to do their work. Previous findings by Peltier and Hill (1998) in Lunda (2003) found out that ‘lack of materials and inadequate working conditions due to institutions limitations were factors that negatively affect teacher motivation and commitment. Nhundu (1994) in Mufanachiya and Mufanachiya (2011) found that 65% of the teachers in his survey were most dissatisfied with the physical conditions and Kim (2000:40) reported that “generally teachers expressed their outcry against excessive work load.” In line with Herzberg’s two-factor theory, if extensive factors
such as job security and management support are provided teachers will not be dissatisfied with their work. Thus lobbying for the improvement of working conditions for Zimbabwean teachers may reduce or eliminate the dissatisfaction of teachers and create conditions in which they may be motivated.

G. Decision making

The results of the present study reveal that one of the causes of teachers’ lack of motivation is the failure by school heads to involve them in decision making over issues that concerns their job. In this study 60% of the teachers said their heads did not involve them in decision making while school heads said they involved teachers in decision making to a large extent. The results of the present study reveal that 65% of the school heads view participative decision making as a noble intervention strategy. Heads pointed out that participative decision making will enable them to collect different points of view and problems from teachers and also enable them to make decisions that encompass the contributions from everyone thereby motivating teachers. 75% of the teachers hailed participative decision making. They said as an intervention strategy it would give them the platform to air their views as they are the people on the ground. According to PST 17, “As an intervention strategy participative decision making would help the teachers appreciate and understand why management makes certain decisions since they will be working together.” PST 15 and PST 20 agreed with PSH 4 and PSH 3 that participative decision making would help to create good working relationships, friendly and sympathetic behaviour which would enhance teacher performance. The indications by the respondents are in line with Bayor and Rue (1996) in Leach and West brook (2000) who state that good team working relationships affect the performance of teachers because pleasant or unpleasant interactions with super ordinates are directly relevant to task accomplishment. The relevance of this statement comes in decisions which will be made hence the importance of participative decision making. Newstrom and Davies (2004) hold that participative decision making tends to improve motivation because employees feel more accepted and involved in the situation. Participative decision making reduces problems associated with lack of motivation because employees will feel that they have a better place at work since they will be involved.

H. Staff development and supervision

80% of the heads revealed that heads of schools needed staff development on the importance of motivation and how best they can do it. As such they all concurred that staff development was a necessary intervention strategy on the quest of an improved motivational strategy. The heads of schools also felt that supervision was a necessary intervention strategy but however differed on the type of supervision to be used. For the purpose of this study the types of supervision were not key but it is important to mention that 65% said friendly methods of supervision like clinical supervision were the most suitable strategies to be considered while the remainder felt that according to McGregor’s theory X naturally people are lazy to work hence they needed supervisory methods that would coerce them to work.

On the other hand 60% of the teachers who responded to questionnaires felt that staff development was indeed necessary so that they learn more about motivation. Those who were interviewed revealed that most teachers assumed that motivation was only linked to money disregarding other factors. The teachers also concurred with the school heads that supervision was necessary but they were quick to point and that it can only be effective if it is used as a developmental process and not as a fault finding process as it can be extremely demotivating. In the case of staff development the teachers who were interviewed pointed out heads should not restrict teachers to staff development programmes that are school based but should also send teachers for courses, workshops outside the school so that teachers develop professionally. Thus views from the questionnaires and interviews by both school heads and teachers contend that both supervision and staff development are noble intervention strategies which only need to be implemented professionally so that their effectiveness is realized.

1. Monetary incentive

The results of this study show that 45% of the school heads were of the view that the use of monetary incentives would work as an intervention strategy. The research further analysed the 45% according to school type and revealed the following.

Table 6: Heads views on monetoty incetives by school type

<table>
<thead>
<tr>
<th>TYPE OF SCHOOL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council school</td>
<td>30%</td>
</tr>
<tr>
<td>Government school</td>
<td>10%</td>
</tr>
<tr>
<td>Church service</td>
<td>5%</td>
</tr>
</tbody>
</table>

Heads of council schools and church schools argued that if availed the monetary incentives would be a noble strategy. The two types of schools get subsidies from their responsible authorities. Heads from government schools said although it was a noble intervention strategy which had so far seemed to work, it was a strategy which divided teachers. The same heads pointed out that government schools in high density suburbs had high enrolments versus low schools fees so they could not afford to pay their teachers a reasonable package of incentives even monthly. This was in comparison with government schools in low density areas which had lower enrolments and yet have higher fees allowing them to give their teachers a better incentive package. When Interviwed PST 17 said that, “The incentive package varied from one school to the other and the comparisons cause me to be demotivated.”

