



**BALLSBRIDGE UNIVERSITY  
COMMONWEALTH OF DOMINICA**

**HOW DOES MOTIVATION IMPACT TEACHERS'  
PERFORMANCE?**

**THABO MOFUTSANYANA DISTRICT, SOUTH AFRICA**

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## **DECLARATION**

I, *KINGSLEY BAMFO BOAMAH* hereby declare that this thesis which is presented in partial fulfilment of the requirements for the degree of Master of Philosophy in Education is entirely my own masterpiece. All references made to other authors have been accordingly acknowledged.

SIGNATURE .....

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This research work is submitted to fulfill the requirements and approval is appended finally to award the student the degree of Master of Philosophy in Education.

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## **DEDICATION**

I can do all things through Christ who strengthens me. I give all thanks, honour and glory to the Almighty God, for the knowledge and wisdom to carry out this project to a successful end.

I dedicate this thesis and everything it represents to all family most especially my dear wife Getrude Basoah Bamfo for affecting my life positively, encouraging me inside-out and my vision of acquiring Master of Philosophy would not have been a reality without her maximum support and assistance in different ways.

God bless you my dear.

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## **ABSTRACT**

Teacher motivation and job satisfaction has become a major concern since time immemorial. Fortunately, the recognized importance of teacher motivation and job satisfaction arises at a time of renewed interest in teacher and student performance in general. While the relationship between teacher motivation and student achievement has not yet been established, the correlation between teacher motivation and student self-esteem has been shown by Peck, Fox, and Morston (1977). "Teachers with strong positive attitudes about teaching had students whose self-esteem was high. Students seem to recognize the effectiveness of teachers who are satisfied with their teaching performance." Rothman (1981) suggests that this association exists because teachers serve as more than just educators; they are role models. The benefits of teacher satisfaction for both teachers and pupils points to the importance of studying how teachers feel about work. This study undertakes an examination of how teachers feel while doing their daily tasks. .

The general purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Thabo Mofutsanyana District. The study was guided by the following objectives: to establish the effect of job satisfaction on teacher motivation in public secondary schools, to determine the effect of reward system on the motivation of teachers, to find the effect of training and development on teacher motivation and to determine the effect of work situational factors on teacher motivation in public secondary schools in Thabo Mofutsanyana District. Descriptive research design was used for the study.

This research targeted the principals and teachers of the public secondary schools in the district. The district has 16 public secondary schools. Random sampling technique was used to select teachers while purposive sampling technique was used to select the principals. Out of the 16 schools in the district, 2 schools were used for piloting while the remaining 14 were used in the actual study. A total of 126 respondents participated in the study (constituted 112 teachers and 14 principals).

Questionnaires were used to collect data from teachers while interview schedules were used to collect data from principals. Statistical Package for Social Sciences (SPSS) was used to analyze the quantitative data where descriptive statistics such as means, standard deviation, frequencies and percentages were used to describe the data. Content analysis was used to analyze qualitative data from the interview with the principals. The study found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and

promotional opportunity elsewhere influence job satisfaction to a large extent as indicated by 57% and 67% respectively. The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/conditions influenced job satisfaction among teachers to a large extent. It was found that the reward system affects teacher motivation. This was evidenced by the fact that 53% of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. On the effect of training on motivation, the study found that training affects teacher motivation as indicated by 93%. The study found that 71% of the respondents strongly agreed with the statement that training improves teachers' confidence, thus improving their performance in terms of curriculum delivery.

Regarding the effect of work-situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that 40% of the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation. From the findings of the study, it was concluded that job satisfaction, reward systems, professional training and development and work situational-factors affect employee motivation. The study recommends that schools should ensure that the school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources. The study finally recommends that another study be done in other districts on the effect of school leadership style on teacher motivation.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

Lots of factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded: "Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon the findings, schemes such as merit pay were predicted to be counterproductive." They explain that true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs. Indeed, Rothman (1981) contrasts the security and financial motives for entering teaching during the depression years with present-day idealistic and intellectual convictions, especially because other professions pay equally well or better. The conclusion of Greenwood & Soars (1973) that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher-order needs.

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers.

Motivation is a catalyst to achieve successful teaching and learning performance. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms.

According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their students motivation levels as low.

The teaching profession is undoubtedly the most important profession in our emerging economy. Michaelowa (2002) in her study on analysis of the key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

There was a study done by Organization for Economic Co-operation and Development (OECD), which is an international organization, in 1994 pointed to the importance of the motivation of teachers towards their jobs. In a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings was that teachers' motivation was fragile and declining. The report noted that "There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of national and international policy-makers" (VSO, 2002: 2). The report added that addressing the factors that reduce teachers' motivation should be a major concern of policy makers; this was to create conditions for the success of other education interventions (VSO, 2002).

A research conducted by Majanga, Nasongo and Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. A study reported in Manguang Metropolitan Municipality in South Africa that public secondary school teachers with high levels of job satisfaction tend to have high social and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

Various studies proved that very sizeable proportions of primary school teachers, particularly in sub-Saharan Africa, have low levels of job satisfaction and are poorly motivated. Many tens of millions of children are, therefore, not being taught properly and are not receiving even a minimally acceptable education. As the authors of the Tanzania country report point out —the de-motivation of teachers is a major contributory factor to the abysmally poor learning achievements of primary and secondary students (Bennell and Muykanuzi, 2005:34). It is upon this background that this study is aimed at determining the factors which influence teacher motivation in South Africa.

### **1.1 Problem Statement**

Teacher motivation is a major determinant of students' performance in national examinations. Gullatt and Bennet (1995) argued that the need for motivated teachers is reaching crisis proportions in today's technological society undergoing fundamental changes. They add that a motivated and dedicated staff is considered as a cornerstone for the effectiveness of a school in facing the various challenges and problems posed to it. It is therefore important to investigate the factors affecting teacher motivation in order to revert the situation.

The lack of motivation is perceived to be determined by different factors such as work environment and the rewards for teachers. Lack of motivation among teachers is believed to have affected the performance of students in secondary schools in South Africa including those in Thabo Mofutsanyana District. According to Jackson (1997), lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines aren't kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Students performance of a given school depends entirely on the teacher's effort and if that a given teacher is unhappy with his/her job, he/she will not put emphasis into his/her teaching. Rodgers- Jenkinson and Chapman (1990) found that over a sustained period of time, the loss of experienced teachers hurts the quality of instruction and drives up the costs of recruiting

and training new teachers. This study aimed at finding out which factors are affecting teachers' motivation in public secondary schools in Thabo Mofutsanyana District.

### **1.2 Purpose of the Study**

The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Thabo Mofutsanyana District.

### **1.3 Objectives of the Study**

The study was guided by the following objectives:

1. To find out the influence of job satisfaction on teacher motivation in public secondary schools in Thabo Mofutsanyana District.
2. To determine the effect of reward system on teacher motivation in public secondary schools in Thabo Mofutsanyana District.
3. To find out the effect of professional training and development on teacher motivation in Public Secondary Schools in Thabo Mofutsanyana District
4. To establish the effect of work situational factors on teacher motivation in public secondary schools in Thabo Mofutsanyana District

### **1.4 Research Questions**

The study was guided by the following research questions:

1. How does the teacher's job satisfaction affect teacher motivation in public secondary schools in Thabo Mofutsanyana District?
2. How does the reward system affect the motivation of teachers in public secondary schools in Thabo Mofutsanyana District?
3. How does the professional training and development affect teacher motivation in public secondary schools in Thabo Mofutsanyana District?

4. How do the work situational factors affect teacher motivation in public secondary schools in Thabo Mofutsanyana District?

### **1.5 Significance of the Study**

The study will be significant to the following categories of people:

**Department of Education:** The findings of the study will be of importance to the department of education as they will get to know the factors affecting teacher motivation which finally affects the performance of students in examinations. By this, the Department will use the information to come up with the ways of motivating teachers.

**Teachers:** The findings will also be of importance to teachers as they will get to know how different factors affect teacher motivation. This will help them in deciding to adjust to the prevailing situations to improve the performance of students.

**The school management:** The study will be of importance to the management of the schools as it will highlight on the factors affecting teacher motivation. By this information, the management of the schools can come up with better ways of improving teacher motivation.

### **1.6 Assumptions of the Study**

This study was based on the assumption that one of the contributors of low performance among students in secondary schools is their teachers' motivation. It is upon this assumption that this study was aimed at determining the factors affecting teacher motivation in Eastern Free State District.

### **1.7 Limitations of the Study**

The study was limited to Thabo Mofutsanyana District. This may affect the generalization of the findings of the study to the whole province.

### **1.8 Delimitations of the Study**

By carrying out the study in one district, the researcher saved on the time and the resources spent in data collection.



### **1.9 Theoretical Framework: (Expectancy theory)**

This study was based on Expectancy theory by Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. Similarly, Bedassi (1990), notes that individual motivation is a function of a person's perception that his or her increased performance will result in certain rewards which will help him or her to attain personal goals. Thus, according to the expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. According to Cole (1996), it is the individual's subjective perception of the situation that is the vital part of expectancy theory.

According to Van Fleet et al. (1991), the expectancy model focuses on effort, performance, and outcomes, and looks at the way a person expects these three factors to be linked and how the person judges the outcomes or rewards. They further explain that whenever people make an effort, they gauge the probability that the effort will increase their performance. Apart from effort, other factors such as the individual's personality, knowledge and skills, and role perception also affect performance. According to Cole (1996), effort does not necessarily lead to effective performance, if the individual has insufficient knowledge and skills or if role perception does not equate with that of his or her supervisor. According to the expectancy theory, there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are: expectancy, instrumentality and valence.

