ROLE OF THE SCHOOL MANAGERS IN MOTIVATING TEACHERS:

A CASE OF SECONDARY SCHOOLS IN MPIKA DISTRICT, MUCHINGA

PROVINCE, ZAMBIA

By

ANGELA KASHINA

A dissertation submitted to the University of Zambia in collaboration with Zimbabwe Open University in partial fulfillment of the requirements for the award of the Degree of Master of Education in Educational Management.

THE UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY

LUSAKA

2018

DECLARATION

I, Kashina Angela, 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 masters degree at this university or any other university.

Signature..   Date..

CERTIFICATE OF APPROVAL

This dissertation by Kashina Angela is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Education Management.

EXAMINERS

Examiner's Signature.. Date...

Examiner's Signature.. Date...

Examiner's Signature.. Date...

COPYRIGHT

DEDICATION

This work is dedicated to my beloved and supportive husband, Mr Silomba Yully, my grandchild Luuya Musawa and my supportive family and friends whose efforts and tireless work towards my success in my endeavours cannot go unnoticed. May God bless you all.

ACKNOWLEDGEMENTS

ABSTRACT

This research focused on the roles of the school managers in motivating teachers in selected secondary schools in Mpika district, Zambia. This study was motivated by candidates' poor performance in Grade 12 national examinations that have been a source of concern to the Ministry of Education due to lack of motivation of school managers. The purpose of this study was: specifically to identify and describe the factors that motivate secondary school managers, to investigate strategies used by the school managers in teacher motivation and to establish the challenges faced by the school managers in motivating teachers in selected secondary schools in Mpika district. This study employed a Qualitative research approach which was descriptive research design. The study was conducted in Mpika District of Muchinga Province of Zambia at the nine selected secondary schools. In this study, the targeted population comprised of school managers in Mpika district. The sample comprised of nine school managers and they were purposively sampled. Data was collected through semi-structured interviews which comprised of open ended questions. Qualitative data collected was analysed thematically. The results of this study revealed that school based factors leading to teacher motivation included conducive environment in terms of availability of school infrastructure, good working conditions, parents' involvement in school issues and learner discipline. This study also revealed that the most effective strategies of school managers were the provision of teaching and learning materials to teachers, involving teachers in decision making and awarding of prizes to deserving teachers. Furthermore, this research revealed that there were some challenges that interfered with the school managers in motivating teachers and these included delay of salaries, lack of incentives such as allowances and lack of decent accommodation to teachers. Therefore, this study recommends that, the Ministry of General Education should ensure that school environments are

conducive enough for school managers to be motivated. This can be achieved by ensuring that there is an adequate supply of teaching and learning resources. This study also recommends that school managers should involve teachers in decision making and motivate teachers by recognizing and appreciating their effort in teaching the learners. Lastly, this study recommends that the Ministry of General Education should ensure that there is availability of teachers' houses in schools in order to reduce the challenges of inadequate infrastructure especially in newly upgraded secondary schools. Therefore, the study was significant in that the findings might help school managers to improve their motivational roles among teachers, thereby improving the teachers' input and performance.

LIST OF TABLES AND FIGURES

LIST OF TABLES

LIST OF FIGURES

LIST OF ACRONYMS

UNZA   University of Zambia

EFA   Education for All

ZOU   Zimbabwe Open University

MOGE   Ministry of General Education

SM   School Managers

ECZ   Examinations Council of Zambia

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background on the role of school managers in teacher motivation. It also presents the statement of the problem, the purpose of the study, objectives of the study, research questions, and significance of the study. Lastly, this chapter presents operational definitions, theoretical and conceptual framework.

1.2 Background

Education is viewed as an important tool for self-enhancement. Sustainable quality assurance in secondary education is a continuous process of the best practices in the management and utilization of human and material resources, facilities, finance, and development of positive corporate culture and strategic supervision of teaching and learning activities for the realization of goals in schools Ayeni, (2010). Education is viewed as the main contributing factor to industrial and socio-economic development in the world over. This development can be realized when a society has education programmes that are handled by motivated teachers or instructors. In Zambia, the improvement of performance of pupils in the education system is the major concern by the Ministry of Education (Ministry of education, 1996). It has become an important aspect of teacher efficacy and professionalism given to the teachers' responsibility of imparting knowledge and skills to learners in order to improve learner performance (MoE, 1996).

School administration involves managing: administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and

forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Okereke 2008). Several scholars including Davidson (2004) 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 to the teachers and learners. It could also be done by motivating teachers to teach effectively. Nyambe (2016) also states that teacher motivation is seen to be linked to how teachers feel they are being treated and to the way they perceive their own working and living conditions.

Gupta (2009) defines Motivation as an inner state that energizes, activates or moves and that directs or channels behavior towards certain goals. Motivation is a general inspirational process which gets the members of the team to pull their weight effectively, to give their loyalty to the group, to carry out properly the tasks that they have accepted and generally to play an effective part in the job that the group has undertaken (Chirwa, 2012).

School managers are responsible for everything that takes place in their schools. In the school situation the inspiration and drive of the school manager must motivate the teachers to join forces and become a vibrant body. According to Mruma (2013), school managers are responsible for governing bodies of institutions to carefully identify and address these motivation forces in order to achieve both individual and organization goals. For this reason, a school manager should guide and determine the programmes that take place from day to day for the achievement of its goals.

Musa (2014) also supported that the school manager as an educational leader, over and above his/her management role, endeavors to meet as many individual needs as possible and leads the

teachers with considerable care, and has positive attitude and interest in their welfare. In our country Zambia, it has also been acknowledged by most governments that educational reforms and transformation are impossible without giving enough considerations to the quality of pre-service and in-service teachers training (MoG, 1996). Despite having good initiatives in the educational systems of Zambia, in order to improve quality of teaching and learning, there seem to be lack of teacher motivation. Therefore, this view motivated the current study to examine the role of the school manager in motivating teachers in secondary schools.

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 (Nyambe, 2016). Leaders are considered to perform multi tasks for the betterment of their organizations (Koochar, 2002). Mpika district in particular, is not spared where challenges are concerned towards the motivation of school managers in secondary schools. 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 manager might not use motivation strategies meant to make teachers work hard and improve the academic performance of the learners (Situmbeko, 2016).

Chirwa (2012) suggested that most schools experiencing poor performance of the students must re-visit their motivation strategies. This means that poor teacher motivation by school managers has an effect on academic performance. In districts such as Mpika, which is part of the Muchinga Province, it is not yet clear whether school managers motivate teachers to work effectively thus

the need for study. This study therefore, intended to investigate the role of the school managers in motivating teachers.

1.3 Purpose of the study

The purpose of this study was to investigate the role of the school managers in motivating teachers in secondary schools in Mpika district.

1.4 Objectives of the study

This study seeks to;

➢ Establish the factors that motivate secondary school managers in selected secondary schools in Mpika district.

➢ Investigate strategies used by the school managers in teacher motivation in selected secondary schools in Mpika district.

➢ Establish the barriers faced by the school managers in motivating teachers in selected secondary schools in Mpika district.

1.5 Research Questions

➢ What are the factors that motivate school managers in selected secondary schools in Mpika district?

➢ What strategies do the school managers use in teacher motivation in selected secondary schools in Mpika district?

