The Impact of Teacher Motivation on Teacher Effectiveness in Bubi District of Zimbabwe

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Abstract: This study investigated the impact of teacher motivation on teacher effectiveness in ten schools in Shurugwi District in Midlands Province in Zimbabwe. The study draws on a quantitative inquiry on the relationship between teacher motivation and teacher effectiveness. The population consisted of all the primary schools in Shurugwi District. The sample consisted of 100 respondents purposively sampled. The sample was composed of 48 males and 52 females. The study adopted the descriptive survey design and all the information was collected through a questionnaire which largely had close-ended questions and one open-ended question. The findings of the study revealed that teacher motivation is not given top priority by schools in Shurugwi District. It was also found that monetory incentives among other forms of incentives were highly valued by teachers in the District. The study recommends that teacher motivation should be given top priority by schools in order to enhance teacher effectiveness.

Keywords: Impact, teacher, primary school, effectiveness, district, motivation.

INTRODUCTION

As Cain [1] argues, teacher effectiveness is one of the most important variables that contribute to the overall high performance of any school. The teaching and learning processes in various schools produce varied results depending on the quality of teacher performance in the various schools [2].

Pupils' performance in areas such as academic achievement, sports and discipline all depend on the teachers guiding the pupils. There are a variety of factors that affect teacher effectiveness in schools. One of these factors is teacher motivation [3]. According to Howard and Sharp [4] motivation implies a driving force that makes a person to put his maximum effort to meet organizational goals, such as working very hard to achieve high pass rate or any other goals pursued by the school. It implies instilling in teachers the urge or desire to act willingly in specific ways to achieve high results [4].

LITERATURE REVIEW

McGrown [5] reminds us that the job of the school head as organizational manager, is to inspire, encourage and impel those working under him / her to do whatever is necessary to achieve the school's goals through the process of motivation. According to Hanson [3], motivation directs our energies and behaviours towards the attainment of the school's specified goals. The process of motivation refers to individual influences with regard to the priorities, attitudes and aspects of life style that we may seek to fulfil in our work [6]. As Hanson [3] posits, some driving forces thus cause us to act the way we do and one such driving force, the needs satisfaction force, impels us to act so that we can satisfy our real and imagined needs and such needs are satisfied by results which are the outcomes of work. If the results are successful, then we are satisfied. The figure below illustrates this.

Table-1: Motivation as needs satisfaction

Individual has needs	Needs are crystallised	Action is taken to achieve wants	If achieved individual is satisfied

(Source: Hanson [3])

Motivation then is the urge or drive to take action to satisfy felt needs and the head's management role consequently is to create motivators which urge and inspire the workforce or employees to perform in a desired way and thus, it is a complex condition without which very little can be achieved in the schools [7].

According to Fulmer [8] Maslow developed a structured classification of human needs. It is assumed that people have needs which influence their behaviour and energy is directed at satisfying the unfulfilled need [8]. According to Owens [9], Maslow believes that an individual's needs are arranged in a hierarchy of

importance from the most basic to the more complex. Maslow also believes that needs at the upper levels of the hierarchy are only activated once the needs at the lowest levels have attained some accepted levels of satisfaction.

Fig-1: Maslow's Hierachy of Needs, Source: Owens [9]

Maslow's hierarchy of needs motivation theory has got attributes that can be applied to achieve teacher motivation to a certain extent [10]. Teachers obviously have physiological needs that make them survive such as a reasonable basic salary to afford them a decent living commensurate with their status in society, teachers also need proper accommodation, proper transport and good working conditions [11]. In some schools teachers form social clubs where they deal with social issues such as death; weddings; birthday or graduation parties and so on and they become concerned with each other's social life and help each other in good and bad times and this emphasizes the need to belong [8]. Security needs can be seen when teachers join funeral schemes, life assurance, educational policies, medical aid schemes and pension schemes [7]. As Mukoko [12] argues, where there is no security for the future, teachers are not motivated to work like when there is political instability in some rural areas, some schools are deserted when teachers leave them for safer areas.

Social relationships in schools reflect the need in teachers for love and belonging and warm working climates in schools promote teacher effectiveness [13]. Leadership and supervision styles are of importance to avoid barriers to motivation that are job related [14]. Esteem needs cannot be ruled out in teachers. As Knezevich [15] states, teachers need to be recognized and be given good status ad activities that promote their self-confidence maximize their performance. Self actualization needs are also seen when teachers seek to advance themselves through promotions and professional advancement [14].

