TO WHAT EXTENT DO HEADTEACHERS MOTIVATE TEACHERS TO TEACH EFFECTIVELY: A CASE OF SELECTED SECONDARY SCHOOLS IN NDOLA URBAN DISTRICT

BY

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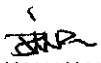**THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY**

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DECLARATION

I,Mercy Nyambe Situmbeko,Solemnly declare that this piece of work presents my own and all the work of other people has been acknowledged, and that this has not been presented for any degree at this university or any other university for the same purpose.

Signature......Situmbeko.....................Date.....30...09..2016.

CERTIFICATE OF APPROVAL

This dissertation by Mercy Nyambe Situmbeko is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Education Management.

EXAMINERS

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DEDICATION

This work is dedicated to my dear husband, Mr Richard Millapo, and our children, Jonathan, Sheena and Musa.I thank them for their support in moments that I had to work for long hours during my study period.

ABBREVIATIONS

MOE:	Ministry of General Education
MBWA:	Management by Walking Around
FNDP:	First National Development Plan
MBO:	Management by Objective
SAP:	Structural Adjustment Programme
PF:	Patriotic Front
MMD:	Movement for Multi-Party Democracy
UNIP:	United National Independence Party
GDP:	Gross Domestic Product

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ABSTRACT

This study was conducted to examine the extent to what the Head Teachers motivated teachers to teach effectively in Ndola Urban District in Copper belt Province.30 teachers were randomly selected from the research site through random sampling procedure and 3 Head Teachers were selected through purposive sampling All together the sample consisted of 33 participants. Qualitative research design was used. Qualitative data was collected through Focus Group Discussion guide and interview guide in order to get information on the extent to what the Head Teachers motivated teachers to teach effectively. Data was analysed thematically. On the strategies the Head Teachers use to motivate teachers to teach effectively, the study brought to light that Head Teachers did not provide the necessary teaching and learning materials that teachers needed and rarely involved them in decision making. Regarding personal factors and School factors for motivation, the findings showed that Head Teachers rarely supervised the teachers due to their busy schedules and did not provide the teachers with enabling environment for them to teach effectively. From the above findings the following recommendations were made: The school environment should be made conducive enough for teachers, more importantly school management should ensure that teachers are motivated through incentives and rewards especially those whose learners perform better in the subjects they teach. Head Teachers should conduct class supervision regularly. Lastly, the Ministry of General Education should involve the teachers in formulation of educational policies.

CHAPTER ONE

INTRODUCTION

1.0   Overview

This chapter presents the background of the study. It gives an overview of the role of the school leadership on motivating teachers. It also highlights the statement of the problem, purpose and objectives of the study, research questions and significance of the study.

1.1   Background

The education system in Zambia is examination oriented. The quality of education offered by any school is judged in terms of the number of pupils who perform well in thenational examination. With regard to Copperbelt Province the Analysis of the Grade Twelve national examination ranked the province in the tenth position out of ten provinces for two years in a row, (Examination Council of Zambia 2014,2015). The school administration, teachers and the public in general have expressed concern over the factors that have led the poor performance of the learners in the province.

Several scholars including Davidson (2006) noted that in order to improve learners' performance, the head teacher was first of all required to improve the management of the school in general. This could be done by setting a clear vision for the school and communicating the vision to the teachers and learners. It could also be done by motivating teachers to teach effectively. The question to ask is: What does motivation mean?

The word motivation is taken from the Latin word 'movere' which means to move. Thus, the term motive is anything that initiates or sustains activity. Gupta (2009) defines motivation as an inner state that energies, activates or moves that directs or channels behavior towards certain

goals. He further argues that motivation is a process by which the efforts of an individual or group are energized and sustained toward attaining a specific goal. Additionally, Guay (2010) states that motivation is a force that deals with the reasons underlying behavior. Definitions of motivation may vary but all agree that almost everyone is motivated in one way or another. Everyone has a different background and personality, different interests and attitudes, expectations, desires and needs. Sources of motivation, therefore, differ according to the individual.

Teachers play an important role in achieving quality education. However, this can be possible if the teachers are motivated. Motivated teachers put more effort in their work and this may translate in improved academic performance among the learners. Armstrong (2006) postulates that the head teacher, as a chief executive officer, needs to appreciate and recognize that good results are obtained through the people. This entails giving close attention to how individuals can best be motivated and establishing a work environment that will help to ensure that individuals deliver results in accordance with the expectations of members of the public. However, at secondary school level, teacher motivation is linked to how teachers are treated and the way they perceive their own working conditions (Brache 2007). Griffin (1996) asserts that teacher motivation is very important because it improves the skills and knowledge of teachers and it directly influences the pupils' achievement. In schools, teachers who do not have sufficient motivation can be less competent. This can negatively influence learner's performance and the education system as a whole.This study therefore, sorts to establish the extent to which the school management motivated teachers in secondary schools in Ndola Urban District.

1.2   Statement of the Problem

Public sector educational institutions in Zambia, especially secondary schools, face challenges of different kinds. These challenges may be faced by school administrators, teachers and the Ministry of Education leadership. Leaders are considered to perform multi tasks for the betterment of their organizations (Koochar,2002). In secondary schools it is common knowledge that school administrators might not be trained and be equipped with strategies which are necessary to help them prepare the teachers to work effectively. Additionally, school administrators might not use motivation strategies meant to make teachers work hard and improve the academic performance of the learners. In Districts such as Ndola Urban, which is part of the Copperbelt Province, it is not clear to what extent head teachers motivate teachers to work effectively as the need for study.

1.3   Purpose of the Study

The purpose of the study was to establish to what extent head teachers motivated teachers to work effectively in Ndola urban, Copper belt province.

1.4   Objectives of the Study

The objectives of the study were as follows:

1.4.1   Main objective

To explore to what extent head teachers motivated teachers to teach effectively in Ndola Urban.

1.4.2   Specific Objectives

(i)   To examine the views of teachers on the extent to which the head teachers motivate them to teach effectively in Ndola Urban District.

(ii)   To assess school level factors leading to teacher motivation in Ndola Urban District.

(iii)   To ascertain the personal factors leading to teacher motivation in selected schools in Ndola Urban District.

1.5   Research Questions

The research questions were as follows:

1.5.1   Main Research Question

To what extent do head teachers motivate teachers to teach effectively in Ndola Urban District?

1.5.2   Specific Research Questions

(i)   What are teachers' views on the extent to which the head teachers motivate them to teach effectively in Ndola Urban District?

(ii)   What are teachers' personal factors leading to teacher motivation in Ndola Urban District?

(iii)What are the school level factors leading to teacher motivation in Ndola Urban District?

1.6   Significance of the Study

The study was significant in that the findings might help school Head Teachers to improve their motivational roles among teachers, thereby improving the teachers' input and performance. The findings of the study might also be used to improve teacher competency and learner performance. The study has also contributed knowledge and literature to the field of teacher motivation.

1.7   Limitation of the Study

This case study was confined to selected schools in Ndola Urban District in the Copperbelt Province. The study uses a small sample size required for a case study design which could create problems of generalising the findings to other schools in the province.

1.8   Delimitation of the Study

The study was limited to the Secondary School teachers and head teachers in Ndola district. The other schools in the Province were not covered.

1.9   Theoretical Frame Work

This study was based on Expectancy Theory and Herzberg-Two Factor Theory.

1.9.1   Expectancy Theory

The expectancy theory of motivation has many different forms and labels. Expectancy theory suggests that motivation depends on two things – how much we want something and how likely we think we are to get it.Vroom's (1964) expectancy theory rests on four basic assumptions. First, itassumes that behaviour is determined by a combination of forces in the individual and in the environment. Second it assumes that people make decisions about their own behavior in organizations. Third, it assumes that different people have different types of needs, desires, and goals. Fourth, it assumes that people make choices from among the alternative plans of behavior based on their perceptions of the extent to which a given behavior will lead to desired outcomes. (Griffin, 1996).

Vroom (1964) 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 the perception that his/her increased performance will

result in certain rewards which will help him/her to attain personal goals. Thus, according to expectancy theory, motivation depends on how much an individual desires a particular goal and how attainable the person thinks that goal is. Cole (1996) opines that it is the individual's subjective perception situation that is the vital part of expectancy theory. The model suggests that motivation leads to effort and that effort, combined with employee ability and environmental factors, results in performance. Performance, in turn, leads to various outcomes, each of which has an associated value called its valence. According to this model, a head teacher should understand what employees want (such as pay rise, promotions, or status) to begin to motivate them. This theory was related to this study in that individual teachers might act in a certain way based on the expectation that the act would be followed by a given outcome (reward, recognition and bonus). Head teacher techniques and strategies which are based on this theory would likely motivate teachers, thereby making the school effective.

1.9.2 Herzberg's' Theory

Frederick Herzberg (1969) developed his theory by asking two hundred accountants and engineers to recall occasions when they had been satisfied with their work and highly motivated and occasions when they had been dissatisfied and unmotivated. The two factor theory of motivation suggests that people's satisfaction and dissatisfaction are influenced by two independent sets of factors- motivation factors and hygiene factors. (Griffin, 1996).

Herzberg (1969) constructed two dimensional paradigm factors which affect people's attitudes about jobs. One set of factors relates to intrinsic aspects of the work, that is actual execution of the work or the job content. These factors are called motivators or satisfiers, which drive people to perform, achieve aspects, such as achievement, recognition, the work itself, advancement, responsibility and feedback. (Drafke and Kossen,1998).

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The other factor relates to the extrinsic aspects of the job; that is, the work environment or the content. These are known as hygiene or maintenance factors or dissatisfies. Robbins and Coulter (2002) postulated that hygiene factors include salary, status, society, working conditions, policies and administrative practices and interpersonal relationships. Herzberg (1969) argues that there are two stages in the process of motivating employees. First, managers must ensure that the hygiene factors are not deficient. Pay and security must be appropriate; working conditions must be safe, technical supervision must be acceptable. Second, there should be motivational factors such as achievement and recognition. The head teacher who tries to motivate an employ using only hygiene factors such as pay and good working conditions will likely not succeed.

In order to motivate teachers and produce a high level of satisfaction, head teachers should also offer factors such as responsibility and opportunity for advancement, which are (motivation factors). (Griffin, 1996). The theory was useful to this study in that head teachers might lessen dissatisfaction by improving hygiene factors that concern teachers. Such improvements would influence satisfaction. On the other hand, head teachers could make the teachers feel motivated. It is also clear that education leaders should be concerned to eliminate the causes of dissatisfaction so as to motivate teachers.

1.10   Conceptual Framework

In this study, the conceptual framework shows the relationship between independent and the dependent variables. The independent variable is school Leadership (Head teacher) which in turn contributes to teacher motivation. The dependent variable is based on extrinsic motivation and intrinsic motivation. The intervening variables are physical infrastructure, free meals and allowances. This framework is explained below:

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Conceptual Framework: Based On; Herzberg's Two Factor Theory

SCHOOLS LEADERSHIP	TEACHER MOTIVATION

-Regular Supervision

-Communication

-Administrative support

-Shared governance

-School policies

-Teacher empowerment

-Provision of teaching/learning Aids

-Physical infrastructure

-free meals

-Allowances

Extrinsic Motivation

-Working conditions

-Interpersonal relationship

-Accommodation

-involvement in decision making

Intrinsic Motivation

-Recognition

-Work itself

-Feedback

-Achievement Growth

Motivated Teachers

The framework shows the relationship between the independent and dependent variables of the study. The dependent variable is teacher motivation which includes extrinsic and intrinsic motivation. The independent variable is school leadership which includes administrative support, teacher empowerment and shared governance. The intervening variable for the study is infrastructure, free meals and allowances.

1.11 Operational Definitions

Leadership- Leadership is a process whereby an individual influences the group of individuals to achieve a common goal.

*Motivation-*Motivation is a physiological and psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentives attain goal.

*Head Teacher-*A Head Teacher as an individual who supervises the school activities and occupies the position of the school leader and he/she is perceived as the significant in initiating and realizing the innovation that takes place in the school.

*Teacher-*A teacher is a person or substitute who must educate and teach and must manage all associate teaching activities.