➢ What are the barriers faced by the school managers in motivating teachers in selected secondary schools in Mpika district?

1.6 Significance of the Study

The study was significant in that the findings might help school managers 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 Ministry of General Education may use this information to come up with the ways of motivating teachers. This study may also be very valuable to the management of both secondary and primary schools in general since it seeks to provide vital information about teacher motivation in schools. This in turn, would help school managers to work out suitable ways of dealing with motivation issues in the educational sector. The study might also contribute to the board of knowledge and literature to the field of teacher motivation.

1.7 Delimitations of the study

The study was conducted in Mpika district of Muchinga province. Nine selected secondary schools were targeted.

1.8 Limitations of the study

The findings of this study may not be generalized to all secondary schools of Zambia, since different schools have their own peculiar settings, cultures and climates. This study would have been all-inclusive if it had involved all the secondary schools in Muchinga province. Due to limited time available, the researcher could not carry out a study of such a magnitude. This restricted the results of this study to be generalised beyond the population of the study.

1.9 Theoretical framework

This study was underpinned by Expectancy theory as proposed by Vroom (1964) which suggests that individuals are more likely to strive for improvement in their work due to the anticipation of a reward that is valued. According to the expectancy theory, there are three factors, each based on the individual's personal perception of the situation involved in stimulating an individual to put effort into something. These factors as identified by Vroom are: expectancy, instrumentality and valence. Expectancy is the extent of the individual's perception or belief that a particular act will produce a particular outcome. Instrumentality is the extent to which the individual perceives that effective performance will lead to desired rewards.

According to Cole (1996), valence is the strength of the belief that attractive rewards are potentially available; it is the power to motivate, which varies from individual to individual. According to this model, prior to investing effort the teacher goes through a process of evaluating the value of rewards (valence), the probability that the effort will achieve results (expectancy) and that effort will achieve the performance required (instrumentality). The degree of motivation is affected by teachers' preferences for intrinsic or extrinsic rewards and perception of equity. In regard to this study, the Expectancy Theory clearly shows that teachers will be motivated only to the extent that they expect high levels of effort to be reflected in high levels of performance will be rewarded then this will affect motivation negatively, but if they believe in high valence of outcomes then they will be highly motivated (Steyn, 2002).

This study therefore, adopted the expectancy theory to identify and describe the factors that motivate secondary school managers, to investigate strategies used by the school managers in teacher motivation and to establish the challenges faced by the school managers in motivating

teachers in selected secondary schools in Mpika district. Therefore, the expectant theory is cardinal to this study as it avails knowledge in line with the study.

1.10 Conceptual framework

Figure 2.1 Below shows the relationship between independent and the dependent variables of this study. The dependent is school leadership which in turn contributing in teacher motivation while independent variable based on extrinsic motivation and intrinsic motivation as shown below. The intervening variable for the study is infrastructure, free meals and allowances.

Conceptual Framework: Based On; Herzberg's Two Factor Theory (Source; Nyambe, 2016)

SCHOOL		TEACHER

-Regular Supervision	-Physical Infrastructure and Administrative support -free meals	**Extrinsic Motivation** -Working conditions -Interpersonal relationship -Accommodation -involvement in decision making **Intrinsic Motivation** -Recognition -Work itself -Feedback -Achievement Growth
-Communication		
-Shared governance		
-Allowances		
-School policies		
-Teacher empowerment		
-Provision of teaching/learning Aids		

IMPROVED LEARNERS' PERFORMANCE

1.11 Operational Definitions

Leadership: According to Freeman and Rosenzoveg (1985), leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factors that binds a group together and motivates it towards a goal.

Motivation: Okumbe (1998) defines motivation as a physiological and psychological deficiency or need that activates behavior or a drive that is arrived at a goal or incentives to attain goal.

School manager: is 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 (Unit University of Leicester, 1994).

Teacher: a teacher is a person or substitute who must educate and teach and must manage all associate teaching activities (Kruger, 1997).

School Leadership: Musa (2014) defined School Leadership as the process of enlisting the talents and energies of teachers, pupils and parents toward achieving common educational aims.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

The previous chapter gave an introduction and background to the study. In this review of literature, the researcher hopes to give an understanding of the context of this study as well as providing an insight into the findings of previous researchers. Fink (2005, p. 3) postulates that literature review is "a systematic, explicit and reproducible method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners." This chapter looks at the related literature towards factors that motivate secondary school managers and strategies used by the school managers in teacher motivation. This section further reviews related literature concerning the barriers faced by the school managers in motivating teachers at secondary school level.

2.2 Concept of Motivation

Teacher motivation has become an important issue since teacher's concern is to transmit skills, knowledge and attitudes to learners. Motivation has been a subject of concern in the past twenty years and has established itself as an integral part in current organizational settings. Motivation is quite complex subject to comprehend thus placing awareness to the fact that several factors influence employees' performance in a particular organization (Mruma, 2014). This implies that what motivates one worker in one organization did not definitely motivate the other employee even within the same organization. Motivation has been a subject of concern in the past twenty years and has established itself as an integral part in current organizational settings. Motivation is

quite complex subject to comprehend thus placing awareness to the fact that several factors influence employees' performance in a particular organization.

McShane et al (2003, p.132) define motivation as, "a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work." This definition of motivation has been supported by Petri and Govern (2003) who reiterated that, "motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior." Motivated employees were willing to devote time to a certain level of commitment for a particular objective in an organization. Certain actions which include changing jobs that employees perform, bringing down the levels of hierarchy and relegating many employees in the motivation process are significant enough to damage the levels of trust and commitment necessary for employees to perform above work requirements.

In addition, employee needs are changing as younger generations of employees have different expectations for their work than older workers. This is as a result of globalization which has made workforce variations of the complex issue of motivation (McShane and VonGlinow 2003, p. 132). Motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior (Petri and Govern 2004). There are two types of motivation present in the workplace: intrinsic and extrinsic (Adam 2007, p. 230). By that it means that job related variables affecting motivation have intrinsic and extrinsic motivational values that drive the employees to perform at the work place. Given that most employees are intrinsically and extrinsically motivated simultaneously, hence a conclusion can be made that intrinsic and extrinsic motivation are not mutually exclusive (Deci and Ryan 2000).

Intrinsic motivation deriving from within the person or from the activity itself, positively affects behavior, performance, and well-being (Ryan and Deci, 2000). Extrinsic motivation on the other

11

hand results from the attainment of external administered rewards and influences, including pay, material possessions, prestige and positive evaluations among others. In contrast to extrinsic motivation, intrinsic motivation is said to exist when the behavior is performed for its own sake rather than to obtain material or social re-enforcers. Therefore, the aim of the organization should be to build on and enhance intrinsic motivation for teachers to perform the teaching task effectively, but also at the same time to supply some of extrinsic motivation along the way for school improvement.