60% of the teachers felt that monetary incentives could work as an intervention measure if the implementation was standardized. The teachers pointed out that monetary incentive helped them to cover some expenses which their salaries could not cover however these needed to be given equitably and consistently regardless of type of school. Condy et al (2003) shared the same view with the teachers when he pointed out that monetary incentives have great benefits and a high potential to motivate teachers. Lai (2009) points out that monetary incentives are useful if employees expect the same kind of reward consistently. The teachers and heads point of view is in line with Adam’s equity theory which states that equity underpins motivation and that motivation is dependent on the comparison a person makes between his or her reward ratio with the ratio enjoyed by others considered to be in a similar situation. (Newstrom and Davis,2004). Thus this theory sums up what the heads and teachers concur that if monetary incentives are to be
considered as an intervention measure towards an improved motivational strategy then equity should prevail across board.

J. Intangible non-monetary incentives

85% of the heads said non-monetary incentives was a strategy that could be used to develop a motivational strategy. Asked to give examples of the intangible non-monetary motivation strategies heads of schools said that these included verbal recognition, formal recognition, friendly greeting, use of school equipment and facilities like the computer laboratory, job rotation, special assignments, job enlargement to name but a few. Most of the heads pointed out that such strategies offered intrinsic motivation which was innate unlike monetary incentives which were extrinsic and whose motivation would disappear once money is removed. Heads felt that it was easier to develop motivational levels using intangible non-monetary motivational strategies as they were not expensive. The only challenge they noted was that it required a head with good administrative skills to develop motivation through intangible non-monetary motivational techniques.

60% of the teachers felt that intangible non-monetary incentives were a fairly good intervention strategy. The 40% agreed with school heads that such a strategy provided a solution that can last. In line with the findings of this study a result of poll showed that 79% of the employees who quit their jobs attributed it to lack of appreciation (Fisher, 2007). It should be noted that showing appreciation to employees often goes beyond friendly social gestures, employees want to feel appreciated and valued by the organisation hence recognition. Millet (2010) points out those employees who have the opportunity to communicate with managers whose suggestions are taken into consideration, whose management is interested to hear their opinions and who receive performance feedbacks are willing to exert more effort at work because it makes them feel important and cared for. Doci and Ryan (2000) further state that employees who are intrinsically motivated possess the passion to take on tasks that are both challenging and meaningful of which they feel an inherent sense of accomplishment upon successful completion. Only then can they reach Maslow’s highest level of self-fulfillment.

VI. TECHNIQUES BEING USED BY SCHOOL HEADS TO MOTIVATE TEACHERS

A. Extrinsic and intrinsic motivation

The pie chart below shows the responses by teachers and school heads on the type of motivation preferred. The pie chart below shows the teachers’ responses on the most effective motivation technique

The results of the present study indicate that 65% of the respondents opted for the use of both intrinsic and extrinsic motivation. The respondents explained that because of the ever changing environment there was need to combine the two types of motivation. 20% opted for extrinsic motivation arguing that because of the hardships teachers were facing due to the harsh economic environment, the only suitable way to motivate teachers was to use extrinsic motivation through the use of techniques such as monetary incentives. 15% opted for intrinsic motivation citing that what we do is driven by how we feel inwardly so even if money is availed if teachers are not self-driven to work then motivating them would be like moving a mountain.

B. Strategies currently being used to motivate teachers

Heads of schools were asked to list strategies they are currently using to motivate teachers and their schools. Their responses were grouped into three categories monetary incentives, tangible non-monetary incentives, intangible non-monetary incentives. The pie chart below shows the responses from the school heads.
The results also show that the use of intangible non-monetary rewards is also being used by some heads through praise, involvement and promotion to name a few. However teachers noted intangible non-monetary strategies increase favoritism of some teachers by heads of schools. Nasser Ud Din (2008) reported that in a study he carried out, it was revealed that principals favoured some teachers unequally assigning tasks giving better tasks to those whom they like most, praising and talking about their achievements more than what other counterparts would have done. If used this way this use of intangible non-monetary incentives would create problems as naturally according to the equity theory people compare their effort and rewards with that of their counterparts.