School Leadership- Is the process of enlisting the talents and energies of teachers, pupils and parents toward achieving common educational aims.

1.12 Organisation of the Study

Chapter one presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study, and operational definitions of terms used in the dissertation. The chapter also presents theoretical and conceptual frame work which guided the study.Chapter Two focuses on the review of literature. This chapter provides a review of relevant literature to the problem under study that is the extentto what Head Teachers Motivate teachers to teach effectively. Chapter Three provides an in-depth look into the research methodology employed in the collection and analysis of data. The chapter deals with the research design, study population, sample size, sampling techniques, data collection procedure,data collection instruments and data analysis.

Chapter Four presents the research findings. All the research questions have been addressed in this chapter. Chapter Five is a discussion of the findings of the study. In this chapter, the findings are discussed under the themes and headings drawn from the research objectives. Chapter Six provides the concluding remarks of the study and also makes recommendations based on the major findings of the study.

1.13 Summary of the Chapter

This chapter presented an introduction to the study outlining the salient features. These are; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study and operational definitions of terms. The chapter that follows provides review of relevant literature related to the problem under discussion.

CHAPTER TWO

LITERATURE REVIEW

2.0   Overview

The previous chapter dealt with the background to the problem. This chapter presents the review of literature. The strategies that head teachers use in order to motivate teachers, Personal factors leading to motivation and the school level factors leading to motivation, are the main sections discussed in the review.

2.1 History of Teacher Motivation in Zambia

There had been factors affecting teacher motivation the world over, most of which are country specific. In Zambia, for instance there appear to be mounting concerns about teachers becoming increasingly demotivated. This can have an impact on teachers' effectiveness and eventually affect the quality of education. (Chabu, 2014). Head teachers also play a role on teacher motivation. The extent to what head teachers motivate teachers to teach effectively is an important element.

Zambia is classified as a developing country which got its independence in 1964 with a population of about of 3.5 million. Copper prices then were high on the world market. There were however, few indigenous Zambians in informal employment. This was a poor legacy left by the colonial authorities, (Mwanakatwe,1974). The priority for the United National Independence Party (UNIP) government was to meet the urgent need of training manpower for the country in order to support the rapid expansion of educational opportunities at all levels of learning, as reflected in the 1966 First National Development Plan. (FNDP).

Many teachers recruited in order to meet growing demands of the expanded schools were expatriates. These were well paid as the economy was at its peak.Community and public good will were also undoubted. The government provided all goods and services to all citizens. Most of the written down condition of services were honoured and teachers were highly motivated.The government provided all goods and services to all citizens through the socialist state economy which was introduced in place of capitalist economy Kelly (1999). Most of all, the written down conditions of service were upheld. The country as a whole was focused and determined to develop the nation through Humanism and the 'One Zambia one Nation' motto with a self-motivating and sacrificing spirit. Kelly (1999).This motto is currently slowly losing its power to unite the Zambia citizens.

In the early eightys the copper prices began to fall and this affected the country's economy. This affected teacher remuneration and in turn teacher motivation was affected.

Post-Independence Challenges

The hurry to develop and meet the expectations raised in the election campaign promises did not last. The Zambian government realized that independence had not brought the intended economic emancipation hence, the economic changes from a capitalist to socialist state.(Mwanakatwe, 1974).This political philosophyentailed state control of all commanding heights of the economy and state provision of all goods and services to all citizens. This however, put a burden on the government. Copper prices went down and foreign capital began to dwindle. It was at this time that the education as a whole started deteriorating. (Kelly, 1999).

Despite the deteriorating economy, the population began to grow together with government enlightment on the importance of education. To accommodate the growing demand of school places, double and multi- grade teaching was introduced. Classes were allowed to grow larger

than normal at the expense of the number of teachers as well as teaching and learning resources. (Kelly, 1999). This led to teachers being demotivated and a lot of them left the Ministry to seek for 'greener pastures' out of the country.

The third republic ushered in the Movement for Multi-party Democracy (MMD). The government came with strategies through the recession and economic restructuring which did not help much but saw the teachers being demotivated. Among these was the Structural Adjustments Programme. (SAP) which Lungwangwa, (1995) postulated that it had conditionalities which were accepted at that time, such as acceptance that there should be, no areas under debt rescheduling agreements, the implementation of a reduction in commercial payment freeze, the introduction of Value Attended Tax (VAT), privatisation of parastal companies and restructuring.

The SAP implementation brought a lot of negative impact on the education system and major crisis manifested in: reduced government spending especially on capital projects, equipment, teaching and learning materials, crowded classrooms in urban schools, dilapidation in educational facilities, and unattractive conditions of service for teachers, poor teaching and learning environment. (Lungwangwa, 1995). All this saw teachers being demotivated.Their input was low and the quality of education was compromised.

Furthermore, Kelly (1999) opined that the structural adjustment programme brought about an increase on dependency on donor aid. This resulted in donor aid having a significant impact on policies at the expense of teachers. Kelly, (1999) further asserted that the government introduced wage freeze and teachers' salaries were not increased.This demotivated the teachers. Furthermore, lack of sufficient operational funding led to extensive dilapidation of existing infrastructure, little or no learning and teaching resources, unpaid claims and the exodus of qualified teachers to neighbouring country continued. Overall the

nation found itself in huge debts with low Gross Domestic Product (GDP) and high inflation rate (Kelly 1999).

In 2001, the then President Levy PatrickMwanawasaunder the Movement for Multi-party Democracy (MMD). Immediately set out to reduce foreign debt and inflation. This was achieved with a lot of sacrifice by government employees (teachers inclusive) through the Highly Indebted Poor Countries (HIPC) period. There was a wage freeze so that the country could complete paying the debt. Thereafter, the status on teacher motivation remained more or less the same. This saw a lot of teacher absenteeism, and poor performance at work.

When the current government the Patriotic Front (P F)came into power in 2011, civil servants conditions of service were improved. However, the teachers felt that the teachers with lower qualifications (certificate holders) were given a better deal than those with diplomas and degrees. This demotivated teachers with higher qualifications.

In Zambia the ministry of education (MOE) accords little attention to educational management and instead focuses more on teacher training and provision of educational infrastructure, as a result the education managers exhibit heavy deficiencies in managerial skills regarding motivation.(Lungwangwa, 1995).

Teacher motivation

Teachers play a very important role in the learning process of learners who idealize teachers and try to imitate them. The motivation of teachers is, therefore, important as it directly affects the learners. Time spent at work takes up the major part of a teachers working hours and it is important that teachers find fulfilment in their work.

Motivation is derived from the Latin word 'movere' it is often equated with words like aims, desires, drives, goals, incentives and motives.The term motive is anything that initiates or

sustains activity (Gupta, 2009). Motivation is the set of forces that causes people to behave in certain ways. Griffin (1996) postulated that on any given day, an employee might choose to work as hard as possible at a job, to work hard enough to avoid a reprimand or to do as little as possible. Griffin further stated that the goal for the manager was to maximize the accuracy of the first incident and minimize the occurrence of the last one. Goodman etal (1995) asserted that the organisation liveliness came from the motivation of its employees, although their abilities played 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.

Teacher motivation is important because it improves the skills and knowledge of teachers. The relationship between motivation and performance is a universal concern and is often talked about, many organizations do not make concrete efforts to study it in details motivation is about stimulating people to take action and toachieve the desired goals. Armstrong, (2006).

Malik (2010) study on the impact of motivation to learner job attitudes on organisation's learning culture in a Pakistan showed that lack of physical resources had contributed to a large extent in the demotivation of teachers.

In Kenya there has been a growing awareness about teacher motivation which is key to quality assurance and high standards in the education system. Nyakundi (2012) study on the factors affecting teacher's motivation in the public schools pointed out that it was only the teachers' working context that demotivated them.

Ngima andKyongo (2013) authored a research article on the contribution of motivational management to employee's performance. Their study investigated the contribution of management to personal effectiveness, group efficiency and business success. The results of

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the study revealed that employees in the organization investigated, were to a large extent, influenced to perform well by a combination of intrinsic and extrinsic motivational factors applied through management initiatives.

In Zambia (2012) Chirwa's studies on the role of teacher motivation in the provision of quality education, showed that the school management should develop a conducive environment for learning served with good infrastructure. Otherwise teachers could be demotivated because of s working in poor infrastructure.

Motivation of teachers is indispensable if they are to remain productive. When teachers are highly motivated they do their work with enthusiasm and interest since motivation involves maintaining competence and interest in the work of the teacher. As a result the motivated teachers enable learners to perform better in national examination.

Effective Teaching

Teachers are important in the delivery of quality education. They are also the pivot on which the educational process depended on. Teachers play a major role in the educational system.Kadzamira (2006) postulated that teachers could influence the teaching and learning outcomes either positively or negatively because they determined the quality of instructional delivery and also influenced quality education when it came to implementation of the curriculum and educational policies.

Ornstein (1990) defined effective teaching as teachers who were caring, supportive, concerned about the welfare of the learners, knowledgeable about the subject matter, able to get along with parents, administration and colleagues, and genuinely excited about the work that they did. Effective teachers are able to help learners learn. The teacher who produce more learning than others teaching similar learners is considered to be an effective teacher.

Needels and Gage (1991) identifies effective teachers as those with personal attributes and characteristics such as motivating personality orientation towards success, and professional demeanour.Needels and Gage (1991) further asserted that motivating personality included attributes such as enthusiasm, variety, warmth and humour. Orientation towards success meant that teachers believed in their own and their learner's abilities to be successful. Attributes like expecting success and being encouraging and supportive of learners conveyed this orientation. (Needels and Gage, 1991). Professional demeanour means that the teachers are focused on helping learners to learn. Effective teachers are professionally knowledgeable and business like, learners see them as credible and worthy of trust. These attributes are highly interrelated: Effective teacherspossessa motivating, stimulating personality. They seem to enjoy what they are doing, they are supportive of learners and they are believable and easy to trust. (Needels and Gage, 1991).

Additionally, Carusso (1982) stated thatenthusiastic teaching helps the learners to persist at tasks, motivate them and it leads to increased learning and satisfaction. Good and Brophy(1987) indicated that a teacher's enthusiasm has two important dimensions: interest and involvement in the subject matter, and vigour and physical dynamism. Enthusiastic teachers often are described as dynamic, stimulating, energetic, and expressive. Their behaviour suggests they are committed to learners and to their subject. Murray (1983) assets that while teacher often expected learners to be interested in what they said, learners more often, reacted to how enthusiastically the teachers communicated.

Murray (1983) asserted that the teacher set the tone, defines roles, established parameters, and promoted patterns of interpersonal relationships among his or her learners. Murray (1983) further postulated that teacher warmth and humour were important factors in promoting a supportive relaxed, satisfying, and educationally productive environment for

their learners. Apart from contributing to a safe and productive environment, the teacher's warmth and humour indirectly promoted learning.

Effective teachers are positive people. They generally believe in their learner's abilities to learn and in their own ability to help learners be successful. They are oriented towards success. Good and Brophy (1989) contented that effective teachers held high expectation of success for themselves and their learners. They genuinely believed all learners could master the content and that they themselves had the ability to help all leaners. When teachers' expectation rose, learnerstended to learn more. However, Orinstein (1990) argued that when the teachers thought about expectations for success, they generally thought of their expectations for the learners. In his view, the most effective teachers also maintained highexpectations for themselves as well. Their own high personal standards motivated them to be well-prepared for the class, use class time efficiently, and provide substantive feedback to the learners. They exhibited thorough knowledge of their subject, conveyed confidence and calmness, dress, acted, and spoke professionally about their work and worked to correct deficiencies in their own professional ability (Orinstein, 1990).

Effective teaching also entails that teachers are encouraging and supportive of their leaners. They should address learners needs, such as the need be liked, and to be successful. Ornstein (1990) defines teachers who are encouraging as those who respect and genuinely believe in the leaners abilities. Orinstein (1990) further asserted that such teachers helped their learners to feel accepted as individuals, and they recognised their effort and potential to work. Through their encouragement and support, teachers could help the leaners meet their expectations for success, even when they experience some difficulties along the way.