Furthermore, intrinsic Motivation in other words, this type of motivation is self-generated when intrinsically motivated; the individual will strive to satisfy three innate psychological needs: namely needs for autonomy, competence and relatedness (Deci and Ryan 2000, p. 227). Such employees like to have a substantial amount of freedom to make decisions, a channel to impress creativity, opportunities for advancement, recognition for good work, to be treated in a polite and thoughtful manner, and possess the position to take on tasks that are both challenging and meaningful of which he/she would feel an inherent sense of accomplishment upon successful completion. For instance, an employee who has encountered an intriguingly difficultly problem is unlikely to surrender just because the problem appears to be unsolvable. Instead the employee will put forth his /her rest efforts, say by investing more time taking the task home; as he/she views the problem as challenging and worthwhile to complete. This means that without intrinsic motivation in the school, teachers may not perform as expected to teach the learners. For this reason, the school manager should employee intrinsic motivation in the school.

In fact many researchers have acknowledged and proven that intrinsic motivation does have a positive long-term effect and is regarded as the "true motivation" (Lai. 2009). This is an inducement derived from within the person or from the activity itself and, positively affects

behavior, performance, and well-being (Ryan and Deci, 2000). In contrast to extrinsic motivation, intrinsic motivation is said to exist when the behavior is performed for its own sake rather than to obtain material or social re-enforcers. In this study, intrinsic motivation of teachers included job satisfaction of derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career development, control over others and, teaching as one's goal in life.

Extrinsic Motivation refers to motivation that comes from outside an individual in exchange for external rewards and is not derived from the work itself (Deci and Ryan 2000). Extrinsic motivation takes the form of tangible monetary or non- monetary incentives such as pay rises, gift certificates, material possessions, vacation trips wall plagues, movie tickets and prestige evaluations among others. For example, an employee may work doubly hard to finish a project before the scheduled deadline because of the tangible reward that accompanies for working effectively.

However, extrinsic rewards can still be useful if administered under the right conditions or circumstances such as the absence or low levels of intrinsic motivation or when the role is unchallenging and routine. In case of education institutions, intrinsic motivation of teachers can be measured in terms of job satisfaction derived from teaching, enjoyment of teaching, the challenging and competitive nature of teaching, recognition, career achievement and control over others. Deci and Ryan (2000) states that extrinsic motivation of teachers on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Sachingongo (2016) did a study on Leadership Practices and their Effects on Teacher Morale: a case of selected schools in Lusaka district. This study reviewed that the majority of teachers (75%) reported that their head teacher's leadership style had affected their morale and (25%) reported that their head teacher's leadership style had not affected their morale. The researcher restricted herself on leadership practices and their effects on teacher morale in Lusaka district but little is known in Mpika district on the roles of school managers and how they apply motivation to teachers in secondary schools.

The teachers' intellectual power or capacity made the teachers became more participative, creative and satisfied. In this way, the teachers become 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. Motivation is the key to keeping the teachers focused and feeling worthy, which in turn leads to more commitment to their work, hence boosting their performance levels as reflected in pupils' achievement in examination results.

2.3 Factors that motivate school managers

Highly motivated teachers are the key factors of a successful educational system. Any successful educational system depends on qualified and motivated teachers because motivated teachers have positive impacts of learners. Teachers are able to create an appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for outcomes. Motivation involves energy and drive to learn, work effectively and achieve potential (Pamela 2005).

Pamela (2005) states that positive relationship, interaction with people from many areas; recognition and respect accorded to teachers by community, salary increment and provision of accommodation were key factors in motivating teachers. In addition, it has been said that effective running of a school is dependent on the school manager as a leader. Schools become what the heads of schools makes them. School managers are responsible for everything that takes place in their schools. In the school situation the inspiration and drive of the school managers must motivate the teachers to join forces and become a vibrant body. In the same vein there must exist a relationship of trust, understanding and authority. According to Franklin, (2012), the manager or leader is the live-wire or moving spirit that initiates or guides almost all processes that take place in the organization. The school like any organization has a head teacher to guide and determine the programmes that take place from day to day for the achievement of its goals. For this reason, motivation has to start with the school managers and proceed to the teachers.

Personal Factors Leading to Motivation Latte (2008) stated that school managers needed motivation, development and guidance in order to perform well in the right areas especially in secondary schools in order to improve learner performance. The school managers needed to understand how best to make work more satisfying for the members of staff and to overcome obstacles to effective performance. This can only be done when school managers are motivated by the Ministry of General Education (MOGE) by sponsoring them to do further studies in order for them to know the appropriate ways of motivating their members of staff. This study showed that salary, work conditions, incentives, medical allowance, security, recognition, advancement growth, students' indiscipline, school policy and status if they are supported by (MOGE) could be the most important factors of motivation to school managers that could be retained or cause them to leave.

Nyakundi. (2012) investigated on factors affecting teacher motivation in public secondary schools in Thika West district, Kiammbu County, Kenya. This study found that 47% of the respondents strongly agreed that inadequacy of teaching and learning resources in schools de-motivates teachers. This study focused on the factors affecting teachers' motivation in public secondary schools but did not include the roles of the school managers in motivating teachers. In addition, Nyakundi never looked at the factors that motivate school managers but only focused on factors that motivate teachers and the context in Kenya is different from that of Zambia.

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. 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 strength of such a system depends on qualified and motivated teachers. Together with teachers, school managers bear the greatest responsibility for ensuring the success of the school as an edifying organisation. Inspired teachers are essential in providing excellence in education. Motivated school managers ensure the success of the educational establishment because they are always looking for better ways of doing their job (Steyn 1996).

Alugchab's (2011) study further asserted that school managers should be innovative enough to source for funds from community members and business organisations so as to procure the needed materials and equipment in the schools. But without the support from the government, it can be difficult for school managers to run the schools properly. For this reason, motivation has

to start with the school managers by the Ministry of General Education in order for them to motivate teachers in the school environment.

2.4 Strategies used by the school managers to motivate teachers

Throughout the developing world, educating a nation is the most vital strategy for the development of the society. Lack of the school managers 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 (2005) also pointed out that poor examination results were related to the teaching resources allocated to the teachers. School managers should ensure that teachers in their schools are provided with the required teaching and learning materials in order for them to teach effectively.

Furthermore, the school managers should recognize the importance of staff training in a school and support in- service education and training of teachers, reach out for opportunities for staff development and encourage the teacher to go for further studies. This is supported by Alugchaab (2011) who revealed that the principal's affinity seeking strategies and cooperation with teachers improve the interpersonal relationships between principals and their teachers, and that teacher job satisfaction is strongly associated with teachers' perception of their principals' leadership styles and decision-making strategies. Recepoglu (2003) found that teachers have the highest motivation in commitment to job and the lowest level of motivation in the dimension of integration with the job. Job motivation level of teachers in high schools shows a significant difference in terms of age, tenure of office and education level.

Anderson and Kaprianou (1994:64) point out three ways in which motivated teachers may make schools more effective. These are: they will always find better ways to do their job, they are seriously concerned about quality, and they do their best to ensure that the teaching and learning process takes place effectively in the school. Thus, depending on the degree of congruence between classroom practices and school environment, teachers' activities enhance learners' performance.

However, the converse also applies as a teacher's attitudes to his/her work can just as easily curb learners' performance and so hamper the quality of teaching. Mustafa and Othman (2010) found that there is a positive relation between motivation and works performance of the teachers. That is the greater the level of motivation, the higher will be teachers' job performance; that is if you provide a high level of motivation to teachers then their job performance will increase. Mulford. (2001) did a study on School Leaders: Challenging roles and impact on teacher and school effectiveness in France, Germany, Hong kong and Singapore. This study reviewed that school leaders are of crucial importance for a continually improving education provision. This study looked at School Leaders: Challenging roles and impact on teacher and school effectiveness and it did not look at the roles of the school managers on motivating teachers.

