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**A STUDY OF THE EXTENT TO WHICH LACK OF TEACHER
MOTIVATION AFFECTS LEARNER ACADEMIC PERFORMANCE IN
RURAL SCHOOLS OF SHURUGWI DISTRICT**

BY

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APPROVAL FORM

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The undersigned certify that they have read and recommended to the Midlands State University for acceptance ,a dissertation entitled, "A study of the extent to which lack of teacher motivation affects learner academic performance in rural schools of Shurugwi District", submitted by **SIPHATHISIWE NGWENYA** in partial fulfillment of the requirements for the Bachelor of Education Degree in History.

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DEDICATION

This dissertation is dedicated to my mother Viola Gabilo, my sister Glory Lunga, my brother in-law Gift Lunga and my lovely daughter Shekinah Lunga. A perfect family is life's greatest gift and its unconditional love and support is greatly appreciated.

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ABSTRACT

The teaching and learning process is incomplete when the teachers are not effectively taking part and are demotivated. Most education systems are faced with a motivation crisis which has a far reaching negative implication on learners. The rural schools experience a lot of challenges that affect learner performance through teacher dissatisfaction as the teacher is the center of instruction hence his/her satisfaction guarantee high performance. The study was carried out to find out the extent to which lack of teacher motivation affects learner performance. A descriptive survey was use. Interviews were carried with school heads and questionnaires were administered to teachers. Two schools with the same characteristics as others in the area were chosen as the population and 24 teachers and 2 heads were purposively sampled to take part in the study. The study established that low teacher motivation affected school academic performance and brought about that low job commitment, less learner feedback and ineffective lesson delivery. The study brought to light that teaching and learning environment, remuneration, lack of material resources, educational policies among other factors are major causes of teacher demotivation. The study also brought to light that currently the rural area lack recreation facilities and social services which are a major drawback for teachers as they seek opportunities to move away from rural areas to seek these services in nearby towns which affect learners through teacher absenteeism. Respondents felt that there was need to revise salaries, introduce incentives, involve teachers in decision making and put up consistent policies with the teacher at heart to uplift their motivation levels. The study concluded that there was a very close relationship between learner academic performance and teacher motivation hence low teacher motivation negatively affected learner performance.

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CHAPTER ONE

1.0 Introduction

To produce high academic performance, some of the major attributes are teacher effectiveness and commitment which comes as a result of motivation. Without motivation for teachers, it becomes difficult to produce high quality education. The teaching and learning process becomes fruitful when both teachers and pupils are motivated and the latter's motivation is built upon that of the former. Without motivation it is most unlikely that a teacher will be a dedicated instructor. Motivation thus channels ones energies and behavior towards goal attainment. Most education systems are faced with a motivation crisis which has a negative bearing on learner performance. This chapter will lay the groundwork of why it is necessary to carry out this study. It will also give a justification through the purpose of the study which summarizes the reason for undertaking this research. A background of the study will be given in detail and limitations as well as delimitations of this study will be brought to light.

1.1 Background of the study

Teachers are the most central element in defining the quality of instruction that pupils receive in schools and as such they need to be treated with respect. The general outlook of the society towards the teaching profession proves that the educator's dignity has been flushed down the drain. Zimbabwe is facing teacher motivation crisis that have far reaching repercussions for educational development, Shizha (2012). A number of studies that have been carried out on teacher motivation have shown that it is one of the major challenges facing the education sector. Job satisfaction is not being

granted and the fact that the needs of the teachers involved are not being met only means widespread teacher dissatisfaction hence low academic performance.

The teacher motivation crisis in Zimbabwe can be traced back to the period 2000, when the government embarked on the Fast Trek Land Reform that destroyed the country's source of income as the foreign investors moved elsewhere. Donors who regularly supported in financing the sector ignored and the situation worsened during the period 2007. According to WOZA Perspective (2010) large amounts of bearer cheques that were promptly consumed by inflation were allocated to the Ministry of Education for their administration. The teacher salaries became worthless and the vocation became the laughing stock of the society. This led to strikes by the teachers to express their despondency. Some left the profession to search for greener pastures in the diaspora. Those who were local spent their working hours trying to profit from the dollar ensuing in high failure rates in schools as teachers would just log in and then do what they would to survive. Mwamwenda (2005) maintains that absence of job gratification coupled with the rural socio-economic conditions resulted in regular absenteeism from schools, hostile actions towards coworkers and students as well as early withdrawals from the teaching profession.

