

# Assessment of Motivational Strategies used by Head Teachers in Selected Secondary Schools of Isoka District in Zambia

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## Abstract

**Introduction:** Attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor is being overshadowed: the motivation of the students themselves. Even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel, achievement gains will be difficult, if not impossible. **Aim:** The aim of the study was to assess motivation strategies used by headteachers in selected secondary schools of Isoka district in Zambia. **Methodology:** In this study, qualitative and quantitative research designs were used. The instrument which was used in the collection of data was a questionnaire for teachers and another one for Head Teachers. Data for the study was analyzed and interpreted using descriptive statistics and further by thematic analysis. **Results:** The study reveals that headteachers in Isoka district use strategies such as: assistance and guidance to teachers, trust, financial incentives, praising hard working teachers, awarding hard working teachers and improved working relationship to motivate their teachers. **Recommendations:** This study recommends that, research be conducted on the following titles: Effectiveness of trust, assistance and guidance as a strategy for motivating teachers in secondary schools. Relationship between praising teachers and awarding hardworking teachers as strategies to improve performance in secondary schools. Challenges encountered in using improved working relationship as a strategy for motivating teachers

**Keywords –** Assessment; Financial incentives; Headteachers; Motivation; Trust.

## I. INTRODUCTION

Education reform advocates have dedicated huge amounts of time and energy to improving public schools and raising student achievement. But with attention currently focused on factors like improving teacher quality, overhauling curriculum and standards, and developing new assessments, one major factor is being overshadowed: the motivation of the students themselves. Even with the best administrators, faculty, curriculum, and materials in place, if students are not motivated to learn and excel, achievement gains will be difficult, if not impossible.

Motivation is defined as an internal state that arouses us to action, pushes us in particular direction and keeps us engaged in certain activities [1]. Generally, there are two kinds of motivation namely Extrinsic motivation which is a type that comes from external sources for example climate in an organisation, leadership styles, Autonomy, rewards and punishment. A study published in Arabian journal of business and management review in 2017 on the impact of motivation on employee performances, a case study of Karmasangsthan Bank limited in Bangladesh reveals that extrinsic motivation plays a great role to enhance the productivity of an employee [2]. The other kind of motivation is intrinsic motivation that comes from an internal factor for example belief and attitude.

A study conducted in India on teachers' motivational strategy and academic achievement of higher secondary students by [3] reveals that there is a significant positive relationship between teacher's motivational strategy and academic achievement of higher secondary students.

Within Africa a study was conducted on assessment of teacher motivation approaches in the less developed countries. This study examined both traditional and new approaches to teacher motivation, threats to teacher motivation and measures for shaping teacher motivation. The study concludes that intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment as well as participatory school improvement, comprehensive staff development and supportive teacher evaluation hold great promise for improving teachers' professional motivation [4].

In Uganda, a study was carried out in selected Secondary schools in Kwapa sub-county to investigate teachers' motivation and academic performance of students. From the study, it was found that when teachers were rewarded, they worked harder and this motivated disinterested learners to learn and also preserved and fostered the enthusiasm of those who are interested in learning. Therefore, extrinsic motivation plays significant role in determining the performance of students in academic. The study recommended that the government, through the MoES should work closely with the heads of school (both primary and secondary) in order to ear mark industrious teachers for promotion [5]

A study conducted in Nigeria by [6] on Teachers' Motivation on Students' Performance in Mathematics in Government Secondary Schools, Makurdi Lg Area revealed that majority of the teachers (61.0%) under study are not satisfied with their conditions of service. Three quarters of teachers (75.0%) under study are not satisfied with the fringe benefits attached to their salaries while majority of the respondents (66.0%) are not satisfied with the conditions of service of teachers. It was observed that the condition of service of teachers, teachers' Fringe benefit payment, and teachers' promotion of in-service training have a direct influence on the student's performance in mathematics.

In Tanzania [7] Conducted a study on Factors influencing teachers' motivation and job performance in kibaha District of Tanzania. The findings of the study show that motivation of teachers in Kibaha District was affected by factors such as poor working conditions, low salary or pay, unfavorable policies on education, delays in promotions and community's negative perception towards teaching. Based on the findings, the study further recommends inter alia that the government should improve teachers' compensation and pay as well as improve working conditions. The government should also review policies on secondary education for example by making teachers participate and have a say on matters regarding the management and the delivery of secondary education including teacher's personal development [7].

Moreover [8] conducted a study on the motivation strategies used by headteachers in academic achievement in secondary schools in Vihiga district in Kenya. The findings show that headteachers in Vihiga district, use strategies such as: rewards, guiding, and counseling to motivate teachers. The study recommended that headteachers enhance teacher motivation in order to achieve good academic results.