Expectancy is the extent of the individual's perception or belief, that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards. According to Cole (1996), valence is the strength of the belief that attractive rewards are potentially available; it is the power to motivate, which varies from individual to individual. According to Vroom, the three factors combine to create a driving force which motivates the individual to put in effort, achieve a level of performance, and obtain rewards at the end.

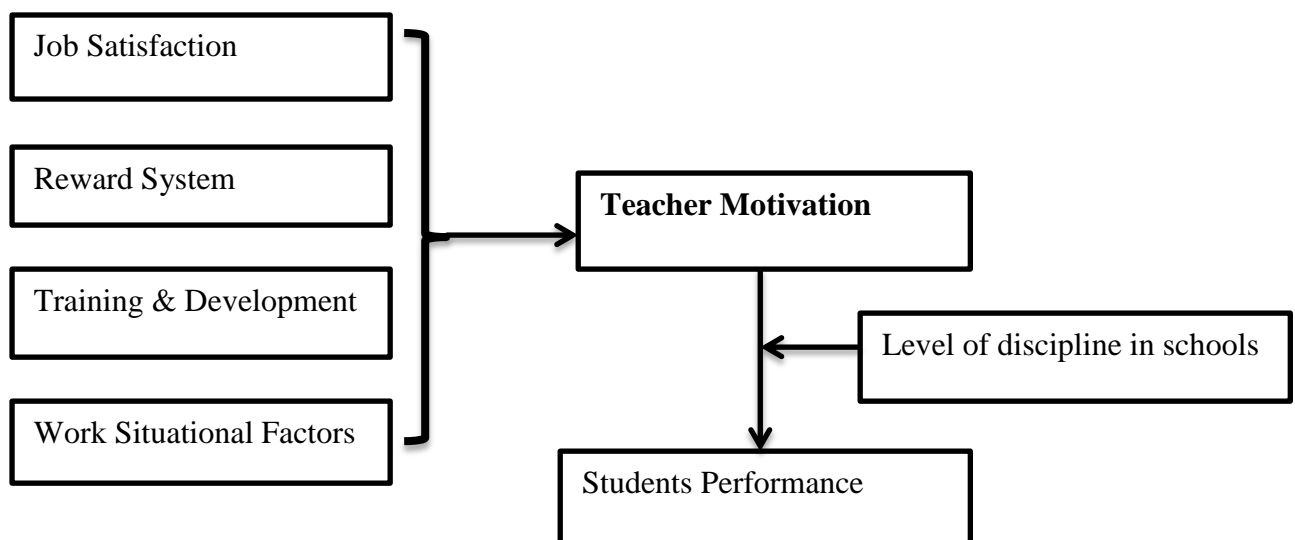
According to Vroom (1964), people are motivated to work if they expect increased effort to lead to desired outcomes or rewards. The rewards may be intrinsic or extrinsic. Intrinsic rewards are those that are primarily internal and intangible such as pride in work, feelings of accomplishment or achieving a sense of efficacy, and are gained by fulfilling higher level personal needs, such as self - esteem and personal growth, and the individual can exercise a

degree of personal control over these. According to Cole (1996), extrinsic rewards, by comparison, are primarily external and material such as promotions, salary and working conditions, and these are provided by the organization, and thus outside the control of the individual. The individual's resulting level of performance leads to intrinsic and/or extrinsic rewards. The individual has his or her own idea about the appropriateness of the total set of rewards to be received, which when measured against the rewards actually received, results in the level of satisfaction experienced by the individual. This satisfaction will also influence the effort put into further task accomplishments.

According to Cole (1996), the expectancy theory takes a comprehensive view of the motivational process; it indicates that individuals will only act when they have reasonable expectancy that their behaviour will lead to the desired outcome, and stresses the importance of individual perceptions of reality in the motivational process. The theory assumes that the strength of motivation is governed jointly by the expectations that particular actions will produce specified outcomes or rewards and by the value placed on those outcomes. In its basic version the expectancy theory predicts that the higher the expectancy that certain behaviour can secure specific outcomes and the more highly those outcomes are valued the greater is the motivation to perform the activity.

This study therefore adopted the expectancy theory to explain the factors affecting teacher motivation in public secondary schools. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how leadership styles, remuneration, work environment and job satisfaction affect teacher motivation.

**Figure 1.1 Conceptual Framework**



The framework above shows the relationship between the independent and the dependent variables of the study. The dependent variable is teacher motivation which in turn affects student performance while the independent variables are job satisfaction, reward system, training and development and work environment. The intervening Variable for the study is the level of discipline in schools.

### **1.10 Operational Definition of Terms**

**Motivation-** This is the attribute that moves us to do or not to do something (Broussard and Garrison (2004). In the context of this study, it is defined as the act of making teachers feel that their work is recognized and valued and at the same time they get the rewards worth their input.

**Reward System-** This is the compensation given to teachers for the services they render in terms of salary and incentives.

**Job Satisfaction-** This is the feeling by the employee towards the job they do with regard to conditions of work and the rewards accrued.

**Work Situations –** This is the school environment in which teachers teach.

### **1.11 The scope of the Study**

The study consists of five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitation of the study, delimitation of the study, basic assumptions and organization of the study. Chapter two is on literature review which has introduction, concept of motivation, theories of motivation, factors influencing motivation, related studies, summary, theoretical framework and conceptual frame work. Chapter three is on methodology of the study which covers research design, target population, sample and sampling procedure, research instrument, and data collection procedure and data analysis techniques. Chapter four covers data analysis and findings. Chapter five deal with the summary, conclusion and recommendations.

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 Introduction

This chapter presents relevant literature on teacher motivation, job satisfaction, reward system, training and development and work situation factors. The chapter ends with a summary of the literature review.

### 2.2 Teacher Motivation

Employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization.

### 2.3 Job Satisfaction and Teacher Motivation

Job satisfaction is the level of contentment of individuals with their jobs. Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. There are a variety of factors that influence a person's level of job satisfaction. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself. Job satisfaction or dissatisfaction of medical practitioners affects their relationship with co-workers, administration and patients. Job satisfaction and motivation are therefore very crucial to the long-term growth of any educational system around the world.

The study of the relationship between job satisfaction and job performance has a controversial history. The Hawthorne studies, conducted in the 1930s, are often credited with making researchers aware of the effects of employee attitudes on performance. Shortly after the Hawthorne studies, researchers began taking a critical look at the notion that a happy worker is a productive worker. According to Iaffaldano and Muchinsky (1985), most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship

between job satisfaction and performance. This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial.

Organ (1988) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviours not generally reflected in performance appraisals, such as organizational citizenship behaviours, its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviours (Organ & Ryan, 1995). In addition, in a more recent and comprehensive review of 301 studies, Judge, Thoresen, Bono, and Patton (2001) found that when the correlations are appropriately corrected (for sampling and measurement errors), the average correlation between job satisfaction and job performance is high. In addition, the relationship between job satisfaction and performance was found to be even higher for complex (e.g., professional) jobs than for less complex jobs. Thus, contrary to earlier reviews, it does appear that job satisfaction is, in fact, predictive of performance, and the relationship is even stronger for professional jobs.

Job satisfaction has been the most frequently investigated variable in organizational behaviour (Spector, 1997). Job satisfaction varies from one individual to another Peretomode (1991) and Whawo (1993), suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. They simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. Job satisfaction can be influenced by a variety of factors, e.g. the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, and the degree of fulfilment in their work. On the other hand, improved job satisfaction can sometimes decrease job performance. Warr (1998) suggested that jobs differ in the extent to which they involve five core dimensions: skill variety, task identity, task significance, autonomy, and task feedback. He further suggested that if jobs are designed in a way that increases the presence of these core characteristics, three critical psychological states can occur in employees: experienced meaningfulness of work, experienced responsibility for work outcomes and knowledge of the results of work activities.

There are three models in relation to job satisfaction. These are situational, dispositional, and interactional models. These three main lines of models have been used extensively to predict

the job satisfaction of employees in organizations. The interactional model of job satisfaction argues that the fit between the person and the environment influences job satisfaction. This approach is known as the Person-Environment Fit. Spokane (1985) reviewed the model literature and concluded that the Person-Environment Fit is positively related to job satisfaction. It is reasonable to expect that personality traits influence personal values and attitudes, as most recent empirical research has demonstrated (Olver and Mooradian, 2003).

A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

#### **2.4 Teacher Reward Systems such as Remuneration and Compensation**

Rewarding employees is an important factor in employee motivation. Most organizations have gained the immense progress by fully complying with their business strategy through a well-balanced reward and recognition programs for employee. Motivation of employees and their productivity can be enhanced through providing them effective recognition which ultimately results in improved performance of organizations. The entire success of an organization is based on how an organization keeps its employees motivated and in what way they evaluate the performance of employees for job compensation. At times management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

Glewwe et al. (2003) found that in the sample they are studying in Kenya, teachers are absent 20% of the time. Absenteeism rate as high as 26% of the time has been found in Uganda. Madagascar suffers from the same difficulties. Teachers also often hold a second job.

Remuneration is typically utilized to energize, direct or control employee behaviour. An organization exists to accomplish specific goals and objectives. The individuals in an organization have their own needs. The system that an organization uses to reward employee can play an important role in the organization's effort to gain the competitive advantage and to achieve its major objectives. Compensation system should attract and retain the talent an organization needs, encourage employees to develop the skills and abilities they need, motivate employees and create the type of team culture in which employees care about the organization's success. Through motivation individuals willingly engage in some behaviour (Heneman et al, 1980). In retention, linking pay to performance is likely to help improve workforce composition (Cole, 1997). High performers tend to gain a larger share of compensation resources and thus are motivated to stay with the organization. Below to average performers becomes discouraged and tend to leave the organization. Thus the effect of motivation on the performance and retention of employees should be assessed and addressed in public organizations.