Effective teachers, while being motivating and supportive, also establish and maintain a professional demeanour. Brophy (1987) defines professional demeanour as being business

like, task-oriented and knowledgeable. Effective teachers are knowledgeable not just in the subject they teach but also of pedagogy and the learners. Professional demeanour also includes the ability to calmly and effectively adapt to changing classroom circumstances, this includes the ability to "read" what is happening in the classroom: the level of learners understanding and motivation and the changes in the classroom environment (Brophy, 1987).

Effective teaching undoubtedly needs teachers that are highly motivated. In this case the extent to which head teacher motivate teachers to teach effectively is an important element

2.2   Strategies to Motive Teachers

Throughout the developing world, educating a nation is the most vital strategy for the development of the society. Lack of the head teachers to motivate teachers to teach effectively in the schools might lead to an imbalance in the allocation of resources. Teachers who are not provided with teaching and learning materials might always find excuses for their poor performance (Aikaman and Interhalter 2005). Aikamam and Interhalter also pointed out that poor examination results were related to the teaching resources allocated to the teachers. Head teachers should ensure that teachers in their schools are provided with the required teaching and learning materials in order for them to teach effectively.

Pongoh (2008) did a study on the effect of principals' leadership and achievement of motivation on the teaching competence of public school teachers in Monado City of Indonesia. Pongoh found that the principals' leadership positively influenced the teaching competences of the teachers. This meant that whenever there was an increase in school leadership, teachers were motivated. Consequently, it could improve the teaching competences of the teachers. So the principal as a leader should be able to enhance improvement of teaching competences of his or her teachers through teacher motivation. It was also established in Pongoh's (2008) study that the principal, as a leader in the

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school,shouldhave a concern about his or her teacher's ability to teach and continue to encourage them to improve their teaching competences as the teachers were a valuable asset for the school. Teachers helped learners to improve in their academic performance and to achieve the best learning outcomes. Pongoh's (2008) study also showed that achievement motivation positively affected the teachers' teaching performance. This meant that whenever there was an increase in achievement motivation, the teaching competences of the teachers improved. The provision of teaching and learning materials was very crucial in ensuring that this was achieved.

Teaching and Learning materials are basic resources for teaching yet, in Zambia not all schools have operational libraries with books in stock, especially the newly upgraded secondary schools. Teachers' notes serve as pupils' libraries. Additionally there is not much equipment for practical subjects such as Hospitality, Computer Studies, Design and Technology and other subjects in the Natural Sciences. Apparatus and chemicals to carry out experiments are not available and this de-motivates the teachers. (Mutono 2010). In such situation teachers struggle to put ideas across to the pupils in abstract instead of things that should be vividly seen in order to enhance easy understanding had the teaching and learning materials been provided to the teachers. This affects teacher motivation and hinders them to teaching effectively.

Johari (2014) agrees with Mutono as he revealed in his study which investigated the role of school leadership in motivating teachers. His study showed that non availability of teaching and learning materials negatively affected teacher motivation.

He further stated that it was the school leadership's responsibility to provide the teaching and learning materials to the teachers.

Alugchab(2011) studied the factors that influenced the motivation of basic school teachers in Ghana. The study showed that teachers were passionate about their job but were not satisfied with what Herzberg (1969) described as hygiene factors. These factors included salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. Alugchab's (2011) study further asserted that head teachers should be innovative enough to source for funds from community members and business organisations so as to procure the needed materials and equipment.

However, Jozegai (2007) in his study which investigated the head teachers' role in motivating teachers to work in a secondary school facing adverse circumstances in Pakistan, argued that teachers should be eclectic. He stressed that teachers had to be resolved to develop their career rather than to be totally dependent on the head teacher only for the provision of teaching and learning materials.

Organizational goals can be achieved if the organization's employees are satisfied and motivated to work in the best interest of the organization. For example, if members of staff are not motivated this can affect the quality of education. The head teacher is an important pillar in the overall hierarchy of a school. Baloch (2006) postulated that leadership was a process to influence the behaviour of and get things done through other people. As Baloch stated, leadership in an organisationworked as a beacon of light to provide the direction to its employees. Leaderships' further was responsible of preparing and motivating teachers to achieve the set goals of the organization.

Hall *et al.* (1996) arguedthat the head teacher was a symbol of the school both to the people within the school and to the community because of his or her position in the school structure. Hall *et al* also argued that the head teacher was an individual who occupied a leading position

in the school and directed the affairs of the school. He or she is accountable for the success or failure of the whole institution.

Belle (2007) conducted a study on the role of secondary school principals in motivating teachers in the Flacq District of Mauritius. An empirical investigation based on qualitative research was conducted on two themes: motivational factors pertaining to the school based personal and professional needs of the teacher. Belle (2007) gained a deep understanding of the teachers being motivated through the head teacher interacting with the teachers. In a related study Kadzamira (2006) agreed that teachers were motivated when there was a teacher- centered approach to educational leadership. This approach made it possible for the educational leader to be above his or her managerial role by interacting with the teachers. This helped to remove thecommunication barrier.

Belle's (2007) study also found that teachers were proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generated a sense of professionalism, mutual care and support amongst the teachers. He further stated that teachers were motivated by the head teacher who was personal oriented and who practised democratic leadership styles. Autocratic and purely task oriented head teacher approaches demotivated teachers.

On the other hand, Belle (2007) asserted that the head teacher, as a visionary leader, communicated the school vision, mission and goals through interacting with the teachers and involving them in decision making.

Furthermore, Nyakundi (2012) did a study on the factors that affected teacher motivation in public secondary schools in Thika, West District in Kiambu County, Kenya. The study recommended that school management should ensure transparent and transformational

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leadership which involves teachers in decision making would motivate teachers to work hard in their service delivery.

In another research, Adeyami (2010) investigated the relationship between leadership styles of principals and the teachers' job performance in secondary schools in Nigeria. He found out that the principals mostly used democratic leadership style in schools compared to autocratic style. Democratic style, was the most commonly used leadership style by principals in schools. Sullivan (2013) pointed out that teachers were motivated when the head teacher used a democratic approach. However, most school managers used management styles which were authoritative with limited participation and delegation. Teachers subjected to this type of regimes felt like what Bennell (2004) wrote 'we are treated as small children.' Teachers who were subjected to such type of treatment were most likely to hit back in frustration or just remained passive to organizational goals and exerted their energies to personal matters.

Latte (2008) was of the view that it was important that the head teachers varied their management styles to suit the situation in opposition of just being democratic because teachers take for granted the democratic style. In the Zambian situation teachers tended to take for granted the good will of the head teacher who was so much inclined to the democratic style of leadership. Thus, the autocratic style was the best style of leadership that could improve productivity and performance of the teachers in schools. It is no wonder Latte (2008) opined that head teachers should use both autocratic and democratic leadership styles depending on the situation.

Ngobeni (2014) conducted a study on the role of leadership in motivating teacher performance in Zeerust District of South Africa. The study explored the way in which leadership performance could motivate teachers. That is they could apply autocracy in certain

situations where it was applicable while in some situations democratic styles. Teacher motivation was found to have an impact on teacher performance.

Ngobeni (2014) found that leadership at a school center was the foundation of good and effective management. Schools that lacked effective leadership usually did not perform well. They normally lacked discipline, direction and their results were often poor. A staff member's motivation to work was made up of drive forces and influences that caused the person to attain certain goals which are usually embraced if teachers are involved in decision making.

Management style which are adopted by head teachers usually affect the performance of their teachers in that they either positively or negatively affect teacher's motivation. So that teachers can give off their best this really does affect teacher motivation negatively.

Adesua (2014) in his study titled The Influence of Head Teachers Management Styles on Teacher Motivation in Ghana, revealed that most teachers view their head teachers as bosses and not as friends. The managers were seen as not sociable but as distant people who were seen once in a while either at a meeting or for specific programs. The norm was that the communication process was a downward one whereby decisions were taken by managers and pushed down to the subordinates. However, in order for the objective of an organisation to be achieved, it demands the collective efforts of both head teachers and the teachers.It was also revealed in Adesua's (2014) study that though teachers were involved in decision making, the actual setting of objectives for a school were left in the hands of the school management team. It was therefore recommended that head teachers should adopt the management by walking about (MBWA) and management by objective (MBO) styles so as to get closer to their teachers in the running of schools. (Adesua 2014).

Peter and Waterman (1982) Opined that if the management of any school was to achieve results of teachers being motivated, the efforts of the teachers should be appreciated. In order for the head teachers to achieve their organisational targets, they should serve the people deligently. Headteachers should instill in the teachers a sense of commitment and desire to accomplish organizational goals. Head teachers should give their subordinates the opportunity to increase their skills and abilities meant to contribute to the achievement of the organisationsaspirations.

Almansour (2012) was of the view that if head teachers as school managers, sat jointly together with their teachers to set specific institutional objectives to be accomplished within a specific time frame, all players bought into the vision, hands were put on deck and objectives were achieved. The goals jointly set by the teachers and the head teachers within the school boost teacher morale and tended to motivate the teachers to teach effectively, (Almansour, 2012)

Armstrong (2006) concurred with Almansour when he stated that involving subordinates at all levels of decision making in attaining targets could avoid the risk of having a downward decision making. (Goals are set by top management and are handed down to subordinates for implementation).Armstrong (2006) added that lack of involvement of subordinates was usually manifested by non-commitment in the decision- making process.This hampered the full realization of organizational goals and teachers are not motivated to teach effectively.

Liontos (1993) suggested that a shared decision making strategy had the potency to improve the quality of decisions thereby increasing decision acceptance rates, boost staff morale, increase staff efficiency, staff commitment and team work, building trust among staff, help staff acquire new skills and increase overall school effectiveness.

Hinners (2009),however, is of the view that management by walking around (MBWA) did not necessarily need theteachers' collective involvement in decision making. The head himself or herself could to make decisions as he or she observed things being done and how each teacher worked.

Supervision of teachers is one of the responsibilities delegated to the head teachers by the teaching service commission through the ministry of general education. Silsil(2008) recognizes the head teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the direction and guidance of the head teacher, if this is not done then the teachers are left without any guidance.

The significance of instructional supervision in lesson planning, preparation of lesson notes, inspection of records of work covered, schemes of work, students' progress reports, lesson attendance and utility of lesson prescribed time all lay in the hands of the head teacher. However, studies conducted revealed that head teachers encountered problems of teachers either coming late for work or sneaking out of school at every opportune time. Mbiti (1974) opined that it was difficult to oversee every teacher in the school due to large population. Mbiti further asserted that head teachers were so weighed down by the administrative burden that they hardly found time to observe and supervise how teacher were teaching. This has contributed to the poor teacher motivation.This might be so because head teachers are promoted without prior training for taking up their posts as head teacher. The head teachers should possess managerial skills that might help them become effective supervisors. Ndebele (2006) explained that it was perhaps in the context of portraying a lack of Head Teacher's supervisory skills that most teachers were apprehensive about being supervised. Additionally, Mapolisa (2015) observed that teacher undermined class observations by their supervisors

and they criticized it for being infrequent and un reliable because head teachersappeared not to plan their class visits, and they did not avail them with feedback. Immediate feedback motivate teachers to work effectively.

Furthermore,Kapasa (2015) in her study on the relationship between management supervision and teacher performance in secondary schools asserted thathead teachers did not account for teacher performance as they rarely interacted with the learners in class to check on whether the teachers were teaching effectively.Kapasa'sstudy further revealed that head teachers wereso weighed down bythe administrative burden that they hardly found time to supervise their teachers so as to check whether they were teaching effectively. Some teachers were highly de motivated by their head teachers who never recognized their efforts. It is no wonder Harber and Davies (1997) noted that in developing countries heads of schoolsemerged fromthe teaching population and had little or no training for the job.

This section discussed studies on the strategies employed by heads of schools so as to motivate teachers. It has presented research findings related to the strategies to motivate teachers in enhancing school performance and teacher motivation. The next section is a review of studies conducted on personal factors leading to motivation.

2.3   Personal Factors Leading to Motivation

Latte (2008) stated that subordinates needed motivation, development and guidance in order to perform well in the right areas. The head teacher needed to understand how best to make work more satisfying for the members of staff and to overcome obstacles to effective performance. Latte also stated that there were personal factors that led to motivation. These entailed taking care of the wellbeing of the teachers, giving the teachers tangible rewards such as advance payments, free meals, accommodation and intangible rewards such as verbal or written letters of appreciation.