Not much research has been conducted in the area of motivation strategies used by Headteachers in secondary schools especially in Isoka District and Zambia at large hence, this study helps to fill in the gap on the topic under study.

## **II. METHODOLOGY**

### **Research Design**

In this study, qualitative and quantitative research designs were used. These methods were used because they allowed the researcher to get more information on the topic under discussion.

Population of the study.

This study was conducted in Isoka District o in Zambia. The study was carried out in the main Government Secondary Schools in Isoka District. The population consisted of Head teachers and teachers in the secondary schools in Isoka District.

#### **1.1 Sample and Sampling Procedure**

The researcher chose a sample made of elements of the population that are directly and heavily concerned with the issue under investigation. Therefore, the decision of the researcher to purposively and proportionately choose the staff of the main

government secondary schools in the area of study was to ensure that the population concerned in the study was properly represented and the necessary data collected for the study.

**Sample Size**

The minimum sample size was obtained using Cochran’s formula in its modification state.

$$n = \frac{N}{1 + (280/1000)}$$
 where  $n$  = sample size,  $N$  = population size.

$$n = 218.7$$

Thus, the sample size for this study was 219.

**Instruments of Data Collection.**

The instrument which was used in the collection of data was a questionnaire for teachers and another one for Head Teachers. The questionnaires were prepared using the four-point Likert scale (strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD)). The items found on the questionnaire were gotten from related literature on motivational strategies and also from related instruments consulted for similar studies done by other researchers.

**Ethical Considerations**

Ethical considerations were considered such as seeking permission from relevant authorities which included the Ethics Committee from the University, the Provincial Education Officer, the District Education Board Secretary, Head teachers and teachers by also taking into thought issues of respondents’ confidentiality and other basic research protocols.

**Data Analysis**

Data for the study was analyzed and interpreted using descriptive statistics. Analyses was done through descriptive explanations, tabulations and diagrammatic descriptions. Further analysis was done with a computer application known as excel and the qualitative components were analyzed thematically.

**III. RESULTS**

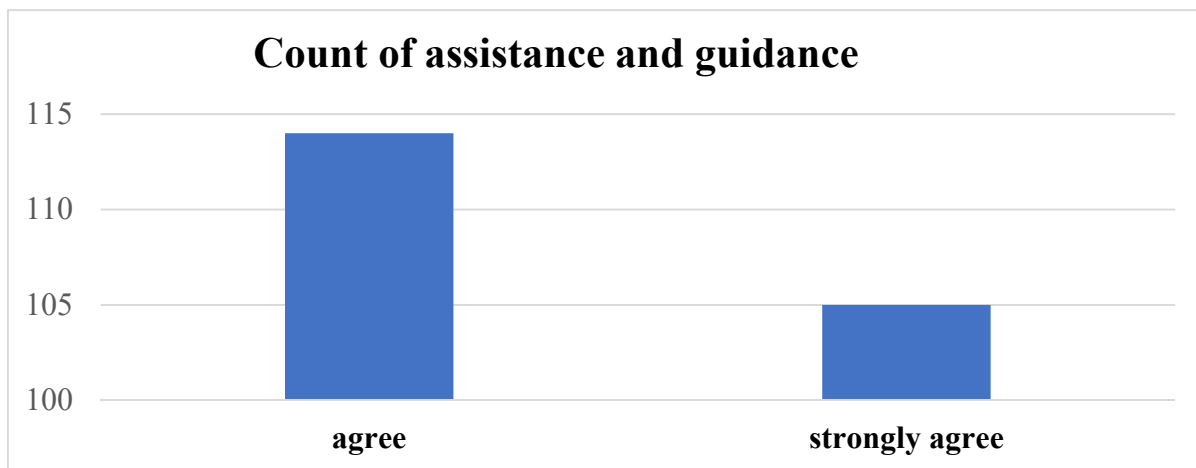


Figure 1. Assistance and guidance by head teachers in achieving target goals.

Source: Field Data, 2022

52.1% of the respondents agreed to the statement while 47.9% of the respondents strongly agreed.