Blasé and Blasé (1994) argue that when principals effectively use governance strategies and participating management, teachers feel energized and motivated, and their sense of ownership and empowerment increases. Chirwa (2012) made an observation that work that has clearly spelt out tasks and allows collaborative decision making was motivating. Teachers will feel motivated and part of the succession in a school, if the school managers involve them in decision making and shares out responsibilities with them. Therefore, school managers should always demonstrate respect for teachers' ingenuity, ideas, decision making, knowledge and growth;

maintain friendship and collegiality in the school. Through shared leadership, the school managers prepare the teachers to take on more challenging responsibilities in future. These strategies include staff recognition, shared governance, staff development and teacher support. The school manager should always make his teachers feel comfortable in order to encourage them.

Belle (2007) states that teachers were proud to work in very attractive surroundings with well-maintained facilities and impressive infrastructure. Teachers feel motivated by the trust that the school manager shows in them. Educational goals are easily accomplished when all the participants feel involved. Well implemented school improvement plans can increase collegiality and give teachers the satisfaction to commit themselves to school improvement goals (Johnson, 1986). Teachers are motivated when there is a teacher centered approach to educational leadership (Evans, 1998). Moreover, according to many researches, environment has vital contribution in employee motivation. Employees are motivated when such a work environment is created that is friendly and pleasurable.

2.5 Barriers faced by the school mangers in motivating teachers

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 also to the school managers brings the motivation so low and them under perform. 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. On the other hand, in line with the

19

provision factors to the school managers that have been outlined by Herzberg (1969), may not run the schools as expected to the fullest.

Solangi (2013) did a study on the role of head teachers in government secondary schools teachers' job satisfaction. The findings from this study were that, there were different challenges with reference to teachers' job satisfaction and motivation that the head teachers faced such as, lack of basic facilities like uninterrupted supply of electricity, proper sanitation, lack of computers and internet facility. In addition, secondary schools have low level of academic facilities such as shortage of teaching material, un suitable environment and lack of funds, as the entire budget is spends on salaries. This means that, it is difficult for the school managers to motivate the teachers when they have various challenges.

Mruma (2013) focused on the Effects of Motivation Factors on teachers' Performance in Tanzanian Education institution: A case of Public secondary schools in Nyamagana district, Mwanza, Tanzania. This study reviewed that the majority of teachers were concerned more about the inadequacy of current salary levels to meet their needs. The researcher relied on the Effects of Motivation factors on teachers' performance but he did not look at the roles of school managers on teacher motivation. This means that school managers should work hand in hand with the Ministry of General Education to ensure that teachers are paid effectively according to what they have worked for.

Johari (2014) investigated on the role of school Leadership in Motivating teachers: A case of Ilala Municipality, Daressalaam, Tanzania. The findings of this study founded that there were external factors that interfered with the school based strategies to motivate teachers which include; delay of salaries, lack of incentives such as allowances and work condition were not

quite favorable. In this regard since the study was done in Tanzania, the context is different from that of Zambia, particularly in Mpika district, and hence, there is this knowledge gap in this study because it focuses on the roles of school managers in motivating teachers in secondary schools of Zambia.

Pongoh (2008) on the effect of principal's leadership and achievement on teaching competence of public school teachers found that the principal as a leader in the school must have a concern in the ability of teachers and continue to encourage them to improve their teaching competence, this is because the teacher is a valuable asset for the school in helping students to improve leaning outcomes and to achieve the best learning achievement.

2.6 Summary

This chapter reviewed different literature pertaining to the role of school head teachers on teacher motivation. Among the most noticeable solutions to this matter are factors such as money, respect, working hours, collaboration, communication, collective problem solving, fairness in the teachers' motivation system, principals' leadership and teacher empowerment are cardinal to describing teacher motivation. As observed in the literature reviewed little is known on the role of school managers in motivating teachers in secondary schools of Zambia especially in Mpika district. Therefore, there is a knowledge gap which this study attempted to contribute to. This has made the current study necessary. The next chapter outlines the methodology that was used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The previous chapter reviewed relevant literature on the role of a school manager in motivating teachers by various countries. This chapter gives the procedure that was employed by the researcher in order to achieve the objectives of the study. The chapter covered the following subdivisions: research design, target population, study sample, sampling techniques, data collection instruments, data collection procedure, data analysis instruments and procedures, and ethical consideration.

3.2 Research design

Research design can be referred to as the plan of the study that will lead to the attainment of objectives. Research designs are the specific procedure involved in the research process which are; data collection, data analysis and report writing (Patton, 2002 with Creswell, 2012). This study employed a Qualitative research approach which was descriptive in nature. Patton (2002) described descriptive qualitative research as research which describes phenomena as they exist, and that it is used to identify and obtain information on the characteristics of a particular problem. This approach to research is the most appropriate for achieving the role of the school managers in motivating teachers in secondary schools in Mpika district.

Burns and Grove (2001) described a qualitative approach as a systematic subjective approach used to describe life experiences and situations to give them meaning. Qualitative research aims to provide an in-depth understanding of the world as seen through the eyes of the people being studied. The researcher focused on the experiences from the participants' perspective, that was,

the school managers. This information in turn will be used to answer questions that have been raised.

3.3 Study Area

The study was conducted in Mpika District of Muchinga Province of Zambia at the nine selected secondary schools.

3.4 Study population

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. This means that a population refers to the larger group from which the sample is taken. In addition, a population targeted for a specific study shares a number of common features. In this study, the targeted population included all school managers in Mpika district.

3.5 Sample Size

A sample is a subset of a population selected to participate in the study. It is a fraction of the whole selected to participate in the research project (Polit and Hungler, 1999). According to Creswell (2014) qualitative research is context bound and uses a small sample size. In this study, the sample comprised of nine selected school managers in selected secondary schools in Mpika district of Muchinga province, Zambia, meaning that from each school, one school manager was selected purposively. The sample size selected was adequate enough to give the information needed in the study.

3.6 Sampling Design and Procedures

Purposive sampling method was used in order to choose participants who provided the best information to answer the research questions (Kumar, 1996; Creswell, 2003). Purposive

sampling was used to select nine school managers in Mpika district. The schools were also purposively sampled in order to include the boarding secondary schools and the day secondary schools. This means that selecting of respondents was done purposively because the study comprised of different categories of the respondents. In addition, purposive sampling targeting participants who had experience in heading the schools and who were willing to take part in this study.

3.7 Data Collection Instruments

Cresswell (2009) elucidates that in order to collect, analyze and interpret data in a research, research instruments are used. 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 study employed qualitative method to collect data. The research instrument which was used to collect data from the participants was an interview guide which comprised of open ended questions. Respondents answered the questions in writing. This method has been used by other researchers investigating classroom interactions (Kalumba, 2012).