Seniwoliba (2009) did a research on teacher motivation and job satisfaction in senior high schools in the Tamale Metropolis of Ghana. The study showed that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students' indiscipline, school policy and status were the most important factors of motivation to teachers that could beenhanced, retained or cause them to leave. Teachers' performance, according to Seniwoliba (2009), depended on what teachers perceived as important to them in their teaching or professional career advancement.Odgers (2005) also argued that in any organization the perception of teachers could be changed through motivation no matter the situation.

Aacha (2010) did a study on motivation and the performance of primary school teachers in Uganda. The study sought to find out whether motivation of teachers had any effect on their morale to perform and, the effect of intrinsic and extrinsic motivation on the performance of the teachers. Aacha found that the performance of teachers was good despite the fact that their motivation was inadequate. Besides, the majority of the teachers performed their activities with high morale as evidenced at school regular testing and examination of pupils. This is not the case in most government and a few private schools in Zambia. A study by Chirwa (2012) pointed out that accommodation was one of the factors that contributed to the loss of dignity of teachers. The accommodation problem affected both the rural and urban areas in Zambia (Chirwa, 2012).Lack of accommodation brings the teacher motivation so low and they under perform.

Alugchaab (2011) studied the factors that influenced the motivation of basic school teachers in Ghana. The study showed that teachers were passionate about their job but were not satisfied with what Herzberg (1969) described as hygiene factors. These factors included salary, fringe benefits, working conditions, status, lack of administrative support and teaching and learning materials. Alugchab's study (2011) recommended that work conditions in

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schools should be improved; teachers' salaries should be looked at holistically and taken into consideration. Teachers' performance should also be recognised by both the government and the communities where the teachers work.

Alugchab's (2011) study further asserted that head teachers should be innovative enough to source for funds from community members and business organisations so that they could procure the needed materials and equipment. His study concluded that school heads should adopt democratic management styles and should reduce unnecessary bureaucracy and involve teachers in decision-making. Democratic leadership styles produced an environment in which every leader should feel free to express himself or herself and make meaningful input that would have a far reaching impact on the general school climate.

Baloch (2006) postulated that teachers who received support performedbetter than those who did not. Support leadership style refers to being friendly and approachable as a leader and included attending to the wellbeing and human needs of the subordinates using supportive behaviour meant to make the work environment pleasant. Subordinates should be treated as equals and given respect for their status. Verbal praise was also another way of motivating teachers. Armstrong (2006) argued that teachers could be given tea break and lunch, money for producing quality grades in their subjects and trips to various places, free health insurance and staff well being by encouraging moments when staff unite in celebration (Teachers Day).Therefore, motivation of teachers should not only be through verbal praises and other non-monetary forms such as incentives as letter of appreciation, presentation of gifts and promotion.Mbiti (1974) suggested that an administrators whose employees could not hope to receive a word of commendation or sympathy from their superiors at a time of need, were in human.He further argued that head teachers were also expected to provide the right motivation and stimulation for teachers so as to enhance high academic performance.

With regard to personal factors leading to motivation,Alugchab (2011) concluded that salary, work conditions, incentives, medical allowance, security, recognition, achievement growth, school policy and status were important factors of motivation. Furthermore, positive relationships, provision of accommodation, respect by the community were correlated with personal factors that influenced motivation among the teachers. Thus, work conditions in schools should be improved and teachers' performance should be recognised by both the government and communities where teachers worked.

2.4   School Level Factors Leading to Teacher Motivation.

Teachers are confronted with lack of physical resources which contribute to a large extent in their demotivation towards their work. The School environment has a significant impact on teacher motivation and productivity. A conducive environment is also important in order for teachers to perform their best. By work environment we mean the infrastructure, structure tools or conditions in the work place such as sanitation, physical environment. The School environment can have a positive or negative impact on teacher motivation and effectiveness.

Armstrong (2006) asserted that the nature of the school environment was basically a function of internal management and its leadership. The head teacher, as the chief executive, needs to appreciate and recognise that results could be obtained through the people. Armstrong further asserted that in the contemporary world leaders were concerned with what should be done to achieve sustained high level of performance through the workers. This meant giving close attention to how individuals could best be motivated and establishing a work environment that would help to ensure that individuals delivered results in accordance with the expectations of the management (Koontz and Weinrich, 1998) stress that goes without saying that an educational manager cannot do this job without knowing what motivates the workers. Koontz (1998) asserted that building of motivating factors into organisational roles and the

entire process of leading people should be built on the knowledge of how to motivate them. Koontz (1998) further stated that the educational managers' job was not to manipulate the workers but rather to recognize what motivated them. Physical environment and work space (staff room) plays a critical role in teacher motivation. The greatest challenge the managers faced today was a rapidly changing and dynamic environment that one should be willing and be able to deal with the requirements of the teachers. (Kochar 2002).

Belle (2007) conducted a study on the role of secondary school principals in motivating teachers in the Flacq District of Mauritius. An empirical investigation based on qualitative research was conducted on two themes: motivational factors pertaining to the school based personal and professional needs of the teacher.Belle's (2007) study found that teachers were proud to work in attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generated a sense of professionalism, mutual care and support amongst the teachers. He further stated that teachers were motivated by the Head Teacher who was personal oriented and who practiced democratic leadership styles. Autocratic and purely task oriented Head Teacher approaches demotivate teachers.

Ejimofor (2010) did a study on principals' transformational leadership skills and their teacher job satisfaction in Nigeria. Ejimofor found that principals' transformational leadership skills significantly impacted on the teachers' job satisfaction. The study also revealed that participation in decision-making enhance the intellectual capacity amongthe teachers. The teachers' intellectual power or capacity made the teachers became more participative, creative and satisfied. In this way, the teachersbecome empowered because they are offered the opportunity to exercise autonomy, responsibility, choice and authority. Often with such leadership quality teachers tended to overlook even the school factors that lead to motivation.

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With regard to Zambia,Mutono, (2010) in her study which investigated factors that affected teacher motivation, showed that lack of staff accommodation, work space and distance to work places were issues that demotivated teachers. The process of travelling consumes their meager finances but also their precious time.This contributes to teachers' excuses of absenteeism and late coming. This is in agreement with Chirwa (2012) in his study titled 'The Role of Teacher Motivation in the Provision of Quality Education'which showed that school management should develop a conducive environment for learning, served with good infrastructure and good accommodation for teachers and good work place.(staff room) is important otherwise, teachers could be demotivated because of working in an environment which was dilapidated. For a long time, in government school,head teachers were promoted because of their long service without having any managerial skills training, (MOE 1996). Most of the head teachers have not much idea on how to motivate teachers.

Jozegai (2007) in his study which investigated the role head teachers in motivating teachers to work in a secondary school facing adverse circumstances, showed that the school ran by a Trust, with little or no physical resources, yet the teachers were found to be motivated. He held the view that lack of physical resources were a big challenge for the head teacher in motivating teachers. However, the head teacher's role of standing by the teachers in any kind of situation and leading by setting a personal example enabled him or her to deal with the challenges and this also made the teachers to stand by him or her. This motivated teachers to teach effectively. He further suggested that the head teacher could create a conducive environment in the school through his or her influential role, which motivated the teachers towards their work.

Lizotte (2013) focused on school leadership relations between principals and teachers. The study examined the potential of their active collaboration around instructional matters to enhance the quality of teachers' and students' performance. Lizotte (2013) added that where

integrated leadership was normative, teachers provided evidence of high quality pedagogy and students performed at high level on authentic measures of achievement. He also suggested that strong transformational leadership by the principal was essential in supporting the commitment of teachers by taking care of their wellbeing. Teachers have both the desire and the expertise to teach. That meant it was necessary to demonstrate the importance of cultivating teacher leadership in order to enhance school performance.

Furthermore, Armstrong (2006) argued that principals who shared leadership responsibilities and took care of the staff wellbeing wouldbe less subject to burnout, the teachers would be more supportive to him or her. He asserted that a school level motivation was an important aspect which could improve school performance.

Armstrong (2006) added that where integrated leadership was normative, teachers provided evidence of high quality pedagogy and students performed at high levels on authentic measures of achievement. He also suggested that strong transformational leadership by the principal was essential in supporting the commitment of teachers. Teachers have both the desire and the expertise to teach. This meant that it was necessary to demonstrate the importance of cultivating teacher leadership to enhance school performance.

2.5   Summary of the Literature Review

This chapter reviewed different literature pertaining to the role of school leadership on teacher motivation. On the strategies to motivate teachers it was found that provision of teaching and learning materials, leadership support for the subordinates, Head Teachers'supervision skills communication, collective problem solving, fairness in the teachers' motivation system (Involvement in decision making) were described as the strategies leading to motivation.

Regarding the personal factors leading to motivation, reviewed literature showed that salary, work conditions, incentives, medical allowances, security, recognition, achievement growth, school policy and status affected teacher motivation.. On the school level factors for teacher motivation, the reviewed literature showed that work place arrangement and availability of physical resources and work space affected teacher motivation.

From the literature cited above, there was no clear evidence and information on various motivation strategies which were crucial for head teachers to consider in orderenhance teacher motivation. Little was known on what strategies heads of schools could use to motivate teachers in order to work effectively. Indeed, not much literature was written on teacher personal factors leading to motivation as well as school level factors that motivate teachers. Additionally, not much was written on the extent to which head teachers motivated teachers to teach effectively. This study, therefore sought to fill the knowledge gap.

CHAPTER THREE

METHODOLOGY

3.0   Overview

This chapter presents the methodology that was employed in the study. Orodho (2003) defines methodology as the scheme plan used to generate responses to research questions. Furthermore, research methodology refers to the techniques used to structure the study, gather and analyze information in a systematic way. Kombo (2006). The chapter describes the research design that was used, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how the data was analyzed in order to answer the research questions. It ends with a summary.

3.1   Research Design

A research design is a plan of the proposed research work. Khotari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Ghosh (2003) points out that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study.Kombo and Tromp (2006) define a research design as the scheme, outline or plan that is used to generate answers to the research problems. According to Bless and Achola (1983), the research design provides answers to such questions as: What kind of sampling will be used to gather data? How will time and constraints be dealt with? This study adopted a qualitative descriptive survey research design which collected data on occurrences such as opinions, attitudes, feelings, and habits.Seidu

(2007) postulates that a research design describes the procedures and methods used to gather data.Seidu adds that research design lists and describes the instruments used to collect data.

Cresswell (2009) writes that a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem. This entails that an individual or group becomes the hub of the study. Bryman (2008) asserts that a qualitative research design has various characteristics: it is inductive or contextual, naturalistic, process bound and meaning oriented or descriptive. Bogoan and Biklen (1998) state that qualitative research is inductive. By being inductive it means that no hypothesis or theory is provided but the aim is to see a phenomenon take shape as data is being collected and examined, thus making it contextual. Jacobs and Razavieh(1996) asserts that qualitative research allows the researcher to understand human and social behavior from the insider's perspective and thus, gain firsthand information about perceptions of the participants.

3.2   Population

Kombo and Tromp (2009: 76) refer to population as "a group of individual objects or items from which samples are taken for measurement." The population in this study comprised all Head Teachers and teachers from the selected secondary schools in Ndola Urban, Copperbelt Province.

3.3   Study Sample

Orodho and Kombo (2002) assert that a sample is a selected number of individuals or objects from a population. The selected sample contains elements representative of the characteristics found in the entire group. Kothari (1995) refers to study population as a group that one wishes to generalize the research to. Borg and Gall (1989) view the universe population as all members of a hypothetical set of people, events or objects to which generalization of the

results of a research study could be made.Seidu (2007) considers population as the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. In this study the sample comprised thirty-three (33) respondents of which three (03) were head teachers, and thirty (30) were teachers.