If employees feel that their inputs outweigh the outputs then they become de-motivated in relation to the job and the employer. Employees respond to this feeling in different ways, as the extent of de-motivation is proportional to the perceived disparity between inputs and expected outputs. Some employees reduce effort and application and become inwardly disgruntled, or outwardly difficult or even disruptive. Other employees seek to improve the outputs by making the claims or demands for more rewards, seeking an alternative job. The importance of this theory is to realize that perceptions of equitable treatment generate motivational forces that investigate behaviour to reduce the tension and that quite often a variety of behaviours are available for correcting a situation of perceived inequality.

Vroom's theory is based on the belief that employee effort will lead to performance and performance will lead to rewards (Vroom, 1964). Rewards may be either positive or negative. The more positive the reward the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated. To be effective, rewards must be linked to performance, goals must be reasonable, and the outcomes must be negotiated. Skinner (1969) indicated that what an organization appears to reward is the behaviour that will be seen as the model for success. He advised managers to state which behaviour that will be rewarded and which ones will not, and to tie rewards to individual performance. Other researchers like Kreitner, (1989); Winslow, (1990) have indicated that skinner overemphasized the importance of external outcomes such as pay and

promotion, ignored the role of internal outcomes such as feelings of accomplishment and recognition and failed to consider the importance of individual needs and values. But then, leaders should strike a balance between internal and external motivators.

Carraher, et al. (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which increase employee satisfaction and motivation. Bishop (1987) suggested that pay is directly related with productivity and reward system depends upon the size of an organization. Organizations in today's competitive environment want to determine the reasonable balance between employee loyalty and commitment, and performance of the organization. Efficient reward system can be a good motivator but an inefficient reward system can lead to demotivation of the employees.

Reio and Callahon (2004) argue that both intrinsic and extrinsic rewards motivated the employee and resulted in higher productivity. Sometimes management pays more attention to extrinsic rewards but intrinsic rewards are equally important in employee motivation. Intangible or psychological rewards like appreciation and recognition plays a vital role in motivating employee and increasing his performance. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) stated that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the boss, autonomy, etc, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, promotions, etc. Filipkowski and Johnson (2008) examined the relationships between measures of job insecurity, organizational commitment, turnover, absenteeism, and worker performance within a manufacturer. A positive relationship was found between job insecurity and intentions to turnover, and a small negative correlation was found between measures of job insecurity and organizational commitment. Tosti and Herbst (2009) discussed about behaviour systems approach which can be used to achieve a customer centered organization through examples and reports from consultation cases. Johnson et al (2010) established the effects of presenting organizational information through implicit and explicit rules on sales-related target behaviours in a retail setting. He found that when organizational information was presented in a specific form, productivity was increased and maintained longer than when presented in other forms.



Greenberg and Liebman (1990) mentioned that rewards fall into three groups: material, social, and activity. From the simplicity of straight salaries to the complexities of stock option programs, compensation packages are a subset of the broader class of material rewards. Social rewards, which operate on the interpersonal level, include identification with the company or recognition by peers, customers, and competitors. Activities that serve as incentives are those that are so rewarding that they provide the necessary reinforcement to sustain an executive through the more mundane tasks.

For those with a strong need for personal growth, these activities include new challenges and opportunities. Gross and Friedman (2004) mentioned that a total package includes compensation, benefits and careers. Hu et al. (2007) pointed that reward includes monetary (salary, bonuses) and non-monetary incentives (participation in decision-making, public recognition), is a key exchange resource that employers use to support their differentiation of employees.

Herzberg (1987, p. 118) considers that reward and recognition can provide for both intrinsic and extrinsic motivation. However, growth gained from getting intrinsic rewards out of interesting and challenging work provides the greatest influence. Herzberg (1968) considered that extrinsic rewards are more likely to provide employee movement in the manner of a positive motivation for fear of punishment or failure to get an extrinsic reward, rather than true motivation. Motivation is an important issue in any organisation because it is involved in energizing or initiating human behaviour, directing and channelling that behaviour and sustaining and maintaining it. Deci (1972) showed a decrease in intrinsic motivation when extrinsic rewards were used to promote behaviour. It is important to note that the reduction in intrinsic motivation occurred with monetary rewards, but not with verbal praise. When individual performance is viewed as the outcome the concern regarding extrinsic rewards decreasing intrinsic motivation is not so clear-cut.

There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987b), when considering forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: if pay is not related to performance, if ratings are seen to be biased, if rewards are not viewed as rewarding, if there is more

emphasis on satisfaction with pay than performance and if there is a low level of trust and openness about the merit raises.

Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey & Ichter 1997). Importantly though, is the observation that improvements in performance from extrinsic reward systems such as merit pay may well be due to the goal setting and performance planning aspects, rather than the incentives created by the possibility of more money. Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford, 1992). Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management. According to Robbins et al. (1998), the employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them.

No consensus exists on the extent to which financial inducements are the really critical motivators. Research has shown that monetary reward in itself has not improved teachers' low esteem and their productivity. Youlonfoun (1992) argues that, although good salaries and their prompt payment are important motivating factors, there is evidence that other factors can undermine commitment to teaching. Not surprisingly, Akinwunmi (2000) and Ejiogu (1983) found that what the typical low income earning teacher yearns is a sizeable salary increase, and they conclude that the payment of a living wage would significantly enhance their commitment and performance.

The risk of a decrease in salaries, sometimes accompanied by a decline in the status of the profession relative to others, is that teachers incentives to provide quality teaching might become (or remain) insufficient. This worry has been expressed by the UNICEF (1999) that underlines the fact that low wages drive teachers into other activities to the detriment of teaching, or by the African Development Bank (1998) that identifies low salaries as the most harmful factor for the education sector in general. In recent years, in many developing countries high levels of teacher turnover and absenteeism have indeed become entrenched.

## **2.5 Professional Training and Development and Teacher Motivation**

The 21st century employment relationship has redefined development and career opportunity. Dibble (1999) asserted that development is now considered as gaining new skills and taking

advantage of many different methods of learning that benefit employees and organization alike. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation.

In organizations where employees receive the proper training needed to assume greater responsibilities, turnover rates are generally lower. According to Walsh and Taylor (2007), several studies show that training activities are correlated with productivity and retention. The use of formal training programs is associated with significantly higher productivity growth. Extensive training are more likely to be captured by the firm if employees are motivated to stay and contribute to the firm's success fostered in part by selective hiring, competitive pay packages and team-orientated work environments. Organizations with extensive training opportunities should experience lower turnover rates. However, an interesting finding included a positive relationship between training and the discharge rate. They theorize that companies that provide more training are concerned about employee skills and performance, and thus experience a high percentage of employee terminations. Conversely, companies that experience a high discharge rate initiate training programs because of lower workforce skill levels. In a recent study of young professionals respondents rated formal and professional job training lower on their challenging work scale, indicating that the type of learning that respondents sought occurs through actual work experience.

Krueger and Rouse (1998) found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The —general skills| training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization. Many scholars agree that organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is

typically the companies with the best trained employees that adapt and adjust most efficiently.

Glance, Hogg, and Huberman (1997) determined these statements to be accurate in their study that looked at training and turnover from the perspective of evolving organizations. The researchers affirmed that training encourages spontaneous cooperation in many large companies. Even in fast moving and ever evolving industries, the cooperation that can be achieved through training could lessen the need for complicated company policies. This spontaneous cooperation which results from training is due to the training participant's sense of debt to the company. These fast paced, ever-changing industries need to retain employees in order to achieve company goals and gain a competitive advantage. Organizational training can offer these employees an opportunity they may have not been able to achieve elsewhere. This translates to the employee feeling a sense of debt to the company and desiring to spontaneously cooperate as a means of repaying the reward that they received.

Burke (1995) found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favourably and had less of intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a benefit of training from the company and will attempt to repay it in the future. According to Scholl (1981), in essence, the employee will need to remain committed to the organization until the benefit is paid off.

The main aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. According to Gustafsson, (2003), it is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills. Hedges & Greenwald (1996) found that easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences. Several other factors need to be taken into consideration: the ability to convey knowledge, communication skills, knowledge of the subject matter and professional development attainment.

There exists a relationship between teacher productivity and teacher training, including formal pre-service university education, in-service professional development, and informal training acquired through on-the-job experience. Previous research on teacher training has yielded highly inconsistent results and has fuelled a wide range of policy prescriptions. Some studies find that formal education is important and these have been interpreted as support for strengthening existing teacher preparation programs in universities and increased expenditures on post-college training. Equally common, however, is the finding that formal education is irrelevant, leading others to argue for the elimination of colleges of education. While some recent studies of the determinants of teacher productivity continue to employ the gain score approach (Aaronson, et al. (2007), Hill, et al. (2005), Kane, et al. (2006), the bulk of recent research has shifted away from this methodology. The gain-score studies rely on observed student characteristics or —covariates to account for student heterogeneity. However, they cannot control for unobserved characteristics like innate ability and motivation.

According to Clotfelter, et al. (2006), better trained and more experienced teachers tend to be assigned to students of greater ability and with fewer discipline problems. Varga (2007) stated that some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled *Teachers Matter* comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. McKinsey & Company report stated that certain education systems achieve substantially better outcomes than others because they have produced a system that is more effective in doing three things: getting more talented people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system. According to Barber & Mourshed (2007), the quality of an education system cannot exceed the quality of its teachers. This appears to be the area that resources should target; knowledge-intensive training institutions and knowledge-rich teacher development centres should be provided. Falus (2002) stated that requirements defined in terms of teacher competences cannot fully replace qualification requirements since the latter must be measurable in an unambiguous and economical way. According to TDA (2005),

indicators of teachers' qualifications, the so-called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies. For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement.