By the time of power sharing government of national unity of 2009, teacher attitude had become negative as they did not value their profession showing a high level of demotivation. With dollarization the educators were offered a monthly allowance of a Hundred Dollars and they in turn demanded an incentive to complement their meager earnings. The incentives came as a result of circular 5 of 2009 of the ministry of Education which proposed that ten percent of the school levies be appropriated to

teaching staff and five percent for non-teaching staff, Makanga and Mutsagondo (2014). The incentives did not really benefit the rural teacher as the socio-economic conditions did not allow the parents to pay fees from which the incentives was to be deducted. The rural teachers were therefore more demotivated than their urban counterparts. During the period 2009, the ministry struggled to keep the schools open and to retain staff as they clearly failed to motivate them. This led to parents trying to take the government's role to pay teachers and to pay endless top-ups. So called private schools and extra lessons sprouted at every street corner and household all run by teachers who were trying to make a decent living. WOZA(2010) posits that the international community offered no help financially as they did not trust the ZANU PF controlled ministry with their money in fear of the money's misappropriation into private pockets. The government however decided that incentives be removed as there was a great deal of marginalization of periphery schools and this was effected by Circular 6 of 2014 which abolished all forms of incentives which had motivated the teacher and again the teacher slumped into a quagmire of demotivation with only an allowance to depend upon.

Mpangayi and Bwerekwenga are schools that were established during the post-colonial period and the general pupil performance and pass rate have been low which can be attributed to the demotivated teachers as the environment is not enabling. The study seeks to bring out why the researcher was keen to find out how a demotivated teacher is a tool for low academic performance. During work related learning, the researcher noticed that there is a close relationship between teacher motivation and student performance. The schools low standard of performance can be attributed to the low teacher remunerations, the rural environment, lack of resources and

inconsistent government policies. Today, the teachers, though they play a principal role in all parts of the economy, it remains an unanswered question why they work under poor conditions. The problems faced by teachers and the low performance of pupils brings out clearly that little is being done to address the motivation crisis and to bring about changes to the teaching profession.

1.2 Statement of the problem

Lack of teacher motivation has a major contribution on school academic performance. When job satisfaction is low and teachers are not willingly generating their best performance, when they are not exerting themselves fully to their duties, grumbling and stating that their motivation is depressed there is need for an enquiry. The human learning situation is a complex phenomenon and it pivots on motivation in order to bring out positive outcome. It is worth noting that there is a close relationship between teacher motivation, teacher effectiveness and high performance. This brings one to the observation that without motivation one sits back and relax hence leaving the goals unachieved.

1.3 Purpose of the study

The researcher has a sole purpose of establishing the effects of teacher motivation to their execution of their duty hence its effects on learner academic performance. This is so that management involvement is designed to enhance teacher motivation and to come up to recommendations that can improve teacher motivation levels.

The study seeks to answer the following research questions:

1.4 Main question

To what extent does low teacher motivation affects school academic performance?

1.4.1 Sub questions

1. What are the factors that motivate teachers to attain set goals?
2. What is the current position of the rural school environment on teacher motivation?
3. How can teacher demotivation be addressed to bring back high teacher commitment to their profession?

1.5 Theoretical assumptions

The researcher assumes that:

Teachers are widely dissatisfied

Teacher demotivation is the major cause of low school academic performance.

1.5.1 Practical assumptions

Motivation can be measured through self-report instrument.

All questionnaires will be interpreted the same way and respondents will answer honestly.

1.6 Significance of the study

The study will be used as a background for further research by other researchers in future by making a contribution to knowledge through adding on to the existing data base of information around the role played by teachers in pupil performance. It will be an eye opener to researchers who will gain foundational information since the area of study is still being explored. Furthermore, it will be a foundation to those who would

want to study motivation policies in order to put in place those which favor worker commitment.

It will bring awareness to stakeholders of the effects of the demotivated teacher to the education sector as a whole. The stakeholders are coscientised of the needs of the teacher as such improve the working conditions as well as create an enabling environment worth working in. There will be an awareness of what teachers perceive to be motivation and demotivation which will make room for remediation. A number of organizations will benefit so as to work on planning, evaluation, management and implementation of motivation skills. The exposure of the needs of the workers brings corrective measures which will ensure high teacher motivation and satisfaction and this will improve the quality of education.

1.7 Delimitations

The study is confined to two secondary schools in Tongogara cluster Shurugwi District where the researcher did her work related learning. The schools are run by the Tongogara council school thus has unique features of their own. Being attached in the ward the researcher observed that the teacher's attitude towards their work was lukewarm and they were not exerting themselves fully to the execution of their duties. Most discussions that ensued on cluster meetings, staff meetings and after hours generally diagnosed the symptoms of lack of teacher motivation. Thus the researcher thought it necessary to study the school's academic performance in light of teacher motivation.