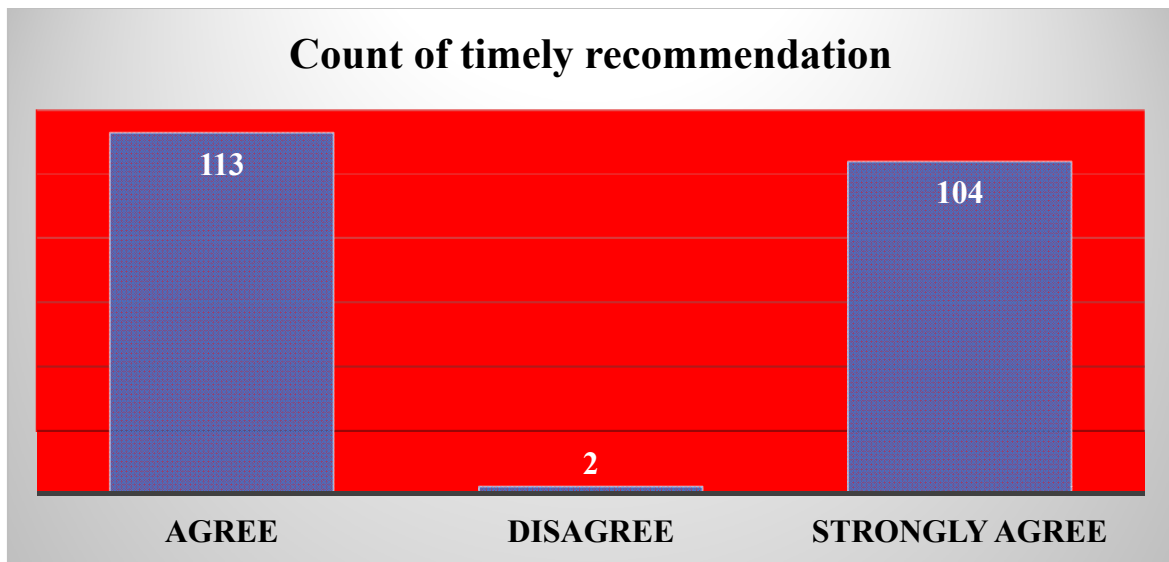


Figure 2. Timely recommendation of teachers for promotion enhancing performance in their teaching function.

Source: Field Data, 2022

51.6% of the respondents agreed while 0.9% of the respondents disagreed to the statement.

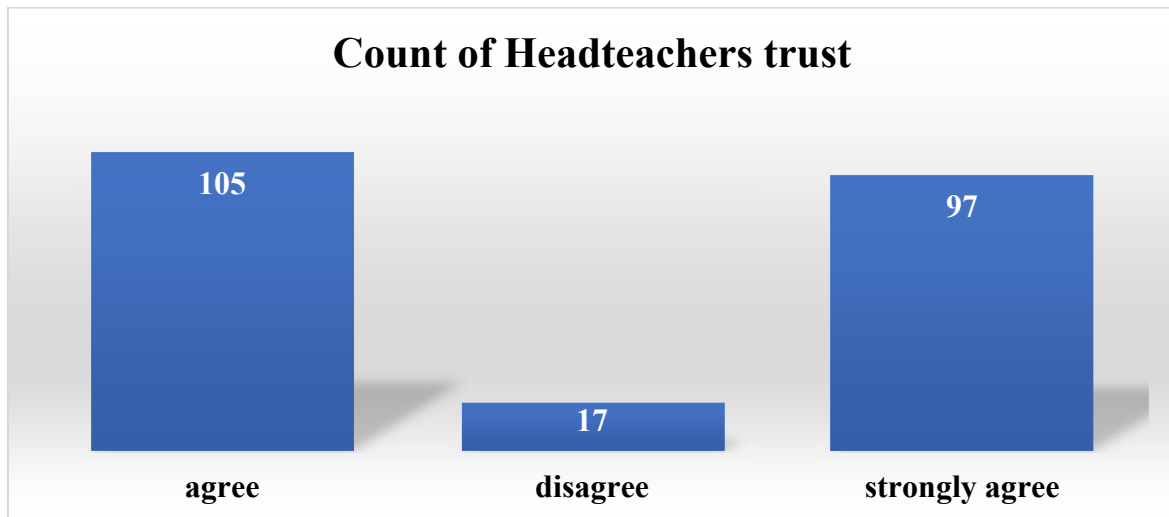


Figure 3. Headteachers trust in teachers' abilities to achieve desired goals leading to improved performance.

Source: Field Data, 2022

47.9% of the respondents agreed to the statement while 7.8% of them disagreed to the statement.