3.4   Sampling Procedure

Sampling is a procedure a researcher uses to gather or choose participants or respondents to a sample (Borg and Gall, 1989). In support, Best*e tal,* (2009) argue that sampling is a process of selecting a subset or sample from the entire population so that generalizations of the results can be made to the population from which the elements were chosen. Kumekpor (2007) defines sampling as the use of a definite procedure in the selection of a part for the express purpose of obtaining from its description or estimates certain properties and characteristics of a whole.The study employed purposive sampling and simple random sampling procedures to select the sample. This study used purposive sampling to select the three (3) Head Teachers. Acholaand Bless (1988) stated that purposive sampling method was based on the judgment of the researcher regarding the characteristics of a representative sample. Manion and Morisson (2007) also asserted that in purposive sampling a researcher uses his or her own judgment or intelligence to handpick the cases to be included in the sample on the basis of their typicality or possession of the particular characteristic being thought to meet the researcher's requirements. In view of this, purposive sampling was chosen in the study because the researcher needed a sample that was rich with information needed for the study.

Furthermore, the study used simple random sampling. Chilisa and Preece (2005) state that simple random sampling is a procedure used to select a sample out of a population such that every member of the population has equal and independent opportunity to be part of the sample. This harmonizes with Kombo and Tromp (2006) who observed that simple random

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sampling permitted the researcher to provide equal opportunity for selection of each element in the population to constitute the sample. The researcher used purposive sampling to ensure that only individuals possessing unique experiences and knowledge not shared by the rest were targeted (Key informants). Teachers were randomly selected using simple random sampling. Random sampling entails that each unit in the   population has an equal chance of being selected. It gives every member of the population equal chances of being included in the study (Kombo and Tromp, 2006:78). Simple random sampling is the most basic process of random sampling. Kombo and Tromp argue that it is referred to as simple random sampling because it has no complexities. The researcher cut strips of paper labeled 'Yes' and 'No' which represented each unit in the population. These strips of paper were mixed and randomly selected by conducting a raffle draw until the required sample size was reached. In this way, equal chances were given to each unit. Teachers who picked stripes of paper labeled 'Yes' were included in the sample while those teachers who picked strips of papers labeled 'No' were not included in the sample.

In the current study, simple random sampling was used to select the teachers to participate in the study.

3.5   Data Collection Procedure

Cresswell (2009) elucidates that in order to collect, analyze and interpret data in a research, research methods are used.Wall (1986:70), defines data as numbers or symbols assigned to characteristics of objects or events. These numbers may be descriptive or simply classificatory. Symbols serve to identify objects or events considered equivalent for analysis. Data Collection is a process of gathering specific information from participants aimed at proving or refuting some facts (Kombo and Tromp, 2006:99). Data collection is important in

research as it allows for dissemination of accurate information and development of meaningful programs. Data collection exercise was undertaken.

All the respondents in the study gave their informed consent to take part in the study. It was also put across to them that they had the right to withdraw from the study any time they felt like doing so. This procedure was followed in order to conform to pre-field work ethical issues. This study employed qualitative method to collect data. In this study, the interview method was used to collect information from the head teachers and Focus Group Discussions (FGD) method was used among the teachers.

3.6   Data Collection Instruments

Brown (2001) defines a questionnaire as any written instrument that presents respondents with a series of questions or statement to which they are to react either by writing out their answers or selecting from among existing answers. The three basic types of questionnaire are: closed-ended (structured), open-ended (unstructured), or a combination of both (semi-structured and unstructured) questionnaire (Brown, 2001).The following were the research instruments that were used in this study.

3.6.1   Interview Guide

In-depth interview guide was administered to the key informants being the Head Teacher. Kombo and Tromp, (2006) points out that interview allow the researcher to get more in-depth information from the key informants about an issue under investigation. Mugenda (1999) observes that interviews are preferred due to their flexibility in data collection and that they provide room for probing which yield in-depth answers about opinions, observation, perceptions, experiences, knowledge, description of activities and actors. In the current study a semi-structured interview guide was used to collect information from the Head Teachers

3.6.2 Focus Group Discussion Guide

Brayman (2008) states that focus group discussion is a type of group interview. Therefore, focus group discussion guide was used among the teachers. A group of ten (10) teachers at every school was formed. This clarified and shade more light on the issues raised and not clarified in the questionnaire. This instrument was particularly utilized because according to Cohen, Manion and Morrison (2007) it is economical, on time, focuses on a particular issue, yields insights that may not otherwise be available in a straightforward interview and produces large amounts of data in a short period of time.

3.7 Data Analysis

Data analysis entails categorizing, ordering, summarizing the data and describing it in meaningful terms. Qualitative data analysis was employed. Qualitative data are the detailed descriptions of situations, events, people, interactions and observed behaviours; direct quotations from people about their experiences, documents, correspondence, records and case histories.

Since the data was qualitative, it was analyzed as it was collected. Thematic analysis was used to analyze the data. Major themes were drawn from the interviews and FGDs with respondents. Rice and Ezzy (1999) assert that thematic analysis involved the identification of themes. In this regard, the researcher categorized the major themes and identified the related issues that arose from the themes.

3.8 Validity and Reliability

It was important to ensure validity and reliability.Kombo (2009) defines validity as the integrity of conclusions that are generated from the research findings. Validity refers to the degree to which a measure truly reflects the phenomenon under study. It is about the

closeness of the findings and the situation to show whether the method used in the study provides information in line to what it intends to investigate. In this study validity was observed by recording and analysing the data accurately.

Reliability is the extent to which measures produce consistent result. Kothari(2004) stated that reliability was the degree of accuracy or agreement between two independently derived sets of score and the extent to which independent administrators of the instruments yielded the same or similar under comparable conditions The findings had to be transcribed well, recorded and presented as meaningful findings. In this study reliability was observed by transcribing the recorded data accurately as meaningful findings.

3.9   Ethical Consideration

Ethics in context of research refers to a set standards that can guide adult researchers on how they should interact with the participants and how the research problems can be conceived and formulated. (Chilisaand Preece 2005).

In conducting the study, permission was sought from the Head Teachers before administering the instrument .Assurance was given to the participants that no harm, neither emotional nor physical pain would be inflicted on the participants. Assurance was further given that the findings of the research would be used for academic purposes only that the confidentiality would be adhered to, that names of the subjects withheld. All the participants were asked to read the consent form and only signed it after agreeing to participate in research. The participants were further advised that they were free to withdraw from the study anytime they felt like doing so.

This procedure was followed in order to conform to pre-field work ethical issues. Seidu (2007) advises that researchers should not assume that because they will be conducting research among their people, it will be smooth sailing.

3.10   Summary

This chapter has presented the methodological aspects of the study with regards to research procedures and techniques that were used in order to provide answers to the research questions raised in chapter one. The next chapter presents the research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0   Overview

Chapter three has outlined the methodology used in the collection of data. This chapter presents the findings of the study. The findings are presented according to the research questions. This chapter answers the research questions designed for the study.

4.1   What are the teachers' views on the extent to which the Head Teachers motivate them to teach effectively in Ndola Urban District?

In order to establish the extent the head teachers motivated teachers to teach effectively, the teachers and school Head Teachers gave their views on the strategies that led to teacher motivation in selected schools of Ndola Urban District.

The teachers were divided into two groups of five at each of the schools, namely: Kamba, Temweni and Chifubu Secondary Schools. The data was collected through FGDs and interviews. The first question the researcher asked was:

4.1.1 Does the school management provide you with the needed teaching and learning materials?

The Head Teachers and teachers gave their views as follows:

4.1.1.1 Responses from FGDs with Teachers

At Kamba Secondary School the two groups generally agreed that the school management provided them with the needed teaching and learning materials.

In the first, one teacher pointed out that inadequate instructional supply was a contributing factor to the frustration among the teachers and learners. This impeded the progress in meeting instructional objectives.

The second group of participants who took part in the discussion at Kamba secondary school indicated that the school management provided them with teaching and learning materials but the class numbers were too big to meet the individual learner needs. As a result, the teachers taught without the necessary teaching and learning materials which could go round the class. One of the participants indicated that the teaching and learning materials were essential because they contributed to learners' understanding and aroused learner concentration on what was being taught. He went on to say that the absence of teaching or learning materials led to poor understanding and, hence poor academic performance which was associated with pupils' mass failure in the province. He concluded that availability of teaching and learning materials and resources was one helpful way of supporting teachers.

At Chifubu Secondary School participants emphasized that when resources were provided, the teachers felt inspired and more confident to teach since they were able to develop new teaching strategies. This was exemplified in the following sentiments by one of the participants who took part in the first FGD:

If the head teacher provides us with all the necessary instructional materials and resources we are motivated to meet the school expectations because we feel the head teacher is part of the expectations.

Two of the participants indicated that inadequate instructional supplies were a contributing factor to the frustration among the teachers and learners. They further indicated that lack of teaching and learning resources and materials negatively impacted on teacher motivation.

One of the participants in the second group said:

I feel helpless and humiliated when a learner asks me for a textbook but I cannot offer any.

Another participant concurred with her when she said:

For example, I gave homework, but learners were not able to do it well because they did not have textbooks and reference materials. This discouraged me since I couldn't arouse any interest from my learners through homework.

At Temweni Secondary School both groups indicated that the school provided the teaching and learning materials but huge numbers of class enrolment made it impossible for the materials to go round the learners in a class.

Another finding related to teaching and learning resources was that although the resources were available in some schools, teachers did not use them because they were afraid of damaging them and be held responsible for the damage especially the science apparatus that are very expensive to acquire. One participant in the second group said:

The resources are not enough and I won't dare use them, the numbers in classes are too large and class control is almost impossible as learners scramble for them. Am held responsible of any damaged apparatus.

From the discussion with teachers who took part in the FGD, the study established that scarcity of resources and materials made the teachers less effective and supportive. This had an impact on learner achievement and in turn on teacher motivation.

4.1.1.2 Findings from Interviews with the Head Teachers

A follow up question in the interview with one of the head teachers showed that the availability of resources and materials was not prerequisite for teachers to be motivated. However, lack of resources and materials impacted negatively on the teachers' motivation.

Head teacher 1 indicated that it was his responsibility to ensure that there were availability of teaching and learning materials but the grant she received to run the school was not enough to meet all the necessary expenses of the school, especially teaching and learning resources. So teachers were supposed to teach without the materials and this led to de-motivation. Added to the sentiments of the first head teacher were the sentiments of Head teacher II who indicated that he tried his best to provide resources and materials because he knew that teaching and learning resources and materials motivated teachers and made them have confidence in their teaching.

Head teacher III indicated that collecting school fees from the parents was a challenge as the government issued a statement that no learner should be chased from school for none payment of school fees. So the school had no finances to purchase the required materials.

The next question the Head Teachers were asked is indicated in 4.1.2 below.

4.1.2 Explain how teachers are involved in decision making

4.1.2.1 Findings from the Teachers

The researcher established that the teachers were involved in decision making particularly by giving them an opportunity to exercise professional judgments and by allowing them to give views and opinions about school matters during staff meetings. The researcher also established that when teachers were empowered in these ways, they became more committed

to teaching and endeavored to attain school goals. This was evident from the following comments given by the teachers:

One participant in the first group at Kamba Secondary School:

> *I was appointed by the head teacher to form part of the school Parents and Teachers Association committee. This has increased my self-esteem and Iam motivated to work hard and show other teachers that I am a dependable teacher.*

Both groups at Kamba agreed that the head teacher gave the teachers different responsibilities. This meant that they could solve learners' problems. They felt happy to be relied upon by their head teacher and that motivated them to work even harder.

One thing to note is that teacher empowerment assured staff that they were valued and reliable. This encouraged them to work hard and motivated them to take initiatives in their pursuit to become committed teachers.

At Chifubu Secondary School, a phenomenon related to teacher involvement in decision-making that emerged from the participants in both groups was that head teachers delegated power and responsibilities mainly to only a few privileged members of staff. This was exemplified by one participant who observed the variances

One of the participants said:

> *Only few privileged teachers have their say in the school. As a result, we are not involved in decision making processes. I feel am considered an inferior, who cannot have a positive in put in the running of the school affairs. Ifeel marginalized.*

At Temweni the participants generally indicated that they were involved in decision making only through the committees that they belonged to in the school and usually the decisions made by the committees were not implemented as suggested.

4.1.2.2 Findings from the Head Teachers

Besides teachers, the Head Teachers also responded to the question in 4.1.2. The first Head Teacher to be interviewed indicated that empowerment brought along with it a sense of responsibility. However, if a teacher was involved in decision-making, he or she might think that they were important and usually became uncontrollable.