3.8 Ethical Considerations

Ethical considerations are of the utmost importance when one is conducting research involving human participants (Goddard and Melville, 2001). It is incumbent upon researchers to design a study in which the principles of integrity, respect for persons and justice are exemplified. In this study the following ethical measures were adhered to in the process of data collection, analysis and dissemination. Participants were contracted for participation in the study either face to face or telephonically whereby they were informed of the purpose of the study. They were also assured about confidentiality before, during and after the research. The participants chose the

time and date of their convenience. Written permission to conduct the research at sites was sought and obtained from the District Education Board Secretary Officer of Mpika. To guarantee confidentiality, anonymity, non-identifiable and non-traceability of the participants, the researcher used codes instead of names. Confidentiality and anonymity means that the information collected from the respondent will not be deviled to any authorised person.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Overview

In the previous chapter, the researcher described the research methodology, which was employed in the study to come up with the results which are presented in this chapter. The themes that are presented in this chapter emerged from the data collected from an interview guide. A lot of data was collected in this study; however, the analysis of data was specifically guided by the information which addressed the research questions below:

- What are the factors that motivate school managers in selected secondary schools in Mpika district?

- What strategies do the school managers use in teacher motivation in selected secondary schools in Mpika district?

- What are the barriers faced by the school managers in motivating teachers in selected secondary schools in Mpika district?

4.2. Demographics characteristics of the Participants

For this study, a total of 9 school managers were sampled. Of the 9 respondents, 5 were males and 4 females.

Table 4.2.1 Age of respondents

Age Distribution	Sex		Number of School Managers
	Male	**Female**	
40-44	1		1
45-49		2	2
50-54	1	1	2
55-59	3	1	4
above 60			0
TOTALS	**5**	**4**	**9**

Source: Field Data (2018)

Table 4.2.1 shows that the majority of the respondents ages were between 45 and 59. This entails that they were experienced school managers as they had been in service for a long time. Not only that, the ages of the respondents also builds confidence, validity and reliability on the data provided through their responses.

4.3 Factors that motivates school managers

4.3.1 Awareness of motivation

This study sought to find out the definition of motivation from the school managers according to their own understanding.

Question 1: From your own understanding what is motivation?

The responses from the participants were as follows:

School manager A responded that Motivation was a way of appreciating one's contribution to a given task and she further responded that motivation was the process of helping one to gain self-esteem. School manager B said Motivation is that which drove one to act or behave in a given

27

way or manner while School manager C said Motivation was an incentive or reason for doing something. School manager D's response was that Motivation was something that could stimulate the interest in an individual and the responses from other school managers were similar to school manager B, C and D.

In regard to the definition of motivation, these results agree with the reviewed literature Petri & Govern (2003) who reiterated that, "motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior." The responses from the rest of school managers shows that they did not understand the meaning of motivation, for example one of the school managers defined motivation as, reason for doing something.

4.3.2 Activities that involve school manager's interaction

Question 2: There are many activities in this school workplace that involve school head teacher's Interaction, what are some of them?

Their responses were as follows:

School manager A said the activities that they were involved in their interaction were meetings for members of staff, assembly with pupils and individual visitations. School manager B said the activities they were involved in their interactions were, Staff meetings, CPD meetings, AGMs, sports day and open days planning, organizing, and implementing of the planned activities. Furthermore, School manager C said they normally have activities such as, Staff meetings, PTA, board meetings, tea break and open day. School manager D reported that they had activities such as Staff meetings, co-curricular activities and CPD meetings, Tea break, national days and sports days while School manager E said the activities that promoted interaction in his school were holding of Staff meetings, CPD meetings and board meetings are activities that take place at

school. School manager F pointed out that the activities that promoted interaction in the school were meetings such as Planning of the school, Annual General Meetings and staff meetings. Other school managers their responded that they were involved in activities such as, Staff meetings and staff briefing.

4.3.3 Factors that motivate school managers.

Question 10: List at least four factors that motivate you at work place.

The responses from the school managers were as follows:

Factors that motivate them are; clean working environment, cooperation from subordinates, good performance by all the staffs and pupils and availability of materials and funds. Other school managers responded that; class size, committed loyal teacher, having enough classrooms and accommodation, improved learner performance, good cordial relationship, disciplined pupils, accessibility of the school and teachers report to work at a right time and attend to pupils.

Source: Field Data (2018)

This study coincided with Chirwa (2012) as reviewed in the related literature. In addition, the findings above are also consistent with the findings from the study done by Pamela (2005) on motivation and the performance of teachers. Pamela found out that positive relationship, interaction with people from many areas; recognition and respect accorded to teachers by community, salary increment and provision of accommodation were key factors in motivating teachers. The researcher also suggested that government should build up teachers' houses so as to enable teachers live within the school and reduce late coming and absenteeism.

4.3.4 The things that can motivate a school manager effectively

Question 9: What four things do you think if added to your working environment could motivate teachers effectively?

The responses were as follows: school managers can be motivated effectively when teachers are provided with teaching and learning materials, financial incentives, regular sponsored in-service trainings, decent accommodation, improved school infrastructure, provided with good furniture and by adjusting salaries upwards. This is similar to Deci and Ryan (2000) who states that, extrinsic motivation of teachers on the other hand, can be measured in terms of externally administered rewards like salary, free accommodation, free meals, weekly duty and extra teaching allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

4.4 Strategies school managers use in teacher motivation

4.4.1 Strategies that motivate teachers

Question 4: What do you do to motivate teachers to teach? Explain the responses from the school managers were as follows:

School manager A responded that teachers are motivated by allocating them classes to teach based on their abilities, providing teaching and learning material, appreciating their contribution, awarding them for work done publicly, having positive approach towards them, accommodating them despite their weaknesses, trusting them and by acknowledging their talents while School manager B said teachers were motivated by holding frequent meetings with them and involving them in decision making, praising them orally in public and writing letters to appreciate them, awarding them on Labour and Teachers' day and visiting them and talking to them on one to one

basis. School manager C responded that teachers are motivated by providing tea break for them and interacting with them freely, allowing them to attend meetings and workshops in and outside the district and by awarding them. Other responses were similar to that of school manager A, B and C depending on how they motivate their teachers in schools. Source:

Field Data (2018).

This study opposed with the related literature that, teachers who are not provided with teaching and learning materials might always find excuses for their poor performance (Aikaman and Interhalter 2005).

4.4.2 Involvement of teachers in decision making

Question 5: Please explain how you involve teachers in decision making

Chirwa (2012) made an observation that work that has clearly spelt out tasks and allows collaborative decision making was motivating. This similar to what this study found out for example, all the school managers responded that; they involve teachers in decision making by making consultations before and making decisions which affects them in implementation except in matters of policy. School managers also said they involve teachers by allowing them to chair meetings, attend workshops and management meetings, by giving them responsibilities in different committees and by giving them tasks in their respective departments.

Source: Field Data (2018)

4.4.3 Financial assistance to teachers with parties

Question 11: As a school manager, do you offer financial assistance to teachers with parties? Explain briefly how you offer.