## **2.6 Work Situation Factors and Teacher Motivation**

According to Judge & Church (2000) research studies across many years, organizations, and types of jobs show that when employees are asked to evaluate different facets of their job such as supervision, pay, promotion opportunities, co-workers, and so forth, the nature of the work itself generally emerges as the most important job facet. This is not to say that well-designed compensation programs or effective supervision are unimportant; rather, it is that much can be done to influence job satisfaction by ensuring work is as interesting and challenging as possible. Unfortunately, some managers think employees are most desirous of pay to the exclusion of other job attributes such as interesting work. For example, according to Kovach (1995) in a study examining the importance of job attributes, employees ranked interesting work as the most important job attribute and good wages ranked fifth, whereas when it came to what managers thought employees wanted, good wages ranked first while interesting work ranked fifth. According to Weiner (2000), of all the major job satisfaction areas, satisfaction with the nature of the work itself which includes job challenge, autonomy, variety, and scope best predicts overall job satisfaction, as well as other important outcomes like employee retention. Thus, to understand what causes people to be satisfied with their jobs, the nature of the work itself is one of the first places for practitioners to focus on.

### **2.6.1 Work Environment and Teacher Motivation**

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favourable or unfavourable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions.

According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor.

But in many cases, studies referring to physical environment factors tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavour.

According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

### **2.6.2 Arrangement of the Workspace and Teacher Motivation**

Whereas size measures the amount of space per employee, arrangement refers to the distance between people and facilities. Robbins (2003) says that the arrangement of one's workspace is important primarily because it significantly influences social interaction. An employee's work location therefore is likely to influence the information to which one is privy and one's inclusion or exclusion from organization's events. Whether you are on a certain grapevine network or not, for instance, will be largely determined by where you are physically located in the organization. According to Zweigenhaft (1976), one topic that has received a considerable amount of attention is furniture arrangements in traditional offices. Unlike

factory floors, individuals typically have some leeway in laying out their office furniture. For instance, a desk between two parties conveys formality and authority of the officeholder, while setting chairs, so individuals can sit at right angles to each other conveys a more natural and informal relationship.

Privacy within the work place is in part a function of the amount of space per person and the arrangement of that space. But walls, partitions and other physical barriers also influence it. One of the most widespread work space design trends in recent years has been the phasing out of closed offices and replacing them with open office plans that have a few, if any walls or doors. Lohr (1997) said that sometimes described as the cave versus cube debate, the former provides privacy whereas the latter facilitates open communication.

Caves limit interaction and thus organizations have sought to increase flexibility and employee collaboration by removing physical barriers like high walls, closed offices and doors. Benciveng et al, (1999) asserted that, while the trends is clearly towards cubes, organizations are making exceptions for employees engaged in work that requires deep concentration. Companies like Microsoft, Apple computer, and Adobe systems, for example continue to rely primarily on private offices for software programs, as it requires tremendous concentration. According to Baron (1994), there is also growing evidence that the desire for privacy is a strong one on the part of many people, yet the trend is clearly toward less privacy at the work place. Further research is needed to determine whether organizational efforts to open workspaces and individual preferences for privacy, are incompatible and results in lower employee performance and satisfaction.

The work environment is also an important determining factor in teacher motivation. The teacher's working environment in Nigeria has been described as the most impoverished of all sectors of the labour force (Nigeria Primary Education Commission (1998). Facilities in most schools are dilapidated and inadequate, (Adelabu 2003). Kazeem (1999) has recommended that greater attention should be given to improving work-related conditions of teachers to improve the quality of education. In particular, there should be improvements in the supply of teaching and learning materials and general classroom environment to improve student learning.

Luthans (1998) argues that if people work in a clean, friendly environment they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Working conditions are only likely to have a significant impact on job satisfaction



when, for example, the working conditions are either extremely good or extremely poor. Moreover, employee complaints regarding working conditions are frequently related to manifestations of underlying problems. Teachers' workload, changes in the education system and a lack of discipline amongst some of the learners may be some of the reasons why teachers want to exit the profession. According to Bishay (1996), the working environment of teachers also determines the attitude and behaviour of teachers towards their work. He indicates that research has shown that improvement in teacher motivation has a positive effect on both teachers and learners. Moreover, within the teaching profession, for example, there are different working conditions based on the past allocation of resources to schools. Ngidi and Sibaya (2002) found that, in disadvantaged schools, working conditions are often not conducive to teaching and learning.

### **2.7 Summary of the Literature Review**

The researcher reviewed different literature pertaining to the factors influencing employee motivation. On the effect of job satisfaction on teacher motivation, it was found that income perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself affect job satisfaction among employees. Regarding the effect of reward system on teacher motivation, it was found that appreciation from the boss, pay, bonuses, fringe benefits, and promotions affect teacher motivation. It was also found that teacher training and development affects their motivation as training is found to be correlated with productivity and retention. Organizations with extensive training opportunities should experience lower turnover rates. On the work situational factors, it was found that work place arrangement and availability of teaching and learning resources affect teachers' motivation. This study is therefore aimed at findings out other factors influencing teacher motivation in public secondary schools in Thabo Mofutsanyana District.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter describes the research design, study population, sampling design and procedure, data collection instruments, data collection procedures and data analysis. It explains various scientific methods used in achieving the study objectives.

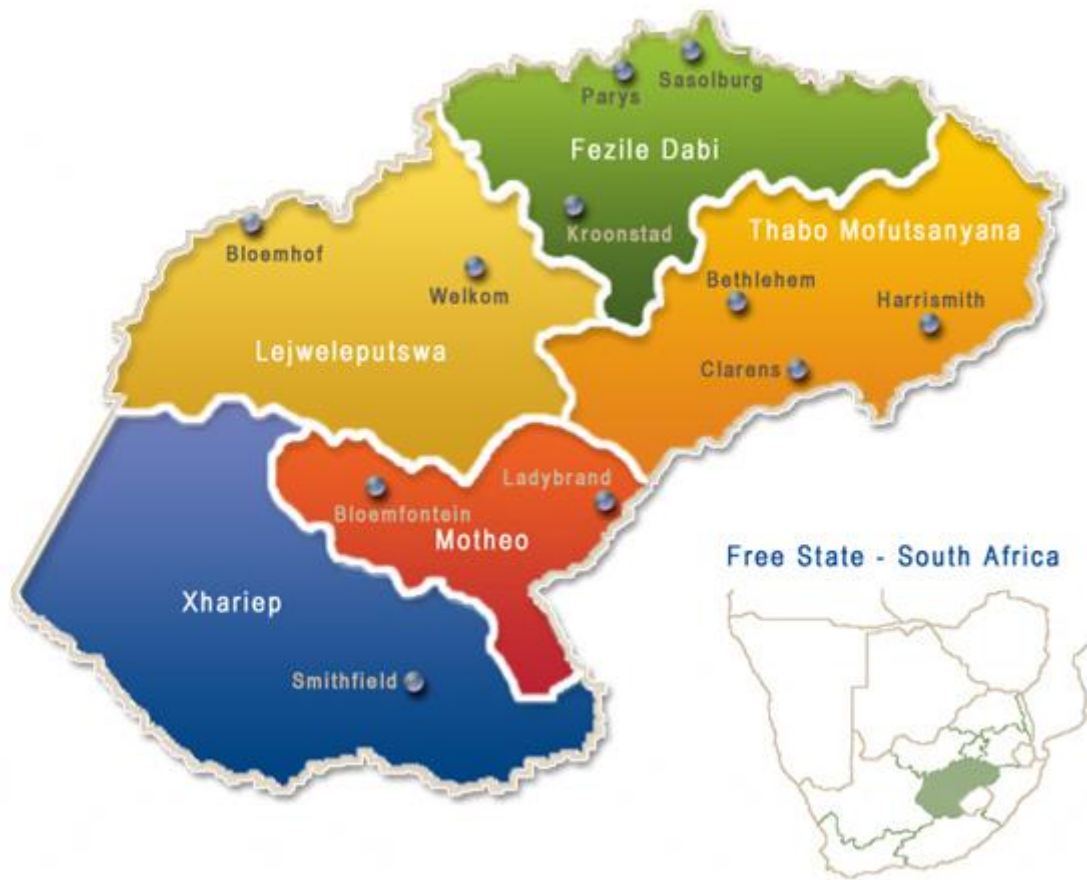
### 3.2 Research Design

This study used descriptive survey design. The main advantage of this type of design is that it enables the researcher to assess the situation within the study area at the time of the study. The researcher therefore used the design to assess the factors affecting teacher motivation in public secondary schools in Thabo Mofutsanyana District. According to Cooper (1996), a descriptive study is concerned with finding out who, what, where and how of a phenomenon which is the concern of this study. Thus, the researcher deemed the design appropriate for the study as it allowed for investigation of how different factors affect teacher motivation in the area of study.

### 3.3 Location of the Study

The study was conducted in Thabo Mofutsanyana District. This is one of the five Districts in Free State Province. It borders Fezile Dabi to the north, Gert Sibande in Mpumalanga to the north-east, Amajuba in Kwa-Zulu Natal to the east, Uthukela to the south-east, the kingdom of Lesotho to the south, Mangaung Metro to the south-west and Lejweleputswa to the west. The district covers an area of 33,269 Km<sup>2</sup>. The seat of Thabo Mofutsanyana District is Witsieshoek. The majority of its 725 932 people speak Sesotho (2001 Census). The economic activities of the people living in Thabo Mofutsanyana district is mainly farming in the rural areas and business in the urban areas. The district has a well-developed transport and communication network linking with The Kingdom of Lesotho.

**FIGURE 1.2: MAP OF THABO MOFUTSANYANA DISTRICT**



The study was carried out in public secondary schools in Thabo Mofutsanyana District. According to Singleton (1993), the ideal setting is one that is related to the researcher's interest, is easily accessible and that which allows the development of immediate rapport. The choice of the District was determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the District. This allowed for creation of rapport with the respondents during the data collection.