1.8 Limitations

The researcher's inexperience in the field of research may prove to be a major hindrance as it affects the overall quality of the research well as time to be used. Moreover, teacher motivation is dynamic as other teachers are self-motivated hence the study of motivating them extrinsically are secondary since such individuals take their work seriously. Therefore motivation is not uniform. It is also worth noting that there is still a large gap in the research base as the area of teacher motivation has not been studied extensively. The researcher therefore has limited works to consult.

1.9 Definition of terms

Motivation

According to Mamwenda (1995) in Kusereka (2011) 'motivation is a stimulant, desire or longings that cause one to engage in a certain way'. This is supported by Steyn (2002) who referred motivation as the complex forces, encouragements, desires, rewards and other mechanisms which strengthen and sustain an individual's behavior to carrying out a specific action.

Rural school

These are schools that are located in the periphery, remote areas that are disadvantaged in terms of social services, infrastructure and other amenities.

Teacher

A full time classroom specialist whose central task is more instructional in approach, one who imparts formal instruction to the learners and whose professional actions involves diffusion of knowledge, attitudes and abilities that are restricted to learners enrolled in an learning program in a school, Van Amelsvoort, Hendriks and Scheeres (2000).

Dissatisfaction

Dissatisfaction is the annoyed feeling that you get when something is not as good as you expected it to be. The Collins dictionary (1991) notes that it is the discontent produced by failure to satisfy ones anticipations and expectations, a desire for something better and or disgruntlement

Academic performance

Academic performance is normally measured by examination or continuous assessment. It is normally measured summatively or continuously. It deals with ones abilities and knowledge of aspects and the ability to apply and answer questions pertaining to these, Ward, Howard and Ward (1996).

1.10 Summary

The main purpose of this chapter was to answer the why part of the research, if it is necessary to carry out the study and to what significance. It also listed the assumptions and purpose of the study as well as research questions to be used in fulfilling this study. Moreover it also highlighted the boundaries of the study and defined the main terms in the context of this research. This chapter thus served as a preview of what is to be expected from this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature will look at the literature that is related to the study in question. It will look at the findings of other researchers consulted in order to understand and investigate the research problem. This is an account of what has been published on the topic by accredited scholars and researchers. Various studies have been carried out on motivation and various theories have been put forward to bring out facts on motivation. The researcher will closely look at these motivation theories and determine how these are crucial in the day to day school setup and how these apply to the teacher. Motivation therefore is a complex phenomenon and many look at this aspect as child's play but meeting individual needs of a human is very crucial for higher achievement. Several motivation theories such as Maslow's hierarchy of needs theory(1943-60s), McClelland needs theory(1967), Vrooms expectancy theory among others attempt to explain how motivation works.

2.1 Theoretical frame work

Several theories have been put forward to explain motivation for the purpose of this study the researcher have chosen content motivation theories or needs theories which are Maslow's Hierarchy of Needs theory, McGregor X and Y theory and McClelland theory. The researcher also chose major processes theories or cognitive theories, that is, expectancy theory, the equity theory as well as goal setting theory.

2.1.2 Maslow's Hierarchy of Needs Theory

The hierarchy of needs theory was put across by Abraham Maslow in the 1940s. He was of the opinion that understanding behaviours and their goals involves gaining insight into presently unsatisfied needs. He believed that there is a process whereby needs are fulfilled from low order to higher, Singh (2002). He put a pyramid which clearly explain the human needs in their order of fulfillment. At the bottom of the pyramid there are the physiological needs which are clothing, shelter, sleep, and rest among others. Following higher up the pyramid are security needs which are employment, provision in old age, insurance against risk and economic disaster. Just above there are affiliation needs that are interpersonal relations and social links. Esteem needs follows just above with aspects like self-confidence, independence, respect and recognition. At the top most of the pyramid is self-actualization whereby an individual reaches levels of self-realization and fulfillment, Rollinson (2002).

2.1.3 Applicability of Maslow's Needs theory

The general working environment should be clean and enabling and the basics should be provided for especially food and accommodation so as to motivate the teachers. Job security should be guaranteed and no threats should present themselves so as to enable teachers to focus on teaching and learning. Circles of friends and acquaintances and social gatherings should be created to encourage teamwork and belonging. Rewards should be offered to satisfy esteem needs like in house development, tuition for further studies provided.

2.1.4 McGregor X and Y theory

The X and Y theory put forward by McGregor seeks to explain that there are two types of workers who have different levels of motivation. In theory X, individuals dislike work and will avoid it where necessary. These individuals are motivated by punishment to work towards organizational objectives, , Mullins(2002). They prefer guidance and direction. They are basically unambitious and want security above all. In theory Y Employees are self-motivated and they are keen to learn and improve themselves. The cash reward is a secondary issue but they are motivated by being given a chance to achieve more.