**CONCLUSION**

The degree of success or failure in a school set-up is largely dependent upon the results produced by teachers in the teaching and learning process. The actions of teachers have an impact on the achievement of educational objectives hence the need to maintain high motivational levels for teachers. Thus both teachers and school heads need to understand the nature of motivational profiles of each staff member so that the use of motivation techniques can help to raise the existing motivational levels. This part of the discussion gives a discussion of the reflections contradictions and strategies of improving motivation techniques that have been raised.

The study results show that heads of schools and teachers agreed that a number of motivational techniques are used to motivate teachers. Some of these techniques include monetary incentives, praise and recognition, motivational talks, and staff development. Although there have been contradictions the most important thing is that motivation as a process can be done in several ways. This idea is supported by Luthans (1995) and Kreitner (1992) in Nasser ud Din (2008) who state that through content theories (Maslow’s need hierarchy, Herzberg’s two-factor theory) that’s why people are motivated and through process theories like Adams’ Equity theory and Vroom’s expectancy theory that is how people are motivated. What is important is for the school heads to understand the “why” and “how” of motivation so that they can use motivation techniques which yield results.

The results found that most schools were using monetary incentives as a motivational technique. School heads and teachers disagreed on the effectiveness of this technique as a motivational strategy. While the teachers felt that the use of monetary incentives allowed them to satisfy the lowest order
of Maslow’s need hierarchy once they get the money, school heads on the other hand were of the view that money is not a motivator and the payment of incentives on its own was straining the school’s budget. Both teachers and school heads agreed that the problems with using incentives as a strategy were caused by inconsistencies in the payment of incentives from school to school and the lack of a good policy that properly gave a guidance on the implementation of this strategy. Herzberg as cited in Pohankova (2010) states that these incentives are there only to prevent dissatisfaction but do not truly motivate employees. Pohankova goes on to state that that is the reason why even after getting money teachers still leave their job to pursue other things which motivate them.

It was found that heads of schools did not involve teachers in the decision making process. According to the findings of this study, this made the teachers not to respond to motivational techniques by school heads. A great concern for the need of teacher involvement in the decision making process was raised by the teachers during the collection of data. The need for teacher involvement is supported by Jensen (2014) when he states that the basic premise for participative management is to shift the burden of decision making from the sole shoulders of managers and supervisors onto the entirety of the company. The teachers felt that their involvement in decision making will motivate them as they will develop a sense of belonging to the organization. A study by Millet (2010) revealed that the lack of involvement of teachers resulted in low morale which destroyed the commitment and motivation adversely affecting their productivity and the service they offer. From this study it was revealed teachers felt marginalized and disinterested in their job because they were not being involved.

The study revealed that most teachers were also demotivated by working conditions like class overloads, demotivating policies and the provision of teaching and learning resources and some poor leadership styles which the heads use. Most teachers felt that Douglas Mcgregor’s theory X of motivation (in which it assumes that employees inherently dislike work and will attempt to avoid it) (Lope, 2004) was the reason why school heads coerced, controlled and threatened teachers. Such coercion control and threats were used together with power coercive strategies. This demotivated teachers and Weissman (2001) puts it clearly when he states that workload (and other poor management styles) is one way to enhance stress level and to demotivate employees.

Both teachers and school heads agreed that participative decision making and the use of non-tangible monetary incentives were the intervention measures which could be taken in order to develop an improved motivational strategy. The importance of decision making has already been discussed before. Both heads and teachers contended that intangible- non-monetary motivational techniques are a noble intervention strategy because they are less expensive, do not require extensive supervision and allow organizations to channel finances to important issues, (Lai, 2009). According to Herzberg (1959) in Lai (2009) managers should avoid placing strong emphasis on fulfilling hygiene needs as this will result in employees relying too heavily on extrinsic rewards which end up requiring money. Rather managers should place their focus on intrinsic motivators which contribute a great deal to level of job satisfaction. Herzberg in Leach and Westbrook (2000) states that, the duty of the manager is not to motivate but to provide opportunities for people to achieve so they are motivated. Such opportunities may include involvement, achievement, recognition and advancement to name a few. However teachers noted that this intervention strategy can only work if the heads exercise professionalism and avoid favoritism.

References


[8] Jensen(andrewjansen.net/motivating/employment/with/participative/management)