### **3.4 The Target Population**

A population or universe for a study is any group of individuals or institutions which have one or more characteristics in common that are of interest to the researcher (Cooper 1996). The target population for the study was all 16 public secondary schools in Thabo Mofutsanyana District. The study targeted principals and teachers in the District. There are approximately 400 teachers in secondary schools in Thabo Mofutsanyana District.

### 3.5 Sampling Technique and Sample size

All public secondary schools in the District were studied. Purposive sampling technique was used to sample principals while simple random sampling technique was used to sample teachers. The main advantage of simple random sampling technique is that it gave equal chances for the teachers to be sampled for the study. On the other hand, purposive sampling technique was deemed appropriate for the study as it allowed only those who were perceived to have specific information required for the study. Out of the 16 schools in the District, 2 were used for piloting while the remaining 14 were used in the actual study. A total of 126 respondents were targeted by the study constituting 32% of the total teacher population in the District. This constituted 112 teachers and 14 principals. Gay (2003) suggested that 10% of the accessible population is adequate to serve as a study sample. The researcher therefore considers 32% to be representative enough for the study. A total of 8 teachers were randomly sampled from each of the 14 schools used in the actual study. Sampling was done as shown in Table 3.1.

**Table 3.1 Study Sample Size**

<b>Target Population</b>	<b>Number of Schools</b>	<b>Number Per School</b>	<b>Total Sample</b>
Principals	14	1	14
Teachers	14	8	112
<b>Total</b>	<b>14</b>	<b>9</b>	<b>126</b>

A total of 126 respondents were targeted by the study (constituting 112 teachers and 14 principals) out of which 110 responded (92 teachers and 12 principals) giving a response rate of 83%.

### 3.6 Research Instruments

In the selection of the instruments to be used in the study, the researcher ensured that the instruments chosen are suitable and appropriate by considering the literacy level of the targeted respondents and their availability. Questionnaires and interview schedules were therefore used as instruments for data collection.

### **3.6.1 Questionnaire**

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. Best and Khan (1993) observe that questionnaires enable the person administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used questionnaires to collect data from 112 teachers in the 14 public secondary schools in the District. The instrument was chosen because the targeted population was considered literate which minimized the interpretation of the questions for their understanding to capture reliable information. The questionnaires were divided into different sections where section A contained data on the background information of the respondents, section B contained items on job satisfaction, section C contained items on reward system, section D contained items on training and development and section E contained questions on work situational factors. Likert scale was used in questions which were testing on the degree of the respondents' agreement with particular variables of the study.

### **3.6.2 Interview Schedules**

Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from the principals. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule was structured based on the research questions of the study.

### **3.7 Piloting of Research Instruments**

The instruments of the study were tested in two schools which did not participate in the actual study. The piloting was to ensure clarity of the final instruments for the actual data collection. Furthermore, expert opinion from my supervisors helped to check on the content validity of the instruments. The purpose of this pre-testing was to assist in finding out any weakness that might be contained in the instruments of the study.

### 3.7.1 Validity

According to Mugenda and Mugenda (2003), validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the selected respondents, the data obtained should be a true reflection of the variables under study. Opinion from my supervisors was used to check on the content validity of the instruments.

### 3.7.2 Reliability

To test on the reliability of the instruments, the researcher used split-half method. The method involves scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the correlation coefficient for the two sets of scores. The coefficient indicates the degree to which the two halves of the test provide the same results and hence describes the internal consistency of the test.

Spearman Brown Prophecy Formula below was used to test the reliability of the instruments:

$$r = \frac{2 \times \text{Corr. Between the Halves}}{1 + \text{Corr. Between the Halves}}$$
$$r = \frac{2r}{r + 1}$$

Where  $r$  = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items. According to Orodho (2004) a correlation co-efficient of about 0.8 is high enough to judge the instruments as reliable for the study. The researcher therefore considered a correlation coefficient between 0.7 to 0.8 to be reliable. The researcher got a correlation coefficient of 0.76 for teachers' questionnaires and therefore considered the instruments reliable.

### 3.8 Data Collection Procedure

The researcher obtained a letter from the Department of Education allowing him to go to the field. He made appointments with principals of the sampled schools to notify and request for permission to carry out the study in their schools and arrange for the dates for data collection. The researcher administered the instruments to the respondents who were given ample time

to respond to the questions. This was to ensure achievement of a good return ratio and help respondents to get a chance to seek clarification on items which proved difficult.

### **3.9 Data Analysis**

Primary data from the field was edited to eliminate errors made by respondents. Coding was done to translate question responses into specific categories. Coding was expected to organize and reduce research data into manageable summaries. Quantitative data was analysed using descriptive statistics while content analysis techniques were used to analyse qualitative data collected using interview schedules. Statistical Package for Social Sciences (SPSS) was used to analyse the quantitative data. Descriptive statistics such as frequencies and percentages were used to describe the data. The analysed data were presented in form of tables, pie-charts and bar-graphs where applicable.

# CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Thabo Mofutsanyana District. The findings of the study were presented as per the objectives in the following sections. The following were the objectives of the study:

1. To find out the influence of job satisfaction on teacher motivation in public secondary schools in Thabo Mofutsanyana District
2. To determine the effect of reward system on teacher motivation in public secondary schools in Thabo Mofutsanyana District.
3. To find the effect of professional training and development on teacher motivation in Public Secondary Schools in Thabo Mofutsanyana District.
4. To determine the effect of work situational factors on teacher motivation in public secondary schools in Thabo Mofutsanyana District.

The following sub-section presents information on the respondents' gender, level of education, age bracket, and teaching experience. The findings of the study were as presented in the following sub-sections.

#### 4.1.1 Distribution of the Respondents by Gender

The respondents were first asked to indicate their gender. It turned out that 49(53%) of the teachers were male while 43(47%) were female. Research by Davidson et al. (2005) showed that female-male composition of teaching and senior posts is not new: the majority of teachers in England are women yet relatively there are a greater proportion of male teachers in senior positions. From the findings of the study, it can be said that there are many male teachers in public secondary schools in Thabo Mofutsanyana District. These are as presented in Table 4.1.



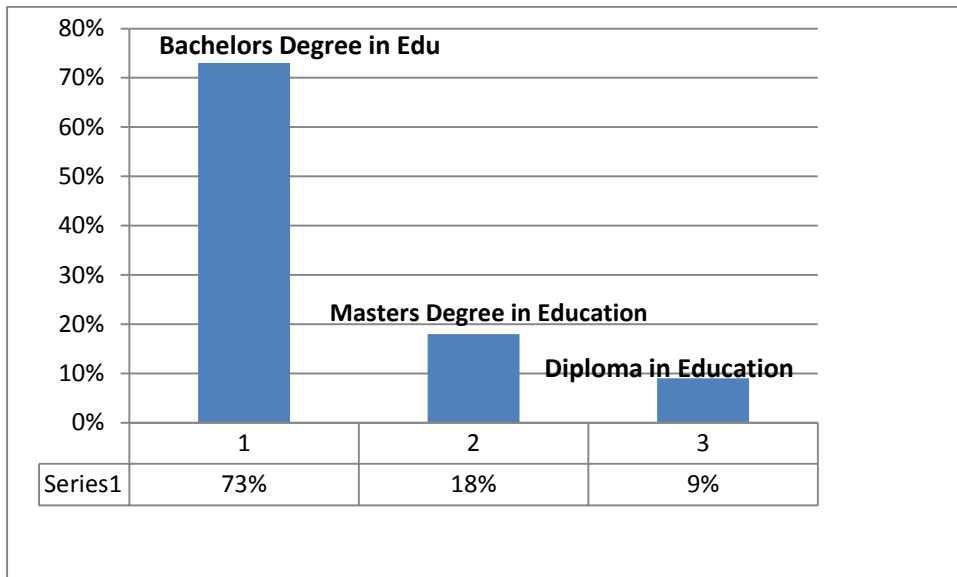
**Table 4.1 Distribution of the Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	49	53
Female	43	47
<b>Total</b>	<b>92</b>	<b>100</b>

**4.1.2 Distribution of Teachers by Highest Academic Qualifications**

Teacher respondents were asked to indicate their highest academic qualifications. It turned out that 66(73%) of the respondents had Bachelors Degree in education. The study also found that 16(18%) had Masters Degree in education and that 8(9%) had Diploma in education. From the findings of the study, it can be said that teachers in public secondary schools in Thabo Mofutsanyana District were qualified. These are as presented in Figure 4.1.

**Figure 4.1 Distribution of Teachers by Highest Academic Qualifications**



**4.1.3 Distribution of Teachers by Age Bracket**

The respondents were asked to indicate their age brackets. These are as presented in Table 4.2.