The second head teacher interviewed responded that he performed transparency in all issues he did as a school leader. He involved the teachers in decision making if there was need to do so. He added that he gave teachers opportunities to discuss matters concerning the development of the school and learners' performance. This was in line with the views of the last head teacher to be interviewed who responded that through meetings every teacher had an equal opportunity to contribute his or her views. This created a sense of belonging among theteachers.

4.1.3 Head Teacher Supervision

.The next question that the researcher wanted to find out was how regularly head teachers supervised or monitored their teachers. Head teachers as instructional leaders have the crucial role to monitor the implementation of the curriculum. The success or failure of a school weighed more on the head teacher than on the teachers. They had to see to it that the schools performed their mandate of producing future leaders for Zambia.

What became apparent from the interviews I held with Head Teachers, was that the Head Teachers could no longer accomplish that task alone because of the multifaceted dimension

of instructional leadership and the increasing responsibilities of the Head Teacher. The responsibility of motivating teachers was left to Deputy Head Teachers and Heads of departments.

The head teachers had the same responses, they justified that they didn't directly monitor the teachers for the following reasons:

The first head teacher said:

> *I have many administrative tasks, such as receiving frequent calls from the Ministry of General Education through the Provincial Education Officer and District Education Board Secretary' office, Human Resource, paper work and dealing with parents who have problems.*

The second head teacher said:

> *I cannot delegate sensitive administrative matters to the deputy head teacher. Hence, I do not have time for monitoring of instruction and curriculum implementation.*

The third head teacher said:

Teachers tend to equate the head teacher's legitimate power and authority with fault finding. They think that we are here to write negative reports on the teachers.

He pointed out that teachers had developed a certain attitude to class supervision and for that reason he complained that they usually panicked whenever he attempted to monitor them.

4.1.3. Views of the Teachers on Head Teacher's Supervision.

The teacher participants who took part in the discussion unanimously agreed that none of them was ever supervised by their head teachers because most of the time they were involved only in administration work

4.2   What are the teachers' Personal Factors Leading to Teacher Motivation?

The second research objective was to examine the teacher personal factors leading to motivation. A Focus Group Discussion guide was used among the teachers to collect information about the factors that motivated them to work effectively. They were responding to the question; List down at least four factors that motivate you at work.

4.2.1   Responses from FGDs by Teachers

At Kamba one of the participants indicated that in her view, the factors that motivated her to work effectively were good working conditions, good leadership, and disciplined learners. She added that though she received a low salary the factors encouraged her to work hard and be an effective teacher.

The participants in the second group concurred with the sentiments given by the first participant. The participants further indicated that overcrowded classes yielded a lot of in - disciplined learners. Large class size impacted on the motivation of the teachers as they could not effectively use methods meant to give individual attention and maintain discipline in large classes. In this regard a participant explained:

> *There are over eighty learners in the classes that I teach and this*
>
> *demotivates me in that I cannot give full attention to each of them*

and so I cannot attain my teaching objectives And I find the

learners to be too mischievous and numerous to be well managed.

At Chifubu, the participants in both groups generally felt that teaching over hundred learners in a class had a demoralizing effect on teaching and learning.

A participant confessed:

I feel powerless to change this situation and this makes me to be

desperate as a teacher who always wants to help the learners. A

simple example, I cannot use group work and interactive

approaches to help the poor performing learners.

At Temweni one participant gave the following response:

Responsibility allowance, availability of teaching and learning

resources and materials, and a good school management, provision

of meals for teachers and accommodation are the things that

motivated me as a teacher.

Added to the above views were the views of other participants who indicated provision of meals as the most important factor. This was because teachers spent their salary to buy meals during working hours as they had to be at work for eight hours, as the per eight-hour policy. Other factors that were generally stressed were recognition, respect by the community and provision of houses for teachers. This was because teachers spent a lot of money on house rent. The group suggested that the school leadership and the government should take serious measures to offer housing to teachers.

The next question that was asked was whether the leadership support to members of staff was encouraged. Leadership support could manifest in the form of achievement recognition,

praise or giving encouragement and feedback to the teachers. Praise and recognition from their head teacher impacted positively on their motivation.

With regard to the FGD held at Temweni Secondary School, One participant said the following:

> *The head teacher recognizes my effort in contributing to the better school results at Grade Twelve level in the subject that I teach. He usually tells me, `` madam, you have good results. Thank you, keep it up!" This praise encourages me to improve my teaching so that next year the results will be better. I feel more committed to my job for the school's achievement and success. ''*

The participants in both groups emphasized that the support had enabled the school produce the best learners at the Grade Nine level. This had motivated the teachers to teach effectively.

The FGD which was held at Kamba Secondary showed that the teacher agreed that the leadership was supportive except with regard to achievement recognition which is usually done verbally.

The participants also indicated that the school management bought presents for the hard working teachers. One participant emphasized the positive effect of School management' gratitude for the success of the on account of teachers' efforts. In her own words she echoed the following sentiments:

When my Head Teachers acknowledges my effort even verbal or in written.

I feel encouraged to put in my best and improve learner performance.

At Chifubu Secondary School the participants were not very clear as to whether they were supported by the leadership. They had the sentiments of how the class sizes of 120 made it impossible for the teachers to be motivated to teach effectively. Since praise was based on learner performance the teachers indicated that they were rarely given gifts for the good results.

Generally, the teachers felt that they also needed to be supported when they were in difficult times, such as when they lost a loved one, finding accommodation for newly recruited teachers, and giving them financial support to solve pressing needs.

A follow up question with the head teachers aimed to get information on the personal approach used as heads of schools to improve teacher motivation.

The question that was asked was: What approach do you use personally to improve teacher motivation?

4.2.2   Head Teachers' Responses

The following were responses by the head teachers. The first head teacher to be interviewed indicated that she always encouraged the teachers to participate and voice out their opinions on issues raised in the staff meetings. She also tried to make the teachers feel comfortable knowing that there was cordial relationship between her and the teachers. She concluded by saying that she didn't want to make the teachers feel that they were inferior but that they were partners.

The second head teacher indicated that he used reward system to encourage the teachers whose learners had performed very well. By doing so, the reward given motivated the teachers to do their best in order to show their excellence. Teachers were given gifts in form of washing machines, four plate cookers, dinner sets and kitchen tables.

The third head teacher indicated that in order to improve teacher self-commitment, he put the attendance register in each class and each teacher had to sign in it at the end of his or her period. The head teacher further indicated that he conducted monthly tests to make the teachers evaluate themselves. He did that because he didn't have money to reward them with. He said that teachers needed rewards in term of money and gifts but the school could not afford to give them any gift. Instead, giving tests helped to improve the teachers' self-commitment and motivation while in school. The sentiment was exemplified by Head teacher II:

I use a reward system to encourage teachers who have performed high in their subjects. By doing so the reward given motivates the teachers to do all their best in order to show their commitment. I reward my teachers with gifts.

4.3 What are the School Level Factors Leading to Teacher Motivation?

The third objective aimed to assess the school level factors leading to teacher motivation. This objective aimed at determining whether there were the factors at school level that accelerate teacher motivation. The question was: How does work environment affect teacher motivation?

4.3.1 Responses from FGDs by teachers

The participants generally indicated that they appreciated a spacious and a comfortable staffroom as it was a sign that they were appreciated as professionals. In this regard a participant from Kamba Secondary School complained:

The staffroom is overcrowded, with sometimes five teachers sitting by a small table. You do not have enough space to keep your personal belongings. I need to feel at ease and to feel that I have the status of a teacher, am supposed to be well treated,Instead, am treated like the school child; no, less than an office orderly.

4.3.2 Findings from Head Teachers

The interview schedule for head teachers on the same question also confirmed the responses given by the teachers. They indicated that school environment had a positive impact on teacher motivation because it consisted of various factors. To them those factors were parents' involvement, teaching allowances and attractive surroundings.

The study found that lack of those factors resulted into poor morale for teachers leading to negative impact on the teachers' motivation resulting in the poor performance of the learners.

One Head Teacher indicated that it was difficult for her to single handedly motivate the teachers without the support of the parents. She bemoaned the negative attitude by the parents, especially in fund raising ventures. She further indicated that the low level understanding about education issues among the parents' effect of the teacher morale. This was because the involvements of parents in school mattered and it had positive impact on teachers' motivation.

Furthermore, the views by the participants who took part in the FGD 2 indicated that the absence of extra duty allowance demotivated the teacher to work effectively. If this allowance was availed, it would increase the teachers' level of motivation because some of the teachers who received responsibility allowance had higher salaries than their counterparts (who did not receive the allowance).

The findings from the Head Teachers indicated that a conducive environment motivated the teachers to stay longer in school. This increased their contact hours with the learners.

Summary

The chapter has presented the findings based on the research questions of the study with the view to establish the extent to what the Head Teachers motivate teachers to teach effectively in Ndola Urban District. There were many strategies that were used to motivate teachers. The participants found it important for the Head Teachers to employ strategies that would motivate them. The Head Teachers in Ndola Urban District have the obligation to ensure that the teachers are motivated.

As a way of summarizing the discussion, I asked the teachers' views on the strategies Head Teachers used to motivate them. I found it useful to use a questionnaire guide for comparison purposes.

Table 1: Does the School Management provide you with the needed teaching and learning materials?

Response	Frequency	Percent
Strongly disagree	9	30%
Disagree	18	60%
Agree	3	10%
Total	**30**	**100%**

Table 1 shows the results whether the School Management provided the teachers with the needed teaching and learning materials. The option 'strongly disagree' was chosen by nine

participants, representing 30 percent. The option 'disagree' was chosen by 18 participants, representing 60% and those that agreed were 3 representing 10%.

It was clear from the results that teachers were not provided with the necessary teaching and learning materials. This was similar to the findings of the FGDs, which showed that the teaching and learning materials were not provided for as it should have been.

Table 2: Does the School Management involve you in Decision making?

Response	Frequency	Percent
Strongly disagree	3	10%
Disagree	21	70%
Agree	6	20%
Total	**30**	**100%**

Table2 shows the responses to the question whether the school management involved the teachers in decision making. 3 participants had chosen option 'strongly disagree' which was represented by 10 percent. 21 participants chose 'disagree'; representing 70 percent and 6 participants chose 'agree' which represented 20 percent.

It was clear that teachers were not involved in decision-making. This strategy, if implemented,would make teachers be motivated to teach effectively. As in the findings of FGDs teachers were not involved in decision making.

Table 3: How regular is the head teachers' Supervision?

Response	Frequency	Percent
Strongly disagree	3	10%
Disagree	24	80%
Agree	3	10%
Total	**30**	**100%**

Table 3 shows results on how teachers were regularly supervised by their Head Teachers.3 participants, representing 10 percent, strongly disagreed.24 participants, representing 80 percent, disagreed and 3 participants, representing 10, percent agreed.

This indicated that the head teachers' supervision of teachers was low. The findings of FGDs should that Head Teachers hardly supervised the teachers.

4.2 Teachers' personal factors for motivation.

In order to find out what the teachers Personal factors leading to motivation were. The following questions were asked:

Table 4: Is leadership support to teachers encouraged?

Response	Frequency	Percent
Strongly disagree	9	30%
Disagree	15	50%
Agree	6	20%
Total	**30**	**100%**

Table 4 shows responses to the question is 'leadership support to teachers encouraged?' 9 participants, representing 30 percent, strongly disagreed, 15 participants, representing 50 percent, disagreed and 6 participants, representing 20 percent, agreed. The results indicated that there was lack of leadership support for teachers. Similar to findings of FGDs that leadership support was lacking.

4.3 School level factors leading to teacher motivation.

In order to assess the school level factors leading to teacher motivation. The following question was asked:

Table 3: Does the work environment affect teacher motivation?

Response	Frequency	Percent
Strongly disagree	6	20%
Disagree	21	70%
Agree	3	10%
Total	30	100%

Table 5 shows the results which needed to determine whether work environment affected teacher motivation. 6 participants, representing 20 percent, strongly disagreed, 21 participants representing, 70 percent, disagreed and 3 participant, representing 10 percent, agreed.