Findings from this study by the school managers were as follows:

School manager A agreed and said it was done by using revolving funds without interest. He said the source was from social funds contributed by teachers themselves. School manager B responded that they don't offer money but provide lunch and also special attire during Teachers' and Women's Day Celebrations. Additionally, School manager C also agreed but said depending on the invitation cards such as weddings, assistance would be provided. Other school managers responded that they have never done that before. Source: Field Data (2018)

4.4.4 Strategies that are used to motivate teachers.

Question 12: Outline the strategies that you use to motivate teachers.
The responses from the school managers were as follows:

School manager A said I teachers were motivated by identifying the outstanding performance, checking the results, getting feedback by interacting with pupils and taking them for picnic. School manager said teachers were Praised when they performed well by either verbally or in writing, awarding them and also involving them in decision making. School manager C said teachers were motivated by providing tea break, giving deserving teachers awards and involving them in co-curricular activities. Additionally, School manager D responded that teachers were motivated by giving them different roles in committees such as PU, PMS and sports. The rest of other school managers responded that they motivate teachers by making them part of the production unit, catering services and involving them in co-curricular activities.

Source: Field Data (2018).

The findings from the responses 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.

4.5 Barriers faced by school managers in motivating teachers

4.5.1   Punctuality of teachers at work

Question 15: Do teachers come early at your school? Give some reason for your answer.

Responses from school managers

Manager A: School manager A responded that teachers that stay in the teachers' compound come early and those that stay outside the teachers' compound reported very late around 07:30 hours.

Manager B: School manager B responded that all teachers stay in the teachers' compound and they report very early for work between 06:45 and 07:15.

Manager C: School Manager C responded that teachers report for work between 06:30 and 06:45hours.

Manager D: School manager D responded that teachers' are not accommodated at the school and usually they report around 07:00 hours.

Manager E: School manager E responded that teachers' report between 06:30 and 07:00 hours and most of them are accommodated near the school.

Manager F and G. responded that at the schools reported after 07:00 hours as most of them stay outside the school teachers compound.

Manager H. Responded that teachers report around 07:00 hours as they stay near the school.

Manager I. school manager I responded that teachers report for work between 06:00 hours and 06:30 hours

Responses from school managers above shows that teachers who had a better record of reporting on time in school were those accommodated within the respective institutions.

The above responses from school managers agreed with Chirwa (2012) who 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 within the school makes the teachers not to be punctual at work, for example the way the school managers responded from the findings that teachers who are not accommodated within the school frequently come late due to long distance and transport challenges from their homes to school.

4.5.2 Lesson planning

Question 16: Do teachers always go to class to teach with lesson plans? Give reasons.

The responses from the school managers on the above were as follows;

School Manager A responded that most of the teachers always prepare lesson plans but others unless when they are reminded after the records of work files have been worked on.

School Manager B responded that teachers only write lesson plans when they know that monitors are going to observe them.

School manager C responded some teachers prepare lesson plans every time before delivering the lesson. However, others would always be reminded time and again to write lesson plans.

School Manager D and **E** said that the teachers always prepare   lesson plans as they go to teach.

School manager F said that in his school all teachers go to class to teach with lesson plans

School managers G and **H**   responded that teachers prepare lesson plans as they go to teach.

School manager I responded that most teachers   prepare lesson plans when going to class to teach.

It is clear from the responses from the school manager above that teachers prepare lesson plans as they go to teach, most teachers prepared lesson plans in all schools and very few teachers don't prepare.

Furthermore, the researcher wanted to find out if teachers prepare lesson plans before they go to teach. School managers responded that; some teachers always prepare lesson plans but others do not unless you remind them to do so. Other school managers responded that, teachers only write the lesson plans when they know that the monitors are coming to observe them. Therefore, it is a challenge by telling them to be writing lesson plans each and every day when they already know what they are supposed to do.

4.5.3   The provision of teaching and learning materials

Question 17: Does the Ministry of General Education provide you with the needed teaching and learning materials? Explain.

The responses on the above question were as follows;

School manager A responded that the Ministry of General Education provided them with the   needed teaching and learning material but were not enough.

School manager B responded that Ministry of General Education provided   the needed

teaching and learning materials but at times they were at low quality especially senior text

books.

School manager C responded that   the Ministry of General Education provided   the needed

teaching and learning materials.

School manager D responded that the Ministry of General Education provided   the needed

teaching and learning in some subject like Home Management and Designing and

Technology.

School Manager E responded that in most subjects the Ministry of General Education provided

the needed teaching and learning materials.

School manager F responded   that the Ministry of General Education didn't provide   the needed

teaching and learning materials. It   depended on the two old established nearby schools for the

teaching and learning materials.

School manager G responded that Ministry of General Education provided   the needed

teaching and learning materials though they were never enough.

School manager H respondent that Ministry of General Education provided   the needed teaching

and learning materials. However, the manager was quick to say that   these were never enough

for the school population.

School manager I responded that Ministry of General Education didn't provide   the needed

teaching and learning materials especially text books in the new revised curriculum.

It was clear from the responses that school managers were adequately provided with the

necessary teaching and learning materials. The other responses from the school managers were

that school managers were not fully provided with materials especially text books for revised

curriculum. They said the pupil- text book ratio was 1-6 averagely. From newly introduced secondary schools, the responses were that, there was no adequate infrastructure in their schools where they are supervising. The findings of this study were consistent with Solangi (2013) in the related literature. Teachers with the necessary teaching and learning materials are essential because they contributed on learners' understanding by arousing learner concentration on topic taught so the absence of them led to poor understanding and hence poor academic performance which associated with students' mass failure.

4.5.4 Participation of teachers in co-curricular activities

Question 18: Do teachers actively participate in co-curricular activities?

In regard to the above question, the school managers responded that; teachers do not actively participate in all school activities because they only become active if there are some awards at the end. Other school managers responded that some teachers do not participate in co-curriculum activities due to long distance from their various homes because they are not accommodated within the school due to lack of infrastructure. Other school managers said some teachers shunned the co-curricular activities due to lack of an allowance such as out of pocket and lunch. Thus it can be concluded that inadequate funding was a challenge as such teachers would be motivated by paying them an allowance or buying them meals during the said activities.

4.5.5 Frequency of tests and examination of learners by teachers

Question 19: Is there regular testing and examination of students by teachers?

The responses from the school managers are as follows:

School manager A, responded that teachers in the school usually concentrated on giving end of month, mid-term and end of term test.

School manager B, responded that in his school the teachers only give end of months and end of term tests.

School manager C, responded that teachers give end of months, mid of term and end of term texts.

School manager D, responded that the teacher always give test one which is end of month, and then mid-term test but do not give the end of term tests due to lack of papers in towards the end of the term.

School managers E, F and G, give all the three tests; end of month, Mid-term and end of term tests.

School manager I responded that, the teachers give the three tests; end of month, mid-term, and end of term tests.

The responses given by the School managers shows that the teachers give monthly, Mid-term and end of term tests to the students. Further responded that teachers do not regularly give tests to the students as they just follow normal time table by giving them tests during monthly tests, mid-term tests and at the end of the term due to lack of funds to run the examinations. The school managers further responded that it is very important to give tests because learners only study when they know that they are writing the test. Therefore, it is important because it may lead them to improve their academic performance.

4.5.6 Frequency of funding by the Ministry of General Education.

With regard to the statement above, the school managers responded that most of the times we do not receive fund from the ministry of general education, by which makes us difficult to run the school so that our teachers are well motivated in school. Source: Field Data (2018). The findings

were similar to Solangi (2013) who pointed out that, school managers face challenges due to lack funds.

4.5.7 Offering of remedial/ extra lessons

Question 21: How do you rate the offering of remedial or extra lessons to learners in your school?