**Table 4.2 Distribution of Teacher Respondents by Age Bracket**

<b>Age Bracket</b>	<b>Frequency</b>	<b>Percentage</b>
18-25 Years	5	6
26-35 Years	13	14
36-45 Years	23	25
46-55 Years	34	37
Above 50 Years	17	18
<b>Total</b>	<b>92</b>	<b>100</b>

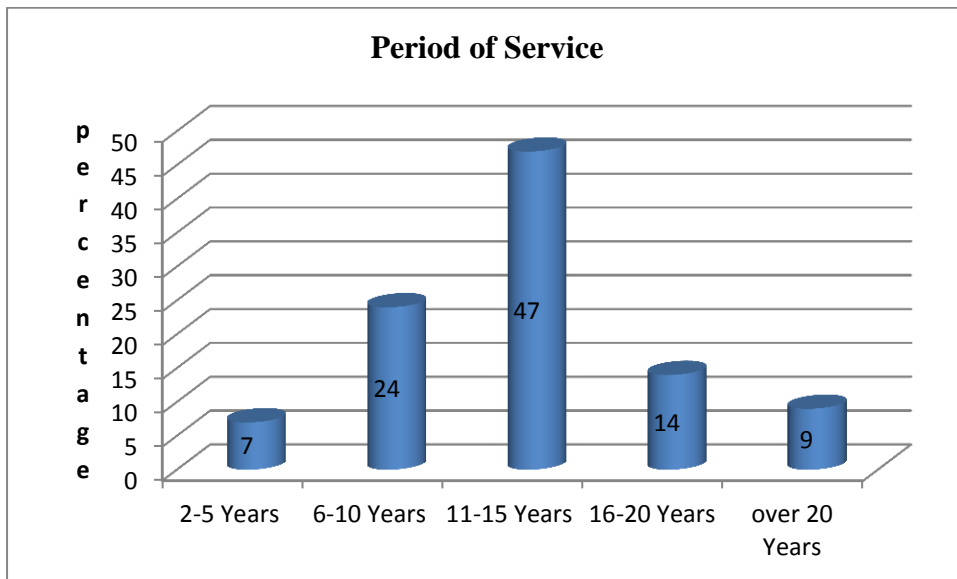
Table 4.2 shows that 34(37%) of the teachers interviewed were between 46-55 years, 23(25%) were between 36-45 years, 17(18%) were above 55 years, 13(14%) were between 26-35 years and 5(6%) were between 18-25 years. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels. They added that age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition.

#### **4.1.4 Distribution of Teachers by Teaching Experience**

Teachers were asked to indicate the period for which they had taught in school. It turned out that 43(47%) of the respondents indicated that they had taught for a period between 11-15 years, 22(24%) of the respondents had taught for a period between 6-10 years, 13(14%) had taught for a period between 16-20 years, 8(9%) had taught for a period of above 20 years and that 6(7%) had taught for a period between 2-5 years. From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning

environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fall back career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience. These are as presented in Figure 4.2.

**Figure 4.2 Distribution of Teachers by Teaching Experience**



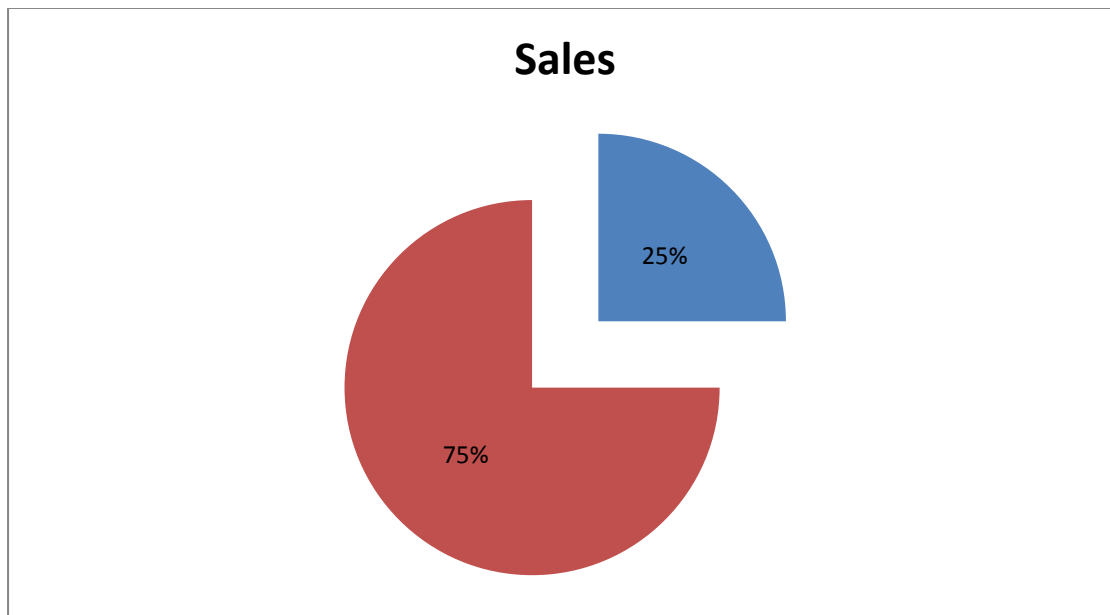
#### **4.2 Influence of Job Satisfaction on Teacher Motivation in Public Secondary schools in Thabo Mofutsanyana District.**

In this section, the researcher sought to find out how job satisfaction affects teachers motivation.

##### **4.2.1 Job Satisfaction among Teachers**

Teachers were asked to indicate whether they were satisfied with their jobs. The study found that 69(75%) of the respondents indicated that they were satisfied with their jobs while 23(25%) indicated that they were not satisfied with their jobs. The findings of the study were as presented in Figure 4.3.

**Figure 4.3 Job Satisfaction among Teachers**



Those who indicated that they were satisfied with their jobs mentioned the following reasons: That they like teaching, that they were trained to teach and therefore they were satisfied with the profession, that it was where they were earning their living and that teaching profession gave them time to do other things. Those who indicated that they were not satisfied mention that they were not getting the results they were expecting out of their input.

#### **4.2.2 Factors Influencing Job Satisfaction**

To find out the extent to which different factors influenced job satisfaction, the respondents were asked to indicate the extent to which each of the perceived factors influence job satisfaction among teachers. The findings of the study are presented in table 4.3.

**Table 4.3 Factors Influencing Job Satisfaction**

Statement	Very large extent		Large extent		Neutral		Small extent		No extra at all		Total (%)	
	f	%	f	%	f	%	f	%	f	%	f	%
Leadership and the job itself	53	57	20	22	4	4	9	10	6	7	92	100
Perceived fairness in teacher promotion system	15	16	29	32	13	14	31	34	4	4	92	100
Promotional opportunity elsewhere	61	67	17	18	2	2	9	10	3	3	92	100
Work environment /condition	19	21	32	34	20	22	13	14	8	9	92	100
Supervision practice	6	7	12	13	14	15	21	23	39	42	92	100

The finding in Table 4.3 shows that 57% of the respondents indicated that leadership and the job itself influence job satisfaction. The study also found that 34% of the respondents indicated that perceived fairness in teacher promotion system influence job satisfaction to a small extent. It was found that promotional opportunity elsewhere influences job satisfaction to a very large extent as indicated by 67% of the respondents. On work environment/condition, the study found that 34% of the respondents indicated that it influences job satisfaction among teachers to a large extent. The study finally found that 42% of the respondents indicated supervision practices influences job satisfaction among teachers to no extent at all. From the findings of the study, it can be said that leadership style, fairness in promotion opportunities, availability of promotion opportunities, work environment and supervision practices influences job satisfaction among teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers' morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school. Work conditions factors as researched by Katz (1971) as well as Stewart (1967) incorporate the variables of remuneration, job satisfaction and security issues.

The respondents were further asked to mention other factors influencing job satisfaction among teachers. The following factors were mentioned: lack of better terms of service, favouritism, lack of refresher courses and lack of appreciation of the extra efforts placed by teachers.

In an interview with the principals on ways by which job satisfaction affect teacher motivation, they mentioned that satisfied teachers are motivated to work and help students to pass their exams besides the difficulties. On the other hand, they mentioned that teachers who are de-motivated are not concerned about students' performance thus affecting the school performance.

### **4.3 Effect of Reward System on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District**

In this section, the researcher sought to find out how reward system affects employee motivation

#### **4.3.1 Satisfaction with the Current Pay**

Teacher respondents were asked to indicate whether they were satisfied with their current pay. The findings of the study were as presented in Table 4.4.

**Table 4.4 Satisfaction with the Current Pay**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	38	41
No	54	59
<b>Total</b>	<b>92</b>	<b>100</b>

Table 4.4 shows that 54(59%) of the respondents indicated that they were not satisfied with their current pay while 38(41%) indicated that they were satisfied with their current pay. Carraher et al (2006) advocates that there should be an effective reward system to retain the high performers in the organization and reward should be related to their productivity. In order to maximize the performance of the employees organization must make such policies and procedures and formulate such reward system under those policies and procedures which

increase employee satisfaction and motivation. From the findings of the study, it can be said that the reward system affects teacher motivation in public secondary schools in Thabo Mofutsanyana District.

**4.3.2 Effect of Reward System on Teacher Motivation**

Teacher respondents were given some statements where they were expected to indicate the level of their agreement with each statement in regard to the effect of reward systems on teacher motivation. The findings of the study were as presented in Table 4.5.

**Table 4.5 Effect of Reward System on Teacher Motivation**

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total %	
	f	%	f	%	f	%	f	%	f	%	f	%
The salary given to teachers is worth the service they render	3	3	6	7	2	2	32	35	49	53	<b>92</b>	<b>100</b>
Hardworking teachers are encouraged by giving them prizes	6	7	22	24	7	8	24	26	32	35	<b>92</b>	<b>100</b>
Teachers are promoted on the basis of their qualifications and performance	43	47	34	37	2	2	7	8	6	6	<b>92</b>	<b>100</b>

The findings on Table 4.5 shows that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the statement that teachers are promoted on the basis of their qualifications and performance. From the findings of the study, it can be said that teacher reward systems affects their motivation. In support to these findings, Andrew (2004) found that commitment of employees is based on rewards and recognition. From the findings of the study, it can be concluded that reward systems affect teacher motivation.

The respondents were asked to mention other factors affecting job satisfaction among teachers. They mentioned that those who teach academically poor students are never rewarded and that the rewards are based on the performance of students in National examinations and therefore those whose students do not pass their examinations are not rewarded thus they are less motivated.