From the results it was evident that work conditions within which teaching and learning takes place was not conducive. Similarly the FGDs findings were that the environment in which teaching and learning took place was not conducive.

Summary

This chapter has presented the findings based on the research question of the study with the view of establishing the extent to what the head teachers motivate teacher to teach effectively in Ndola Urban District. There were many strategies used to motivate teachers. The participants found it important for head teachers to implore strategies that would motivate them to teach effectively.

The next chapter presents the discussion of findings.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS

5.0 Overview

While the previous chapter focused on the findings, this chapter presents the discussion of the findings of the study collected. The discussion is presented according to the research objectives of the study which were: To establish the extent to which head teachers motivate teachers to teach effectively in Ndola Urban District (views on the strategies used to motivate teachers). To ascertain the teachers Personal Factor leading to motivation and to assess the school level factors leading to teacher motivation.

The findings are discussed in the same sequence as presented in the preceding chapter.

5.1 To establish to what extent do Head Teachers motivate teachers to teach effectively in Ndola Urban District

5.1.1 Does the School Management provide you with the needed teaching and learning materials?

In order to establish the extent to which Head Teachers motivated teachers to teach effectively, views of the Head Teachers and teachers on the strategies used were considered. The study established that the management did not provide the teachers with the needed resources to enable them to teach effectively because the classes were over enrolled. As a result, teachers taught without the required teaching and learning materials. Materials were important because they contributed to the learners' understanding of concepts by arousing their interest on a topic. So the absence of teaching and learning materials led to poor understanding which eventually affected learner academic performance. Whatever reason for not proving appropriate resources it was clear from the discussion with the teacher

participants that scarcity of resources and materials made the teachers less effective in their lesson delivery. This in turn had an impact on learner achievement and teacher motivation. The findings revealed that teachers were not provided for teaching and learning materials enough to cater for the number of learners. These were their answers:

For example, I gave homework, but learners were not able to do it well because they did not have textbooks and reference materials. This discouraged me since I couldn't arouse any interest from my learners through homework.

The resources are not enough and I won't dare use them, the numbers in classes are too large and class control is almost impossible as learners scramble for them. Am held responsible of any damaged apparatus.

The finding conform to (Aikaman and Interhalter 2005) who pointed out that poor results were related to the teaching resources allocated to the teachers. The stress that the Head Teacher should ensure that teachers in his or her school are provided with the required teaching and learning materials in order for them to teach effectively.

Mutono (2010), Johari (2014) agree thatthat non availability of teaching and learning materials negatively affected teacher motivation.

However,Jozegai (2007) argues that teachers should be eclectic. He stresses that teachers should have to be resolved to self-develop their career than to be totally dependent on the Head Teacher only for the provision of teaching and learning materials.

A follow up question in the interview with the Head Teachers showed that the availability of resources and materials was not prerequisite for teachers to be more motivated. However, lack of resources and materials impacted negatively on the teachers' motivation.

The study further revealed that the Head Teachers were constrained by financial resources so that they could provide the required teaching and learning materials.

Head teacher 1 indicated that it was his responsibility to ensure that there were availability of teaching and learning materials but the grant she received to run the school was not enough to meet all the necessary expenses of the school, especially teaching and learning resources.

Head teacher III indicated that collecting school fees from the parents was a challenge as the government issued a statement that no learner should be chased from school for none payment of school fees. So the school had no finances to purchase the required materials.

Pongoh's (2008) agrees that achievement motivation positively affected the teachers' teaching performance. This meant that whenever there was an increase in achievement motivation, the teaching competences of teachers improved. The provision of teaching and learning materials is very crucial in ensuring that this is achieved and that teachers would be able to be motivated to teach effectively.

However, Alugchab (2011) argues Head Teachers should be innovative enough to source for funds from community members and business organizations to procure the needed materials and equipment. The availability of teaching and learning material and resources was one of the helpful ways to motivate teachers to teach effectively. The teachers stressed that when resources were provided, they felt inspired and confident to teach since they could use different strategies.

5.1.2 Does the School Management involve you in decision making?

Leadership involvement of teacher in decision for the teachers motivates them to teach effectively. The findings revealed that teachers were not involved in decision making. This

was a clear indication that most of the decision taking in the school was solely taken by the Head Teacher.

> *Only few privileged teachers have their say in the school. As a result, we are not involved in decision making processes. I feel am considered an inferior, who cannot have a positive in put in the running of the school affairs. I feel marginalize.*

Baloch (2006) and Hall (1996) agree that leadership was a process to influence the behavior and get things done through people. Hence the need to involve the teachers in decision making. Leaders in an organization worked as a beacon of light to provide direction to its employees. Leadership is further responsible of preparing and motivating teachers to achieve the set goals of the organization.

Belle (2007),Kadzamira (2006) agree that teachers were motivated when there was teacher centered approach to educational leadership. When Head Teachers interacted with their teachers it affords them an opportunity to remove any miscommunication in that teachers could share their views freely even on over enrollment and failure for the learners to share a few text books.

Belle (2007),Ayedami (2010) and Nyakundi (2012) agree that the Head Teacher as a visionary leader communicated the school vision, mission and goals through interacting with the teachers and involving them in decision making would motivate them to teach effectively.

Sullivan (2013) was of the view that out that teachers were motivated when the Head Teacher used a democratic approach. However, most school managers used management styles which were authoritative with limited participation and delegation. Teachers subjected to this type of regimes felt like what Bennell (2004) wrote 'we are treated as small children.' Teachers

who were subjected to such type of treatment were most likely to hit back in frustration or just remained passive to organizational goals and exerted their energies to personal matters.

Latte (2008), Ngobeni (2014) are of the view that Management style which are adopted by Head Teachers usually affect the performance of teachers in that they either positively or negatively affect teacher's motivation. So that teachers can give off their best this really does affect teacher motivation negatively. Teacher empowerment was associated with the opportunity to exercise professional judgment and to hold views and opinions about school matters on school meetings. When teachers were empowered in those ways, they became more committed to teaching and endeavored to achieve school goals. The teacher participants indicated that involvement in decision making, were only for a few that were regarded as 'informers' for the Head Teachers. Usually the views given were not what was on the ground. Teachers who were at the grassroots were often left out. Sometimes decision made at staff meetings were changed later or not implemented. This could be a source of conflicts and demotivation.

One thing to note was that teacher empowerment assured staff that they were valued and reliable. This encouraged them to work hard and motivated them to take initiatives in their pursuit to become committed teachers.

Belle (2007) alluded to the fact that teachers' participation in decision-making improved their morale as they were always willing to be involved or consulted by the head teacher in school matters. However, teacher involvement in Ndola Urban District related mainly to extra curricula activities while Heads of departments were consulted for decision making with regard to school goals and development.

Leaving out the teachers who were one of the stake holders demotivated them to work effectively. It could reduce the team spirit which was needed in a secondary school.

Theteachers could have brilliant ideas which, if included, could be for the betterment of the school.

Adesuia (2014), Peters (1982) argue that though teachers were involved in decision making, the actual setting of objectives for a school were left in the hands of the school management team. It was therefore recommended for head teachers to adopt the management by walking about (MBWA) and management by objective (MBO) so as to get closer to their teachers in the running of schools.

Armstrong (2006), Almansour (2012) Lintos (1993)concur that involving subordinates at all levels of decision making in attaining targets will avoid the risk of having a downward decision making. (Goals are set by top management and are handed down to subordinates for implementation). Lack of involvement of subordinates is usually manifested by non-commitment in decision- making process, this hampers the full realization of organizational goals and teachers are not motivated to teach effectively. A shared decision making strategy has the potency to improve the quality of decisions thereby increasing decision acceptance rates, boost staff morale, increase staff efficiency, staff commitment and team work, building trust among staff, help staff acquire new skills and increase overall school effectiveness.

Hinners (2009) however, argues that that management by walking around (MBWA) does not necessarily need teachers' collective involvement in decision making. The head himself or herself will be able to make decisions as he or she observes things being done and how each teacher works (MBWA) Management by Walking About help Head Teachers decide on issues more effectively without teacher involvement.

Kochar (2002), wrote that the head teachers' role facilitated the interaction between the teachers and the Head Teacher in a variety of ways: staff meetings, projects, school fete. Sports Day, Open Day, ballgames, drama, variety shows, fund raising walks, Prize Giving

Day, Teachers Day, PTA meetings, school assembly, decision-making in classrooms, Staff Performance Appraisals, teacher observations, examinations, seminars, and preparation of school time-table.

Researchers in education have shown that the interaction between the school Heads and teachers took place under face-to-face leadership in day-to-day administration of the school (Koonz and Weihrich 1993). Thus the roles of the Head Teacher and the teacher in a secondary school setting allowed teachers and the Heads to interact on a daily basis during their performance of duties in order to involve them well in decision making.

The strategies used by the head teachers to motivate teachers to teach effectively were almost the same as those indicated by the study findings on teacher participants. From the first objective the head teachers should ensure that the teaching and learning materials should be available and that the teachers should be involved in decision-making process so as to motivate the teachers to teach effectively.

5.1.3   How regular is the Head Teachers' Supervision?

The next question that the researcher wanted to find out was how regularly head teachers supervised or monitored their teachers. Head teachers as instructional leaders have the crucial role to monitor the implementation of the curriculum. The success or failure of a school weighed more on the head teacher than on the teachers. They had to see to it that the schools performed their mandate of producing future leaders for Zambia.

What became apparent from the interviews I held with Head Teachers, was that the Head Teachers could no longer accomplish that task alone because of the multifaceted dimension of instructional leadership and the increasing responsibilities of the Head Teacher. The

responsibility of motivating teachers was left to Deputy Head Teachers and Heads of departments.

The head teachers had the same responses, they justified that they didn't directly monitor the teachers for the following reasons:

The first head teacher said:

> *I have many administrative tasks, such as receiving frequent calls from the Ministry of General Education through the Provincial Education Officer and District Education Board Secretary' office, Human Resource, paper work and dealing with parents who have problems.*

The second head teacher said:

> *I cannot delegate sensitive administrative matters to the deputy head teacher. Hence, I do not have time for monitoring of instruction and curriculum implementation.*

The third head teacher said:

Teachers tend to equate the head teacher's legitimate power and authority with fault finding. They think that we are here to write negative reports on the teachers.

He pointed out that teachers had developed a certain attitude to class supervision and for that reason he complained that they usually panicked whenever he attempted to monitor them.

The teacher participants who took part in the discussion unanimously agreed that none of them was ever supervised by their head teachers because most of the time they were involved only in administration work.

The findings from the teachers are in conform to Silsil (2008) who recognizes the Head Teacher as the overall supervisor of all academic and administrative activities in the school, and the one responsible for improving and maintaining high teaching and learning standards in the school. Teachers therefore perform their duties under the direction and guidance of the Head Teacher, if this is not done then the teachers are left without any guidance.

Mbiti (1974) disagrees and stresses that it was difficult to oversee every teacher in the school due to large population. Head teachers are weighed down by administrative burden that they hardly find time to observe and supervise how teacher were teaching.

Ndebele is of the view that it is perhaps in the context of portraying a lack of Head Teacher's supervisory skills that most teachers are apprehensive about being supervised. Mapolisa (2015) agrees with Ndebele that teacher undermine class observation by supervisors and they criticize it for being infrequent and unreliable because Head Teachers appear not to plan their class visits. Head Teachers' motivate teachers to work effectively.

However,Kapasa (2015) The Head Teacher did not account for teacher performance effectively as they rarely interacted with the learner in class to check on whether teachers were teaching effectively. Furthermore, Head Teachers were weighed down by administrative burden that the hardly found time to supervise teachers to see whether they are teacher effectively. Some teachers were highly de motivated by their Head Teachers who never recognized their efforts.

Harber and Davies (1997) points out that in developing countries Heads of school emerge from the teaching population and have had little or no training for the job, this makes them shun class supervision.

It can, therefore, be concluded that head teachers' supervision in government secondary schools was low. This implies that there was need for the school heads to conduct regular supervision so as to motivate their teachers. Regular supervision by head teachers had an impact on the teachers to put in more effort in their work.

5.2   To Ascertain the Personal Factors Leading to Teacher Motivation

The second research objective was to examine the teacher personal factors leading to motivation.