Robbins [16] postulates that Herzberg's Two Factor is a content theory of motivation which has some similarities with Maslow's Hierarchy of Needs theory. Herzberg came up with what he called maintenance factors and motivation factors, hence motivation versus maintenance. The theory is explained diagrammatically as shown below.

Table-2: Herzberg Two Factor Motivation Theory

Motivation Factors		Maintenance Factors	
a.	Achievement	a.	Salary
b.	Recognition	b.	Job security
c.	Work itself	c.	Working conditions
d.	Responsibility	d.	Personal life
e.	Advancement	e.	Relationship with supervisors
f.	Personal development	f.	Relationship with workmates
		g.	Company policies
		h.	Fringe benefits

Source: Ncube [17]

As Ncube [17] argues, although the theory was developed basing on research on engineers and accountants, it may be applicable to a certain extent to teachers in Zimbabwean schools. The nature of work that teachers do in schools has to provide opportunities for personal growth for the whole process to be motivating [17]. Material rewards like salary and working conditions may demotivate teachers if these are not satisfactory. As Madziyire [13] states, in Zimbabwe salaries of teachers may be low but still they remain committed to their work because of intrinsic motivation which comes out through the achievements

they make. Teachers produce successful students in academic, sporting and life in general and their success in moulding the future generation of responsible citizens motivate them to keep on working [17].

Cain [1] argues that no one can motivate another person and people must be able to motivate themselves and make them happy. Motivation and happiness are believed to be two similar feelings that must come from the inside of an individual and Cain [1] believes that what other people can do is to remove barriers to motivation.

Table-3: Barriers to Motivation

Job-Related Barriers	Personal Barriers	Family Related Barriers
• Wrong job	• Laziness	• Too much debt
• Job insecurity	• Unhappiness	• Death of a loved one
• Poor performance	• Low self-confidence	• Divorce
• Feeling unappreciated	• Low self-esteem	• Miserable marriages
• Feeling underpaid	• Inflated ego	• Problem child
• Low challenge jobs	• Dullness	• Illness
• Discrimination	• Bad attitude	• No family
• Inadequate training		
• Conflict		
• Poor communication		

Source: Cain [1]

Cain [1] argues that it is the responsibility of administrators to be able to identify and reduce the barriers to motivation in its members by all possible ways.

STATEMENT OF THE PROBLEM
Motivation plays a critical role in driving teachers to exert high levels of effort towards school goals. The importance of motivation therefore cannot be overemphasized for teacher effectiveness.

Purpose of the Study
The study sought to investigate the impact of teacher motivation in order to maximize their effectiveness.

Research Questions
The study sought to provide answers to the following research questions:
- Do school administrators consider teacher motivation an important issue?
- What forms of incentives do schools offer to motivate teachers?
- What strategies can schools employ to effectively achieve teacher motivation?
- Are there any challenges with regards to teacher motivation in schools?

Significance of the Study
The importance of this study stemmed from the fact that it sought to expose the extent to which schools motivated their teachers for improved performance in the schools in order to come up with recommendations to improve the situation where there are weaknesses and to build on the existing strengths with regards to motivation strategies.

Limitations of the Study
The study employed a relatively small sample to make generalizations about the whole of Zimbabwe. The other limitation has to do with the descriptive method that the study used. According to Kumar [18], the descriptive method lacks predictive power, the researcher may discover and describe "what is" but is unable to predict "what would be". The respondents may also give false responses thereby affecting the validity of the findings. This was mitigated by pilot testing of the instrument used.

Delimitation
The study was delimited to the impact of teacher motivation on teacher effectiveness using a sample of 100 respondents made up of 10 heads of schools, 10 school development committee chairpersons and 80 teachers purposively sampled from one district in the Midlands Province of Zimbabwe; which is Shurugwi District.

RESEARCH METHODOLOGY
The study employed the quantitative paradigm and made use of a survey research design. As Cohen and Manion [19] posit, the descriptive survey method looks with intense accuracy at the phenomenon of the moment and then describes precisely what the researcher sees. The questionnaire was used as the instrument for gathering data because Anderson [20] argues; it increases reliability as an instrument of gathering data because of its greater impersonality. However, as Lawrence [21] postulates, the questionnaire has a low response rate and is inflexible in that it does not allow ideas or comments to be explored in-depth and many questions may remain unanswered. The researchers personally distributed and collected the questionnaires to mitigate the challenge of

low response rate. The population comprised of all primary schools in Bubi District and purposive sampling technique was used to come up with a sample of 100 respondents. Data produced from the questionnaire produced descriptive statistics around the variables under study. These statistics were computed and inferential implications from them derived and recorded.