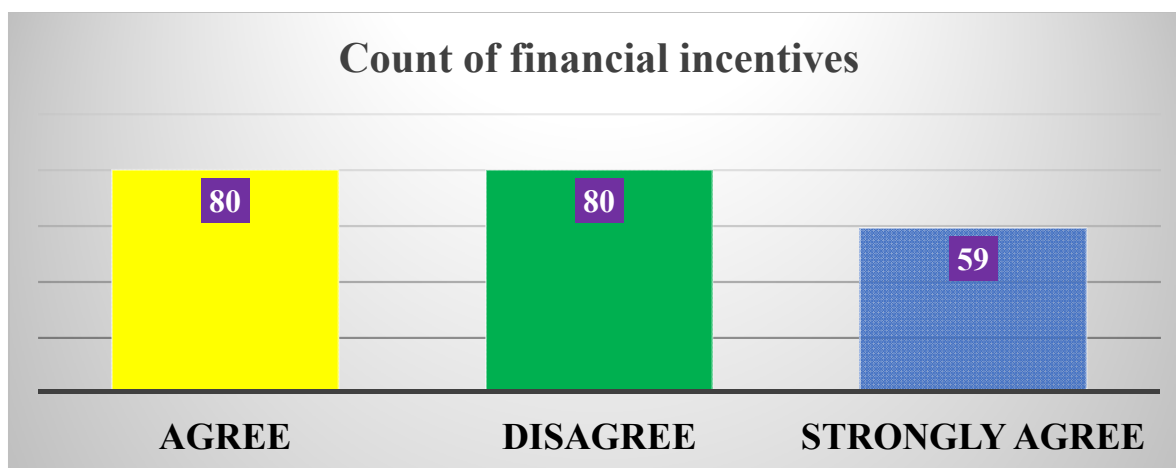


Figure 4. Financial incentives to teachers leading to better performance and effectiveness.

Source: Field Data, 2022

36.5% of the respondents agreed and 26.9% strongly agreed to the statement while 36.5% of them disagreed.

Table 1. How do you motivate teachers in your school?

Motivation to teachers	Response
Respondent 1	By publicly praising teachers who are doing, by rewarding hard working teachers in form of monetary/materially
Respondent 8	By awarding hard working teachers
Respondent 5	By awarding hard working teachers
Respondent 2	By involving them in school activities

Source: Field Data, 2022

Table 2. How do you enhance good working relationship in your school?

Enhance good working relationship	Response
Respondent 2	By resolving issues with affected teachers
Respondent 6	Provision of communal meals during special occasions such as open day, staff meetings
Respondent 1	By promoting togetherness and working towards a common goal
Respondent 5	Have established good communication system

Source: Field Data, 2022

#### IV. DISCUSSION

The aim of the study was to assess motivation strategies used by headteachers in selected secondary schools of Isoka district in Zambia. This study reveals that 52.1% of the respondents agreed that assistance and guidance is one of the motivation strategies

used by headteachers while 47.9% of the respondents strongly agreed making the case even stronger to mean that headteachers use assistance and guidance to motivate teachers to work hard.

Moreover, the study further reveals that timely recommendation of teachers for promotion enhances performance in their teaching function. The study found that 51.6% of the respondents agreed and 0.9% disagreed. This means that when teachers are recommended for promotion by the headteacher at a certain school, teachers work very hard so that they can be promoted.

In addition to timely recommendation, assistance and guidance as strategies used by headteachers, this study reveals that trust is one of the strategies used to achieve goals leading to improved performance as evidenced by the 47.9% of the respondents that agreed against the 7.8% of them that disagreed to the statement.

Furthermore, This study reveals that financial incentives given to teachers leads to better performance and effectiveness of teachers. The study found that 36.5% of the respondents agreed and 26.9% strongly agreed to the statement of the use of financial incentives as a strategy for motivation. This is consistent with the study by [6] in which it was found that financial incentive influences good performance.

When headteachers were asked about how they motivate teachers, this study reveals that they use strategies such as praising teachers, awarding hard working teachers, involving teachers in school activities and this is consistent with the study by [5] conducted in Uganda where reward was used and teachers worked harder and a study done by [8] conducted in Kenya where the strategy reward was used to enhance performance.

The study further reveals that enhanced good working relationship was also used as a tool for motivation. The idea was to quickly resolve issues with affected teachers, provision of communal meals during special occasions and promoting togetherness. This is however in line with the study done by [3] in India where it was found that there is a positive relationship between teacher's motivation strategy and academic achievements of higher secondary students.

## **V. CONCLUSION**

As a result of this study, it is important that school headteachers from different schools adopt the motivation strategies that have been revealed by this study. Such strategies as: assistance and guidance, trust, financial incentives, praising hardworking teachers, awarding hardworking teachers and improved working relationships should be encouraged by all head teachers in order to enhance performance in secondary schools.

## **VI. RECOMMENDATION**

Based on the results of the study it is recommended that further research should be conducted on:

- a. Effectiveness of trust, assistance and guidance as a strategy for motivating teachers in secondary schools.
- b. Relationship between praising teachers and awarding hardworking teachers as strategies to improve performance in secondary schools
- c. Challenges encountered in using improved working relationship as a strategy for motivating teachers.

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