The responses from the school managers were as follows:

School manager A, responded that few teachers give the remedial or extra lessons to the learners in the school.

School manager B, responded that teachers only give remedial lessons or extra lessons to pupils whose parents are ready to pay.

School manager C, responded that teachers give remedial lessons or extra lessons to all learners in the school.

School manager D, responded that teachers give remedial lessons or extra lessons to examination class mostly grade nines and twelves.

School manager E, responded that teachers give remedial lesson or extra lessons to slow learners in school especially in literacy.

School manager F, responded the teachers give remedial lessons or extra lessons to pupils who unable to read and write especially grade eights.

School managers G, F and I responded that teachers give remedial lessons or extra lessons to learners who are not doing well in specific subjects.

In summary the responses from the managers indicate that teachers offer remedial lessons or extra lessons to learners in the nine schools. That is grade eights, nines and twelves especially. The teachers offered extra lessons outside school where they were being paid by parents. This therefore can be assumed that teachers were ready to offer remedial/ extra lessons to learners but lacked motivation.

4.6 Summary

The chapter presented the presentation and discussion of the findings regarding the role of the school managers in motivating teachers in secondary schools in Mpika 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

5.1 Overview

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 the role of school managers in motivating teachers in secondary schools.

5.2 Conclusion

From the findings of the study it can be concluded that school managers in secondary schools were less motivated due to absence of external motivations like conducive work conditions especially in newly upgraded schools, recognition, allowances and accommodation, and salary. The general picture of the study has revealed that some school managers in the study area are not fully motivated about their work although little has been done by the Ministry of General Education. The findings also showed that the higher the level of de-motivation to school managers, the higher the level of students' poor performance; so there is a need to balance the equation so as to improve the academic performance of secondary schools as well as the nation

at large. Secondary schools should be saved from decline in performance and school managers should be motivated in order for them to motivate teachers. That may result into excellent teacher performance. Not addressing the need for motivation is very detrimental because the situation could lead to mass student academic failure.

5.3 Recommendations

Based on the conclusions made, it is recommended that:

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

2. The Ministry of General Education should ensure that school environments are conducive enough for school managers to be motivated with their job. This can be achieved by ensuring that there is an adequate supply of teaching and learning resources.

3. The Ministry of General Education should ensure that there is availability of teachers' adequate houses in schools in order to reduce the challenges of accommodation especially in newly upgraded secondary schools.

4. The study also recommends that school managers should be the first priority to be motivated by the Ministry of General Education in terms funding to secondary schools in order for them to motivate teachers by giving them incentives and rewards, especially to teachers whose students perform better in the subjects they teach. This may encourage them to improve the quality of teaching and learning.

5. The Ministry of General Education should involve school managers in the formation of educational policies. This may lead to policy formulation that will address issues affecting school managers directly than those issues that do affect general education.

6. School managers of secondary schools in Mpika district should develop a network by themselves aimed at creating a culture of mutual dependency and support about effective instructional leadership strategies. In accordance with the networking suggestion, school managers should do inter-visitation where they learn how to improve their instructional leadership practices through pear learning and coaching.

7. Further research should be conducted to investigate the effects of teacher motivation on learner motivation since learning is usually the outcome of teaching.

8. Similar research should be done in other districts on the role of the school managers on motivating teachers in order to compare the role of school managers in motivating teachers with other districts.

REFERENCES

Adams J (2007), **Managing people in organizations;** Contemporary Theory and Practice, PalgaveMacmillian.

Aikman, s. and Interhalter, E. (2005)' **Beyond Access' transforming policy and practice for gender Equality in Education**. London: Charles E. Merrill Publishing Co

Alguchaab, R.A. (2011). **Factors that Influence the Motivation of Basic School Teachers in G.A** East Municipality Ghana,MA Dissertation, NkwameNkurumah University Retrieved on March 12,2014 from http/www.dispace. knust.edu.gh

Adams J (2007), **Managing people in organizations**; Contemporary Theory and Practice,

PalgaveMacmillian.

Analoui, F (2000). **What motivates senior managers?**The case of Romania. Journal of Managerial Psychology, Volume 15, Number 4, pp: 324-340. University of Bradford, Bradford, UK.Approach. ACTS press, Nairobi, Kenya.

Anderson A.H. &Kaprianou, A. (1994).**Effective Organizational Behavior**; a Skills and Activity Based Approach, Cambridge, Blacked Publishers.

Ayeni, A. J. and Akinola, O. B. (2010), **Influence of principals 'leadership styles and motivation of teachers on quality assurance in secondary school**: A case study of Ondo State. Ife Journal of Theory and Research in Education, *II*(1&2), 167–170.

Belle, H.J. (2007), **The Role of Secondary School Principals in Motivating Teachers in the Flacq Distinct of Mauritius.**MA Dissertation, University of South Africa.

Blase, J and Blase J.R. (1994).**Employing Teacher**: What Successful Principals Do, Thousand Oak,.CA: Corium Press Ink.

Burns, N. & Grove, S.K. (2001).**The practice of nursing research**: **conduct, critique and utilisation (4th ed.).** Philadelphia: WB Saunder.

Chirwa, E. (2012). **The Role of Teacher Motivation in the Provision of Quality education in Selected Schools of Kabwe Urban**. Zambia,MA Dissertation, Nkurumah University.

Cole, G. A. (1996). Management theory and practice. Tweed: Martin Printers Ltd.

Creswell, J. (2003). **Research Design**: Qualitative, Quantitative, and Mixed Methods Approaches. Thousand Oaks, California: Sage Publications.

Creswell, J.W (2012). **Research Design: Qualitative and Quantitative Approaches**. New Delhi: Sage Publications.

Christie P. (1990). **School as organizations:** The Breakdown of the culture of learning and teachers in South Africa schools, Cambridge Journal of Education 28 (3): 283-300

Davidson, E. (2004). **The Pivotal Role of Teachers Motivation in Tanzania**; Working Paper Na.7 Dar es Salaam, Hakielimu.

Deci, E.L and Ryan R.M (2000) **The "what" and "why" of Goal Pursuit**; Human Needs and the Self Determination of Behavior Psychological Inquire.

Ejimofor, F.O (2010). **Principals Transformational Leadership Skills and their Teacher Job Satisfaction in Nigeria**, Cleveland State University.

Evans, S.L (1998). **Leader Morales, Job Satisfaction and Motivation**, Canada, University of Victoria.

Examinations Council of Zambia, (2016).**Examinations Performance Review**. Lusaka: ECZ.

Fink, D. (2005). **Developing Leaders for their future not our past**. In M. J. Coles & G. Southworth, *Developing leadership: Creating the schools of tomorrow*. Maidenhead: Open University Press. Franklin, M.I. (2012). **Understanding Research**: Coping with the Quantitative-Qualitative Divide. London and New York: Routledge.

Goddard, W. & Melville, S. (2001). **Research methodology: an introduction (2nd ed.).**Lansdowne: Juta& Co. Ltd.

Gupta, C.B. (2009). **Management Theory and Practice**, New Delhi, Sultan Chand and Sons.

Herzberg, F. (1969).**Work and the Nature of Man**, New York, The World Publishing Co.