FINDINGS AND DISCUSSION

The study sought to investigate teacher motivation and its relationship to teacher effectiveness in Zimbabwean primary schools. This section is presented in two parts; namely, presentation of data and discussion thereof.

Presentation of Data

Table 4: Category of Respondents (N=100)

Category	Frequency	Percentage
Heads	10	10
Teachers	80	80
SDC chairpersons	10	10
Totals	100	100

Table 4 above shows the categories of respondents that were used in this study. The bulk (80%) was teachers, and 10% apiece were heads and SDC chairpersons respectively.

There were more female respondents than male ones as reflected on table 5 above (52% female and 48% male respectively).

Table-5: Distribution of respondents by sex (N=100)

Category	Frequency	Percentage
Male	48	48
Female	52	52
Totals	100	100

Table-6: Responses to the question: "Do you think teacher effectiveness is directly influenced by the degree of motivation" (N=100)

Responses Category	Frequency	Percentage
Strongly Agree	62	62
Agree	33	33
Disagree	1	1
Strongly Disagree	1	1
Not sure	3	3
Totals	100	100

Table 6 above shows that 62% of the respondents strongly agreed with the statement that teacher effectiveness was directly influenced by the degree of motivation. 33% agreed, 1% strongly

disagreed whereas 3% were not sure. In all, 95% believed that teacher effectiveness is directly influenced by the degree of motivation provided by the school.

Table-7: Responses to the statement: "Teacher motivation is given top priority in my school" (N=100)

Responses Category	Frequency	Percentage
Strongly Agree	4	4
Agree	4	4
Disagree	10	10
Strongly Disagree	80	80
Not sure	2	2
Totals	100	100

The information above on table 7 shows that the majority of respondents (90%) believed that their schools did not give top priority to teacher motivation.

Those who agreed with the statement constituted 8% and 2% were not sure.

Table-8: Responses to the statement: "Teacher salaries are motivating enough to make them work effectively"
(N=100)

Responses Category	Frequency	Percentage
Strongly Agree	0	0
Agree	0	0
Disagree	0	0
Strongly Disagree	100	100
Not sure	0	0
Totals	100	100

Table 8 shows that all the respondents (100%) thought those teachers' salaries were not motivating enough to make them work effectively. Table 9 above shows that all the respondents (100%) believed that parents were supportive of initiatives to motivate teachers.

Table-9: Responses to the statement: "Parents support initiatives to motivate teachers" (N=100)

Responses Category	Frequency	Percentage
Strongly Agree	85	85
Agree	15	15
Disagree	0	0
Strongly Disagree	0	0
Not sure	0	0
Totals	100	100

Table-10: Responses to the statement: "State the forms of incentives teachers require for them to work effectively" (N=100)

Responses Category	Frequency	Percentage
Strongly Agree	60	60
Agree	0	0
Disagree	0	0
Strongly Disagree	0	0
All the above	40	40
Totals	100	100

Table 10 shows that 60% of the respondents indicated that money is the only form of incentive that the teachers required in order to work hard and effectively. 40% of the respondents revealed that money; loans, houses and promotion were all required by teachers to motivate them.

Table-11: Responses to the statement: "Stakeholders responsible for teacher motivation are" (N=100)

Responses Category	Frequency	Percentage
Government	88	88
Parents	2	2
Donors	1	1
SDCs	2	2
All the above	7	7
Totals	100	100

The information on table 11 above shows that the majority of respondents (88%) indicated that the responsibility to motivate teachers lies with the government. 2% thought this was the responsibility of parents, another 2% thought it was the responsibility of SDCs and 7% indicated that all the above listed stakeholders should play an equal part and 1% thought it was the responsibility of donors to motivate teachers.

Table-12: Responses to the question: "Are there any barriers to motivation in your school?" (N=100)

Responses Category	Frequency	Percentage
Yes	100	100
No	0	0
Not sure	0	0
Totals	100	100

Table 12 indicates that all the respondents (100%) indicated that there were barriers to motivation in their schools.

The questionnaire had an open-ended question which bolstered data from the close-ended questions. The question wanted to find out from the respondents what they thought were the challenges that their schools faced in their efforts to motivate teachers. The major challenges cited include policy statements by the Ministry of Primary and Secondary Education, resistance from heads of schools to allocate resources for motivation of teachers, negative attitudes of parents towards schemes to motivate teachers and economic challenges faced by schools.