The findings of the study were that the teachers didn't get the Leadership support to ensure that the staff wellbeing was enhanced.

> *There are over eighty learners in the classes that I teach and this demotivates me in that I cannot give full attention to each of them and so I cannot attain my teaching objectives And I find the learners to be too mischievous and numerous to be well managed.*

Latte (2008)The study established that in order for the teachers to be motivated to work hard, teachers needed to have improved work conditions, provision of accommodation and meals at lunch time, especially that they had to be in school for eight hours as the policy required. He further stressed the need to ensure that the class size is manageable. Teachers needed to be motivated, in order to perform well in the right areas.

> *Responsibility allowance, availability of teaching and learning resources and materials, and a good school management, provision of meals for teachers and accommodation are the things that motivated me as a teacher.*

decent teachers' houses so that teachers live within the schools. This would enable them to prepare for lessons effectively.

The findings revealed that teachers got encouraged even with verbal praise only.

One of the teacher participant said the following:

> *The head teacher recognizes my effort in contributing to the better school results at Grade Twelve level in the subject that I teach. He usually tells me, `` madam, you have good results. Thank you, keep it up!" This praise encourages me to improve my teaching so that next year the results will be better. I feel more committed to my job for the school's achievement and success. ''*

The findings conform toBaloch (2006) that teachers who receive support perform better. Support leadership style refers to being friendly and approachable as a leader and included attending to the wellbeing and human needs of subordinates using supportive behavior to make work environment pleasant and treated subordinates as equals and gave them respect for their status. Verbal praise was also another way of motivating teachers. However, Armstrong (2006)argues that not only verbal praise but teachers could be given free break time tea and lunch, money for quality grades in their subjects and trips to various places, free health insurance, staff wellbeing by encouraging moments when staff unite in celebration(Teachers Day).Therefore, motivation of teachers were not only through verbal praises and other non-monetary forms such as incentives as letter of appreciation, presentation of gifts and promotion .Mbiti (1974) is of the view that an administrator where employees cannot hope to receive a word of commendation or sympathy from their superiors at a time of need are in human .He further argued that Head Teachers are also expected to provide the right motivation and stimulation for teachers so as to enhance high academic performance.

Positive relationship, provision of accommodation, respect by the community were correlated with personal factors that influenced motivation among the teachers. Thus, work conditions in schools should be improved and teachers' performance should be recognized by both government and communities where teachers worked.

5.2.1   Is Leadership Support to Teachers Encouraged?

The results indicated that there was lack of leadership support given to the teachers. Leadership support could manifest itself in the form of achievement recognition, support to teachers and giving encouragement to teachers.Ejimofor (2007) asserted that transformational leadership skills significantly impacted on teacher job satisfaction. The job satisfaction is made possible if teachers are motivated.

Teachers need to be supported when they were in difficulties, like in times of loss of a loved one, finding accommodation for newly posted recruited teachers, and getting financial support to solve a pressing need. The results also showed that poor administration support impacted negatively on teachers' motivation. Question with the Head Teachers aimed to get information on their personal approach that they use as heads of schools to improve teacher self- commitment and motivation. The Head Teachers' viewpoints showed that the support was minimal. The Head teachers employed minimal approaches to improve the teachers' self-commitment and motivation. The teachers needed to be rewarded in terms of money and gifts. This was not the case. As a result the teachers felt helpless and de-motivated. Ngobeni (2014) alluded to the fact that the situation led to poor teaching where by teachers taught below the required level. Thus this affected learners' academic performance.

From the findings above, school head teachers mentioned that they tried their best to ensure teachers were self-committed and motivated by employing different approaches according to the situation. They mentioned that they encouraged the teachers to voice out their opinions; rewarded teachers who made many pupils pass in national examinations; put attendance register for teachers to sign in at the end of the end of the lesson. It was clear from the interview that head teachers employed various approaches to improve their teachers' self-commitment and motivation but the teachers mostly needed to be rewarded in terms of money .As a result, teachers felt helpless and de-motivated. This situation led to poor teaching where by teachers taught below their capacity. Thus the learners' academic performance decreased and this precipitated failure among the learners.

5.3.   What are the School Level Factors Leading to Teacher Motivation?

The objective was to assess the school level factors leading to teacher motivation.

From the study it was evident that work conditions were not good enough. The participant's agreed that the staff rooms were there but the numbers of teachers were so many that the rooms could not accommodate all the teachers at once. Additionally, there was not enough furniture to carter for the number of teachers.One of the participants had these sentiments:

> *The staffroom is overcrowded, with sometimes five teachers sitting*
>
> *by a small table. You do not have enough space to keep your*
>
> *personal belongings. I need to feel at ease and to feel that I have*
>
> *the status of a teacher, am supposed to be well treated, Instead, am*
>
> *treated like the school child; no, less than an office orderly.*

. The findings conform to Armstrong (2006), Koontz and Weinrich (1998), and Koochar(2002) that physical environment and work space (staff room) plays a critical role in

teacher motivation. The greatest challenge the managers faced today was a rapidly changing and dynamic environment that one should be willing and be able to deal with the requirements of the teachers so that teachers are motivated to teach effectively.

The findings showed that in one school there was no staff room. The teachers used one of the learners' classrooms. Generally the physical infrastructure of the schools needed to be rehabilitated. Herzberg (1969) emphasized that physical environment was an important aspect of work condition for teacher motivation. In this regard, good physical condition of the school impact positively on teacher motivation. The findings correlated with Belle (2007) who concluded that teachers were proud to work in very attractive and clean surroundings with well-maintained facilities and infrastructure.

Teachers who work in unattractive environments with poor facilities had low morale and had tendency of being absent from work without any good reason. A conducive environment motivated teachers, making them willing to work for long hours. Teachers spend most of their working days on the school premises and the physical working condition of a school depends on the school's financial state. Although not every teacher has the opportunity to work in a new school building the state of a school's physical facilities affects teacher morale. When constantly lack good infrastructure they become demotivated.

Mutono (2010), Chirwa (2012) contends that school management should develop a conducive environment for learning served with good infrastructure and good accommodation for teachers and good work place.(staff room) is important otherwise, teachers could be de motivated for working in an environment which was dilapidated.

Jozegai (2007) He held a contrary opinion in that lack of physical resources were a big challenge for the Head Teacher to in motivating teachers. However, the head teacher role of standing by the teachers in any kind of situation and leading by setting a personal example

enabled him or her to deal with the challenges and this also made the teachers to stand by him.

Lizotte (2013) suggested that strong transformational leadership by the principal was essential in supporting the commitment of teachers by taking care of their wellbeing.

From the study it is evident that the work conditions within which the teaching and learning took place were not conducive. From the findings the majority of the participants reported that they did not have staff common rooms, chairs and tables. Teachers sat on pupils' desks and the general physical condition of infrastructure in the school was poor. The findings from the FGDs also showed that the teachers appreciated working in a spacious comfortable staffroom. According to Herzberg (1969) the physical environment of a school was an important aspect with regard to teacher motivation. Physical environment, according to this study, referred to class size, teaching load, teaching and learning resources and the overall condition of the school.

In this regard good physical conditions impacted positively on teacher motivation and it boosts their self-image and morale. This could also boost the academic performance of the learners.

The findings above are correlated with the findings from the study by Belle (2007) who concluded that teachers were proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Collaboration, communication and collective problem solving generated a sensory professionalism, mutualism care and support amongst teachers. So teachers who worked in unattractive surroundings with poor facilities and depended mostly on salary were likely to get engaged in petty business so as to fulfill their basic needs such as house rent and bus fares.

Summary

The chapter presented the discussion of the findings regarding the extent to what the head teachers' motivated teachers to work effectively in Ndola Urban District. The chapter also showed how reviewed literature was related to the objectives of the study. The next chapter presents the conclusions and recommendations made in view of the findings.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0   Introduction

The previous chapter discussed the findings. This particular chapter presents the conclusion and recommendations of the study based on the study findings and discussions on what extent do Head Teachers motivated teachers to work effectively.

6.1   Conclusions

The study was based on the three objectives and responded to three research questions.

The study findings on the first objective showed that head teachers play a fundamental role in enhancing teacher motivation so that they could teach effectively. The provision of teaching and learning materials, involving teachers in decision making and regular supervision by head teachers were strategies that would motivate teachers to teach effectively.

In terms of involving teachers in decision making the study showed that teachers were not involved in decision making. It was important for the head teachers to involve the teachers in decision making so that they could own the decision and work at achieving it as a team. This motivates the teachers to work effectively.

Provision of teaching and learning materials by the head teacher enabled the teachers to deliver the lessons effectively. The study findings indicated that even though the head teachers provided the teaching and learning materials, the class numbers were huge and the materials were not sufficient for the learners. It is important that the head teachers ensured that the class enrolment be kept to sizeable numbers. (40 learners per class).

On regular supervision by the head teacher. It was the responsibility of the head teacher to supervise the teachers regularly in order to improve the lesson delivery. The study showed that head teachers did not supervise the teachers due to over load of administrative duties. It is important that the head teachers take a deliberate move to supervise the teachers this will improve the interaction between the head teachers and the teachers.

The second objective concerning the personal factors leading to teacher motivation. The study findings showed that the head teachers did not offer leadership support to the teachers by giving them incentives or even verbal and written praises in order to motivate them to teach effectively. The head teacher faced financial constraints to enable them to reward the teachers. Head teachers could use verbal or written praise if they had no financial capacity to motivate the teachers.

The third objective on school level factors leading to teacher motivation. Study findings revealed that there was need to improve the working conditions by ensuring that the work place (staff room) and physical resources were conducive for the teachers. The study showed that these were not conducive for the teachers. This has demotivated the teachers. It is important for the head teacher to ensure that the school environment is improved.

6.2   Recommendations

Based on the findings of the study, the following recommendations are made:

1. The School management should ensure that the school environment is conducive enough for the teachers so that they are motivated to teach effectively.

2. The school management should ensure that the teachers are motivated through incentives and rewards, especially when pupils perform well.

3. The school heads should conduct supervision by visiting classes regularly so that they can get first- hand information on the performance of the teachers and the learners.

4. The Ministry of General Education should involve teachers in formation of educational policies.

6.3   Recommendation for Further Study

A similar research should be carried out in other districts so as to compare the effects of the school leadership style on teacher motivation in Ndola urban with other districts.

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APPENDIX 1
AN INTERVIEW GUIDE FOR HEAD TEACHERS

1. For how long have you served as a school head teacher?

2. What is your role in this school? Explain.

3. There are many activities in this school workplace that involve school head teacher's interaction. What are some of these?

4. Are you satisfied with your job as a school head teacher?Briefly explain your answer.

5. What do you do to motivate teachers to teach? Explain.

6. Please explain how you involve teachers in decision making?

7. How does work environment affect teacher motivation? Explain.

8. What else do you do to motivate teachers? Explain.

9. In what other ways do you make your teachers feel proud and motivated? Explain.

10. What personal approach do you use to improve teacher self-commitment and motivation?   Explain.

APPENDIX 2

Focus Group Discussion Guide for Teachers

1. How long have you been Teaching?

2. How many learners are you teaching per class?

3. For how long have you been teaching in this school?

4. Many times people talk of motivation, what do you understand by the term motivation?

5. What do you consider to be the most effective way in motivating teachers? Explain.

6. Do you have job satisfaction? Explain

7 Does your head teacher motivate you to work? Explain

8 Is the school leadership supportive? How?

9. Does the school Management provide you with the needed teaching and learning

materials? Explain.

10. Are you allowed to contribute to decision making in the school? Explain

11. What four things do you think if added to your working environment could motivate you

to do your work effectively? Explain

APPENDIX 3

Questionnaire for Teachers

1. Does the school Management provide you with teaching and learning materials?

   a) Strongly disagree

   b) Disagree

   c) Agree

2. Does the school Management involve you in decision –making?

   a) Strongly disagree

   b) Disagree

   c) Agree

3. Is Leadership support to teachers encouraged?

   a) Strongly disagree

   b) Disagree

   c) Agree

4. How regular does the Head Teacher Supervise you?

   a) Strongly disagree

   b) Disagree

   c) Agree

5. Does the work environment motivate you?

   a) Strongly disagree

   b) Disagree

   c) Agree