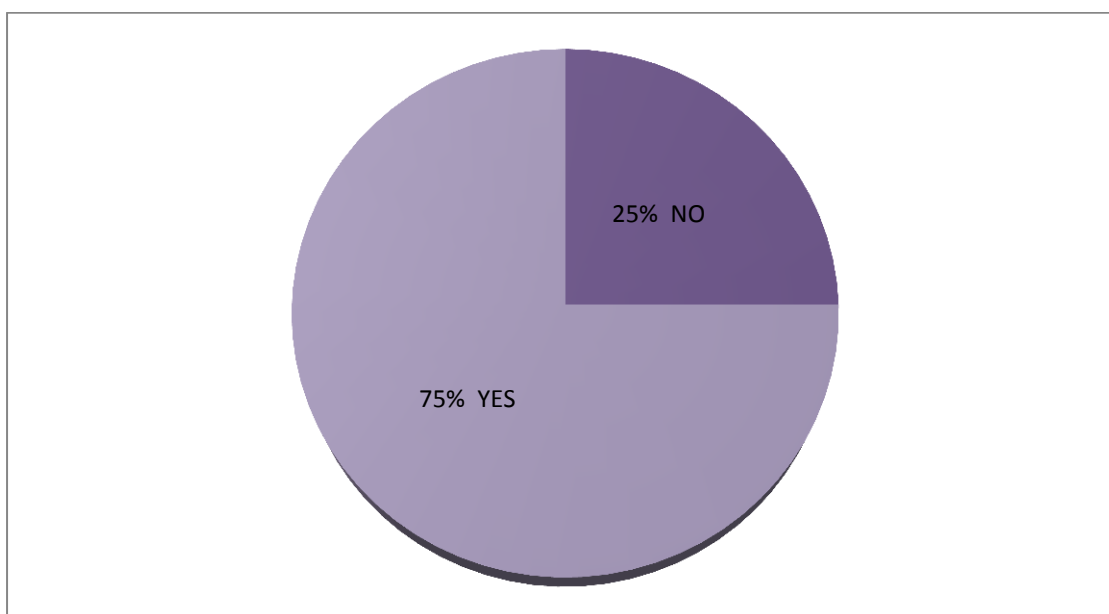
#### **4.4 Effect of In-service Training on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District**

In this section, the researcher sought to find out how professional training and development affects employee motivation

##### **4.4.1 Attendance of In-service Training**

Teacher respondents were asked to indicate whether they had attended the in-service training organized for teachers. The study found that 68(74%) of the respondents indicated that they had attended in-service training organized for teachers while 24(26%) indicated that they had not attended such trainings. From the findings of the study, it can be said that most of the teachers in public secondary schools in Thabo Mofutsanyana District had attended trainings organized for teachers. The findings of the study were as presented in Figure 4.4.

**Figure 4.4 Attendance of In-service Training**





**4.4.2 Effect of In-service Training of Teacher Motivation**

Those who indicated that they had attended the in-service trainings organized for teachers were asked to indicate whether the trainings affected their motivation. The findings of the study were as presented in Table 4.6.

**Table 4.6 Effect of In-service Training of Teacher Motivation**

<b>Effects of Training on Teacher Motivation</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	63	93
No	5	7
<b>Total</b>	<b>68</b>	<b>100</b>

The findings on Table 4.6 shows that that 63(93%) indicated that the trainings affected their motivation while 5(7%) indicated that the trainings did not affect their motivation. From the findings of the study, it can be said that teacher training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favourably, and had less of intent to quit.

The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by KISE were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent.

In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them.

#### 4.4.3 Effect of Training on Teacher Motivation

To test on the effect of trainings on teacher motivation, the respondents were given different statements on the effect of training on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings of the study were as presented in Table 4.7.

**Table 4.7 Effect of Training on Teacher Motivation**

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total %	
	f	%	f	%	f	%	f	%	f	%	f	%
Fully trained teachers are never motivated to teach thus improving their performance in terms of curriculum delivery	54	59	27	29	1	1	7	8	3	3	<b>92</b>	<b>100</b>
Training among teachers improves their job satisfaction thus improving performance	42	46	21	23	3	3	18	20	6	7	<b>92</b>	<b>100</b>
Availability of training opportunities among teachers motivates them to perform	22	24	39	42	9	10	15	16	7	8	<b>92</b>	<b>100</b>
Training improves teachers confidence thus improving their performance in terms of curriculum delivery	65	71	18	20	2	2	4	4	3	3	<b>92</b>	<b>100</b>

Table 4.7 shows that 65(71%) of the respondents strongly agreed with the statement that training improves teacher's confidence thus improving their performance in terms of curriculum delivery. The study also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. The study finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

From the findings of the study, it can be said that teacher training in public secondary schools in Thabo Mofutsanyana District affect their motivation. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. The respondents were further asked to mention other ways by which training affects teacher motivation. The following were mentioned: that the trainings sharpens their teaching skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding of the respondents and that attending teacher trainings allows them to be given promotion.

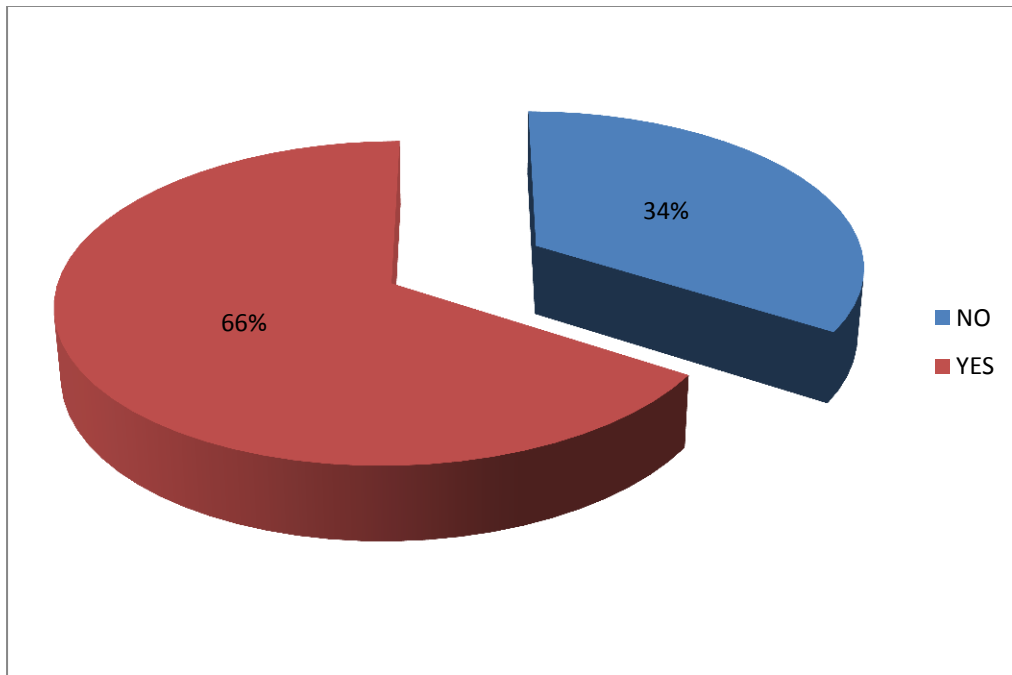
In an interview with the principals on how reward system affect teacher motivation, they mentioned that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

### **4.5 Effect of Work Situational Factors on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District**

#### **4.5.1 Satisfaction with the School Environment**

Teacher respondents were asked to indicate whether they were satisfied with the school environment in which they worked. The study found that 61(66%) of the respondents indicated that they were satisfied with the environment of the schools in which they worked while 31(34%) indicated that they were not satisfied with their school environment. From the findings of the study, it can be said that school environment affects teacher motivation. The findings of the study were as presented in Figure 4.5.

**Figure 4.5 Satisfaction with the School Environment**



The respondents were further asked to give explanations for their answers. Those who indicated that they were satisfied with the school environment mentioned that there were adequate facilities and resources for teaching and learning, that the school is convenient, that the school environment is peaceful and conducive for learning and that the leadership of the school has created a conducive environment for teachers and the staff working within the school thus motivating them to perform their duties to their abilities.

Those who indicated that the environment was not conducive mentioned that sometimes their opinions are disregarded and decisions are made to suit school leadership as opposed to those who are being led and that some leaders are over strict thus creating an environment which de-motivates teachers.

#### **4.5.2 Effect of school environment on Teacher Motivation**

To test on this, the respondents were given different statements on the effect of school environment on teacher motivation and were asked to indicate the level of their agreement with each statement. The findings are presented in Table 4.8.

**Table 4.8 Effect of school environment on Teacher Motivation**

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total %	
	f	%	f	%	f	%	f	%	f	%	f	%
Teaching and learning resources are inadequate thus de-motivating teachers	43	47	35	38	3	3	6	7	5	5	<b>92</b>	<b>100</b>
There are tight rules and regulations in schools which de-motivate teachers	20	22	12	13	11	12	12	13	37	40	<b>92</b>	<b>100</b>
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs	15	16	17	19	4	4	7	8	49	53	<b>92</b>	<b>100</b>
The arrangement of offices and the spaces available in the offices de-motivates teachers	12	13	4	4	2	2	45	49	29	32	<b>92</b>	<b>100</b>

The findings on Table 4.8 shows that 47% of the respondents strongly agreed that teaching and learning resources are inadequate in school thus de-motivating teachers to teach. The study also found that 40% of the respondents strongly disagreed that there are tight rules and regulations in schools which de-motivate teachers. It was also found 53% of the respondents strongly disagreed that education policies in schools are tight on teachers thus they get dissatisfied with their jobs. It was finally found that 49% of the respondents indicated that the arrangement of offices and the spaces available in the offices de-motivates teachers. According to Robbins (2003), the arrangement of one’s workspace is important primarily because it significantly influences social interaction.

In an interview with the principals on the effect of work environment on teacher motivation, they mentioned that conducive work environment motivates teachers thus making them willing to stay longer at their work places thus increasing their contact hours with the students.