DISCUSSION

The information from the study revealed that the majority of respondents believed that teacher effectiveness is directly influenced by the degree of motivation. This finding tallies with observations by Hanson [3] who states that one of the factors that affect teacher effectiveness is teacher motivation. Howard and Sharp [4] posit, motivation implies a driving force that makes a person to put his/her maximum effort to meet organizational goals, such as working very hard to achieve high pass rates or any other goals pursued by the school. This view clearly indicates that there is indeed a relationship between motivation and effectiveness.

The data from the study reveal that teacher motivation is not given top priority in the schools. This information implies that school heads and other stakeholders are not demonstrating their willingness to motivate the teachers. As McGrown [5] reminds us, the job of the school head as organizational manager is to inspire, encourage and impel those working under him / her to do whatever is necessary to achieve the school's goals.

The information also reveal that salaries are not motivating enough to make teachers work effectively. Salaries constitute what Maslow as cited in Ndlovu [10] calls physiological needs that make them survive such as a reasonable basic salary to afford them a decent living that is commensurate with their status in society. Ncube [17] also states that material rewards like salary and working conditions may demotivate teachers if these are not satisfactory. On the other hand Cain [1] categories feeling underpaid as one of the job related barriers to motivation.

The information from the study shows that parents support initiatives to motivate teachers. As Moully [6] posits, most parents understand that a motivated teacher is likely to guide their children more than one who is disgruntled. In Zimbabwe, the introduction of incentives was initiated by parents who wanted to retain qualified teachers to teach their children as they felt the Government could not pay them adequate salaries. This compelled the Ministry of Primary and Secondary Education to formalize the incentives phenomenon through the promulgation of the incentives policy [13].

The majority of respondents stated that money was the major motivational factor that was required by teachers. This view tallies with Maslow's Motivation Theory as explained by Owens [9] who says basic needs such as money, shelter, food and clothing must be satisfied before an individual can pursue other activities.

Data also revealed that the government was cited as the major stakeholder which had the responsibility to motivate teachers out of all the major stakeholders. Since education is a public service, it therefore becomes necessary for the government to take charge of the needs of the teachers. As Mpofu [11] postulates, although education is not the responsibility of the state alone, it is nonetheless the duty of government to motivate teachers in all schools through payment of good salaries. Other stakeholders may complement the government, but they can never replace it as the major stakeholder expected to motivate teachers [11].

The study also revealed that the major challenges faced by schools in their efforts to motivate teachers include inconsistent policy statements by the government, lack of visionary leadership from heads, negative attitudes from parents and economic challenges faced by the schools. As Makoni [22] observes, the Ministry of Primary and Secondary Education is currently confusing schools as far as the policy of incentives is concerned and as a result the morale of teachers is at its lowest ebb since 2009.

CONCLUSIONS

Given the background of the above findings, the researcher makes the following conclusions:

- Parents, heads of schools and teachers believe that there is a positive correlation between teacher effectiveness and teacher motivation.
- Schools are not according teacher motivation the priority status it deserves on school plans.
- Teachers' salaries in Zimbabwean schools are a major demotivating factor amongst teachers due to their low levels.
- Parents generally support initiatives to motivate teachers and they understand that a motivated teacher is most likely to successfully guide their students.
- Monetory incentives are the major motivational factors for most teachers.
- The Government is seen as the main stakeholder expected to motivate teachers with the other stakeholders merely complementing its efforts.

- The inconsistent policy guidelines on teacher incentivisation are a major hindrance to efforts by schools to motivate teachers.
- Lack of visionary leadership by some school heads stands as another obstacle to teacher motivation.

RECOMMENDATIONS

In light of the findings of this study, the researcher would like to make some recommendations.

- Teachers' motivation should be made a top priority by schools since there is a positive correlation between teacher effectiveness and teacher motivation.
- The Civil Service Commission (CSC) which is the employer of most teachers in the country should lobby Treasury to provide more resources to improve teachers' salaries in order to motivate them.
- Efforts to motivate teachers by parents should be supported and not stifled so that they may complement the low salaries that teachers get from the Government.
- Teacher monetory incentives should be given a serious consideration in schools since it was established that they complement the meager salaries that teachers get.
- More specific policies with regards to payment of incentives to teachers should be promulgated instead of abandoning the incentives altogether as they can motivate teachers if they are properly administered.
- The Ministry of Primary and Secondary Education should conduct workshops and in-service sessions on leadership for heads so that they may be guided on leadership styles that motivate teachers and help them (teachers) perform better.

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