Johari, M. (2014).**The Role of School Leadership in Motivating Teachers**.M.A.dissertation .Open University of Tanzania

Johnson, S.M. (1986). **"Incentives for Teachers**: What Motivates, What Matters", Education Quarterly, Vol 22, No 3:54 – 79.

Kalumba, E., (2012). **Improving the quality and relevance of environmental learning through the use of a wider range of preferred teaching methods**.A case of primary schools in Mufulira District on the Copperbelt Province in Zambia.M Ed. Thesis, University of Zambia.

Kumar, R., (1996). **Research Methodology, A step by step guide for beginners**.London:

Lai, C. (2009), **Motivating Employees through Incentive programmes**, Dissertation Thesis of Bachelor Degree, Jyvaskyla University of Applied Sciences, retrieved from:https://publications.theseus.fi/bitstream/handle/10024/17561/jamk_1237444488_5.pdf?sequence=2, (Accessed on: 11/09/2011)

Latte, K.A. (2008).**Motivating people on the way towards organizational Performance.**Covalence Analyst Papers 1.

Mayring, P., (2000). "**Qualitative content analysis."** Forum: Qualitative Social Research, 1(2).

McShane, S.L & Von Glinow, M.A 2003.**Organizational behavior**, McGraw Hill: Irwin

Mertler H (1992), **Value makes the Company**. Harvard Business Review motivation in teaching in relation to quality EFA initiatives. FSSS International,

Ministry of Education, (1996).**Educating our Future**; National Policy on Education, Zambia Educational Publishing house: Lusaka

Mulford, B., &Silins, H. (2001).**Leadership for organisational learning and improved student outcomes - what do we know?** NSIN Research Matters. 15, Autumn, 1-8.

Mustafa,M&Othumani, N. (2010). **The effect of work motivation on teachers work performance in Pekanbanu senior high school**, Riau Province, Indonesia SOSIO HUMANIKA7(2),289-272

Ngobeni, E. T. (2004). **The Role of Leadership in Motivating Teachers in the Zeerust District South Africa**, MA Dissertation, Tshwane University of Technology, Souht Africa.

47

Nyakundi, T.K. (2004). **Factors affecting teachers' motivation in public secondary school in Thika West District Kiambu County**, MA Dissertation, Kenyata University.

Okereke, C. (2008).**Quality assurance in teacher selection among private secondary schools in Owerri municipal**, Imo State for effective implementation of the UBE. *Journal of Curriculum Organization for Nigeria.*, 37–44.

Pamela, H. (2005). **Motivation Factors Influence Teacher's Engagement in Post Graduate Student**; the Results of a Study of Five Schools a paper presented at Australian association of research in education conference.

Patton, M. Q. (1990). **Qualitative Evaluation and Research Methods**.New York: Sage Publishers.

Petri H. and Govern J., 2003, **Motivation: Theory**, Research, and Applications, Publisher Wadsworth Publishing.

Polit, D. &Hungler, B. (1999).**Nursing Research: Principles and Methods**. (6th ed.).Philadelphia: J.B. Lippincott.

Pongoh, S, (2008). **The effect of principal leadership and achievement motivation on teaching competence of public school teachers in Monado City Indonesia**, Journal of Education and Practice Vol,5.No.1 www.iiste.org/Journal.php

Recepoglu, E. (2003). **A Study on Teachers Job Motivation in the High School of Ministry of National Education**, Turkey, Kastamonu University.

Sachingongo. E (2016) **Leadership Practices and their Effects on Teacher Morale**: University of Zambia, Lusaka district.

Solangi.G (2013).**The role of head teachers in government secondary schools teachers' job satisfaction,** The Shield (ISSN-1991-8410) Vol. 11, 2016

Steyn, G.M. (2002). **The changing Principalship in South Africa Schools**, Educare, 32(12): 251 – 254.

Vroom, V.H. (1964).**Work and Motivation,** New York, John Wiley & Sons

APPENDIX A

UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY POSTGRADUATE PROGRAMMES

MASTERS OF EDUCATION MANAGEMENT

RESEARCH TOPIC: **THE ROLE OF THE SCHOOL MANAGERS ON MOTIVATING TEACHERS: A CASE OF SELECTED SECONDARY SCHOOLS IN MPIKA, DISTRICT, ZAMBIA.**

THE INTERVIEW SCHEDULE FOR HEAD TEACHERS

Sir/Madam good morning/afternoon and welcome to this interview? I am a Masters Student at the University of Zambia and I am currently conducting a research titled: "**The Role of the School Managers on Motivating Teachers: A Case of Selected Secondary Schools in Mpika, District, Zambia."**

May I also take this opportunity to appreciate you for accepting to be interviewed and may I also let you know that the responses that I am going to record from this interview shall be solely used for academic purposes. Furthermore, information collected will be treated with the highest level of confidentiality. Therefore, feel free to answer the questions and ask where you are not clear.

Head Teachers' identity number ……………..

SECTION A	
GEOGRAPHICAL CHARACTERISTICS	
Name of the School	
Province	
District	
Location of the School	
Type of School(e.g Boarding or day)	

SECTION B:				
BACKGROUND CHARACTERISTICS OF THE RESPONDENT				
Question No.	Question	Response		
1	How old are you?(years)	1	31-35	
		2	36-40	
		3	Above 40	
2	Indicate the respondents' sex?	1	Male	
		2	Female	
3	How long have you been saving as the head teacher?	1	Below 2 years	
		2	3-10 years	
		3	Above 10 years	
4	What Qualification do you possess?	1	Diploma	
		2	Degree	
		3	Masters	

SECTION C INTERVIEW QUESTIONS

1. From your own understanding what is motivation?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

2. There are many activities in this school workplace that involve school head teacher's Interaction, what are some of them?

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

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

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   ....

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

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

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

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

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

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

   …………………………………………………………………………………………………

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

   …………………………………………………………………………………………………

………

………

8. What type of incentives do you give to the teachers who are committed towards work at your school? List some of them.

    ………

    ………

    ………

    ………

    ………

    ………

9. What four things do you think if added to your working environment could motivate teachers effectively?

    ………

    ………

    ………

    ………

10. List at least four factors that motivate you at work place.

    ………

    ………

    ………

    ………

11. As a school manager, do you offer financial assistance to teachers with parties? Explain briefly how you offer.

    ………

    ………

    ………

12. Outline the strategies that you use to motivate teachers.

    ………

    ………

    ………

    ………

13. What added responsibilities other than teaching do you give to your teachers?

....

....

....

14. Do you recommend teachers for further education studies and training?

………………………………………………………………………………………………

………………………………………………………………….......................................

15. Do teachers come early at your school? Give some reason for your answer.

………………………………………………………………………………………………

………………………………………………………………….......................................

16. Do teachers always go to class to teach with lesson plans? Give reasons.

…..…………………………………………………………………………………………

………………………………………………………………….......................................

17. Does the Ministry of General Education provide you with the needed teaching and

    learning materials? Explain.

18. Do teachers actively participate in co-curricular activities?

19. Is there regular testing and examination of students by teachers?

20. Are you provided with enough funds by the Ministry of General Education in every term

    at your school? Below average/ Average/ Above average

21. How do you rate the offering of remedial or extra lessons to learners in your school?

      0-39%   40- 49%   50-59%   60-69%   Above 70%