### **4.5.3 Recommendations on the improvement of Teacher Motivation in Schools**

The respondents were asked to give their recommendations on the ways teacher motivation can be improved in schools.

#### **Recommendations on what should be done by the school management**

The following recommendations were given for the school management: that the management should provide all the necessary resources for teaching and learning to motivate teachers that, the management should ensure transparent and transformational leadership which will motivate teachers to work hard in their service delivery.

#### **Recommendations on what should be done by teachers**

The following were the recommendations on what should be done by teachers that teacher should attend the in-service training to improve their teaching skills and that teachers should be competent and determined to ensure that their students succeed.

#### **Recommendations on what should be done by TSC**

The following were the recommendations for TSC: to promote teachers on merits and Endeavour to improve teachers' standard, promoting teachers on the merit of paying them well, increase teachers' remuneration, review teachers' pay in relation to the teachers work and standards of living and to employ more teachers to release their workload as a motivational strategy for them to ensure quality curriculum delivery.

# **CHAPTER FIVE**

## **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

The purpose of the study was to determine the factors affecting teacher motivation in public secondary schools in Thabo Mofutsanyana District. The study was guided by the following objectives: to find out the influence of job satisfaction on teacher motivation in public secondary schools in Thabo Mofutsanyana District, to determine the effect of reward system on teacher motivation in public secondary schools, to find the effect of professional training and development on teacher motivation in Public Secondary Schools and to determine the effect of work situational factors on teacher motivation in public secondary schools in Thabo Mofutsanyana District.

### **5.2 Summary of the Findings of the Study**

This section presents the summary of the findings of the study according to the objectives

#### **5.2.1 Influence of Job Satisfaction on Teacher Motivation in Public Secondary schools in Thabo Mofutsanyana District.**

Regarding the effect of job satisfaction on teacher motivation, it was found that job satisfaction affects employee motivation. This was evidenced by the fact that leadership and promotional opportunity elsewhere influence job satisfaction to a large extent as indicated by 57% and 67% respectively). The study also found that perceived fairness in teacher promotion system influence job satisfaction among teachers to a small extent and that work environment/condition influenced job satisfaction among teachers to a large extent.

#### **5.2.2 Effect of Reward System on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District**

It was found that the reward system affects teacher motivation. This was evidenced by the fact that 49(53%) of the respondents strongly disagreed with the statement that the pay given to teachers is worth the services they render. The study also found that 32(35%) of the respondents strongly disagreed that hardworking teachers are encouraged by giving them presents. It was further found that 43(47%) of the respondents strongly agreed with the

statement that teachers are promoted on the basis of their qualifications and performance. The study also found that 41(45%) of the respondents agreed that teachers output outweigh the pay they receive in terms of salary. The study finally found that 55(60%) of the teachers strongly agreed that teachers who get low pay with regard to their inputs normally get demotivated affecting their performance.

### **5.2.3 Effect of Professional Training and Development on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District.**

On the effect of training on motivation, the study found that training affect teacher motivation as indicated by 63(93%). The study found that 65(71%) of the respondents strongly agreed with the statement that training improves teachers' confidence thus improving their performance in terms of curriculum delivery. It was also found that 54(59%) of the respondents strongly agreed with the statement that fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery. The study further found that 42(46%) of the respondents strongly agreed that training among teachers improves their job satisfaction thus improving their performance. It was finally found that 39(42%) of the respondents agreed that the availability of training opportunities among teachers motivates them to perform.

### **5.2.4 Effect of Work Situational Factors on Teacher Motivation in Public Secondary Schools in Thabo Mofutsanyana District.**

Regarding the effect of work situational factors on teacher motivation, the study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. The study also found that the respondents strongly disagreed with the statement that availability of tight rules and regulations in schools, tight education policies in schools and arrangement of offices and the spaces available in the offices affects teacher motivation as indicated by 40% of the respondents.

## **5.3 Conclusions**

From the findings of the study, it can be concluded that job satisfaction, reward systems, professional training and development and work situational factors affect employee motivation.



#### **5.4 Recommendations**

Regarding the effect of job satisfaction, the study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction with their jobs. This can be achieved by ensuring that there are adequate teaching and learning resources.

The study also recommended that teachers should be remunerated well to motivate them in their job. This can be achieved through offering incentives to teachers and rewarding teachers whose subject students perform better. This will motivate them to improve on curriculum delivery. On teacher training, the study recommended that teachers should attend in-service training to update their skills. By attending trainings, teachers will develop confidence in teaching their subjects and become motivated.

The study finally recommended that the school management should ensure that the school environment should be conducive. This can be done by ensuring high standards of discipline among students and ensuring that school rules and regulations are adhered to.

#### **5.5 Recommendations for Further Research**

This study was carried out in public secondary schools in Thabo Mofutsanyana District to determine the factors affecting teacher motivation. The researcher therefore recommends that another study be done in other districts on the effect of school leadership style on teacher motivation which was not the concern of this research.

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## APPENDIX I: QUESTIONNAIRE FOR TEACHERS

### SECTION A: BACKGROUND INFORMATION

1. Gender: Male ( ) Female ( )

2. What is your highest academic qualification?

Bachelors Degree ( ) Masters Degree ( ) Any other (specify)\_\_\_\_\_

3. Age Bracket 18-25 Years [ ] 26-35 Years [ ] 36-45 Years [ ] 46-55 Years [ ]  
Above 55 Years [ ]

4. How long have you been in the teaching profession? less than two years ( ) 2-5 years ( )  
6-10 years ( ) 11-15 years ( ) Over 15 years ( )

5. For how long have you taught in your current school? \_\_\_\_\_

6. Indicate the category to which your school belongs

a) Mixed Day school b) Mixed Day Boarding school

c) Boys Day school d) Boys Boarding school

e) Girls Day School f) Girls Boarding school

### SECTION B: JOB SATISFACTION

7. Are you satisfied with your job as a teacher? Yes [ ] No [ ]

Briefly explain your answer?\_\_\_\_\_

\_\_\_\_\_

8. The following are the perceived factors influencing job satisfaction among teachers. Please indicate the extent to which each of the factors has affected job satisfaction in among teachers in your school?

**1- Very large extent**

**2- Large extent**

**3- Moderate extent**

**4- Small extent**

**5- No extent at all**



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FACTORS	1	2	3	4	5
Leadership and the job itself					
Perceived fairness in teacher promotion system					
Promotional opportunity else where					
Work environment/condition					
Supervision practices					

9. What are the other factors affecting job satisfaction among teachers?

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### SECTION C: REWARD SYSTEM

10. Are you satisfied with your current pay as a teacher?    Yes [ ]    No [ ]

11. The following are some statements on the reward systems schools affecting teacher motivation. Please indicate the extent of your agreement with each statement in relation to your school.

1-Strongly Agree                      2-Agree

3-Neither agree nor disagree              4-Disagree              5-Strongly Disagree

STATEMENTS	1	2	3	4	5
The pay given to teachers is worth the services they render					
Hardworking teachers are encouraged by giving them presents					
Teachers are promoted on the basis of their qualifications and performance					
Teachers output outweigh the pay they receive in terms of salary					
Teachers who get low pay with regard to their inputs normally get de-motivated affecting their performance					

12. What are other ways in which rewards systems for teachers affect their motivation?

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**SECTION D: TRAINING AND DEVELOPMENT**

13. Have you ever attended any in-service training organized for teachers?

Yes [ ] No [ ]

If your answer is yes, did the training affect your motivation to teach?

Yes [ ] No [ ]

Briefly explain your answer?

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14. The following are some statements on employee training and motivation. Please indicate the extent of your agreement with the statements with regard to teacher motivation in your school. 1-Strongly Agree 2-Agree

3-Neither agree nor disagree

4-Disagree

5-Strongly Disagree

STATEMENTS	1	2	3	4	5
Fully trained teachers are ever motivated to teach thus improving their performance in terms of curriculum delivery					
Training among teachers improves their job satisfaction thus improving their performance					
Availability of training opportunities among teachers motivates them to perform					
Training improves teachers confidence thus improving their performance in terms of curriculum delivery					

15. What are the other ways in which teacher training affect their motivation to teach

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**SECTION E: WORK SITUATIONAL FACTORS**

16. Is the school environment under which you work as a teacher satisfactory?

Yes [ ]                  No [ ]

Briefly explain your answer? \_\_\_\_\_

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17. The following are some ways in which work environment influences work motivation. Please indicate the extent to which each of the statement has affected teacher motivation in your school?

- 1- Very large extent                  2- Large extent                  3- Moderate extent  
 4- Small extent                  5- No extent at all

<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teaching and learning resources are inadequate in school thus de-motivating teachers to teach					
There are tight rules and regulations in schools which de-motivate teachers					
Education policies in schools are tight on teachers thus they get dissatisfied with their jobs					
The arrangement of offices and the spaces available in the offices de-motivates teachers					

18. In what other ways does work environment affect teachers' motivation?

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19. What would you recommend to be done by the following categories of people in improving teacher motivation?

School management: \_\_\_\_\_

Teachers: \_\_\_\_\_

TSC: \_\_\_\_\_

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Thank you for your time and cooperation

**APPENDIX II: INTERVIEW SCHEDULES FOR PRINCIPALS**

1. For how long have you served as a school principal? \_\_\_\_\_

2. Are you satisfied with your work as a school principal? \_\_\_\_\_

Yes [ ] No [ ] Briefly explain your answer?

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3. In what ways does job satisfaction affect teachers' motivation?

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4. How does teacher training and development affect their motivation?

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5. How does reward system affect teachers' motivation?

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6. How does work environment affect teachers' motivation?

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7. What would you recommend to be done by the following categories of people in improving teacher motivation?

School management: \_\_\_\_\_

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Teachers: \_\_\_\_\_

\_\_\_\_\_

TSC: \_\_\_\_\_

\_\_\_\_\_