2.1.5 Applicability of McGregor theory

The low achieving teachers need to be guided by the managers of the institutions to ensure that they execute their duties. Since they are motivated by monetary rewards and job security the administration ought to provide them with these. The environment should be permissive of the Y individuals to pursue their dreams and organizational objectives as they are motivated by esteem and self-fulfillment. The authority should also involve these in decision making as this is a major motivation move.

2.1.6 McClelland theory

The theory is dominated by three needs, the need for power, the need for achievement and the need for affiliation. The needs vary from person to person and in order to influence an individual one has to take note of the individuals need, Stahl (1983).

Need for affiliation (N-Affil) is when an individual need friendly relations and social interactions. There's need to be loved by others and that person is regarded as a n able team player and they perform better in cooperative environment. Need for power (N-Power) individuals are more concerned with leading others and need to be recognized as capable. The Need for achievement (N-Ach) are individuals who want to excel and succeed and they can work with challenging objectives so that they feel a sense of achieving, Rollinson (2002). These people do not need praise or recognition but need job related feedback to review their progress. These make better leaders as they set goals and review progress and look at how things can be done better.

2.1.7 Applicability of McClelland theory

For the individuals with the needs for affiliation the management ought to provide an environment and projects that bring people together so as to motivate these individuals. The individuals who have the need of achievement, goal setting come into play so that they set the goals that they can work with in order to recognize their achievement. The need for power individuals should be given HOD roles so as to make them put to practice their need to lead others.

2.1.8 Vrooms Expectancy Theory

The theory assumes that employees are motivated by the expected outcomes from their efforts. Performance is based on individual factors such as personality, skills, awareness, knowledge and capabilities. Singh (2002) is of the opinion that effort, performance and motivation are linked. The theory use variables like expectancy, instrumentality and valence. The theory is not about self interest in rewards but about the association people make towards expected outcomes and the contribution they feel

they can make to get those outcomes. Luthans (1973:482) believes that, “Vrooms Theory assumes that the choices made by a person among alternative courses of action are lawfully related to psychological events occurring contemporaneously with behavior”.

Assumptions of the theory

Expectancy is the belief that increased effort will lead to increased performance i.e. if one work harder then the performance will be better. This is affected by variables like provision of the right resources, time and material needed and necessary support as well as the skills to do the job. It also looks at instrumentality which is the belief that if one performs well a valued outcome will follow. This is affected by people who decide who gets what after a job is done, the transparency of the process of reward and clear understanding between performance and outcome. It also looks at valence which is the importance that an individual places upon expected outcome for valence to be positive, the person must prefer attaining the outcome to not attaining it for example if one is motivated by giving them responsibilities they may not be motivated by cash rewards.

2.1.9 Applicability of expectancy theory

Since individuals may strive if there is a reward that is anticipated, managers of the organization should study the expectations of individuals and put in place support systems that go hand in hand with the expectations. Right resources, time, material and necessary support should be granted for a valued outcome. The reward process should be clear.

2.1.10 The Equity theory

Adams Equity Theory extends beyond individual personality and integrated influence and contrast of other individuals circumstances. An awareness of equity manifests as what is fair. When people are treated in a different way from others it becomes inevitable to develop feelings of resentment towards the system as well as demotivation to the disadvantaged, Rollinson (2002). The theory helps to explain why pay and conditions alone cannot determine motivation. Equity takes note of individual's comparison between ones ration and that of others. It also explains if ones input is equivalent to the output. The major tenets of the theory are that when a person is under rewarded effort can be reduced. It brings out that if individuals are unappreciated they leave the situation.

2.1.11 Applicability of equity theory

When designing tasks and reward system the management needs to take note that people compare with colleagues. The advantages of others over their counterparts is a demotivating factor. Therefore managers should avoid favoritism and should reward effort. Workers should be appreciated otherwise they leave the situation.

2.2.12 Goal setting theory

Most individuals have objectives and motivated performance is a drive of a person's conscious goals and intentions. The importance of specific and challenging goals is essential in achieving motivated behaviour. Specific goals are much more effective than a scenario when one is told to achieve their best, Arnold, Cooper and Robertson (1991). It has two major attributes which are goal difficulty, which is the extent to which the goals are challenging and demanding for the individual. Motivated effort

rise as goal difficulty increase. The other attribute is goal specificity which is clarity or performance target. Goals that contain specific outcomes lead to much greater effort and higher performance, Yeara ,Maitlis and Briner(1995).

2.2.13 Applicability of goal setting theory

Setting targets for teachers will motivate them to work harder to achieve the set goals and it is a motivator on its own. Goals should be specific so that they are achievable, attainable and not overwhelming

2.2 Effects of teacher demotivation on learner performance

It is unlikely that demoralized, unhappy, and discontented teachers will partake efficiently and develop into devoted instructors over a period of time. Sergiovanni and Starat(1993:67) are of the opinion that inspired teachers tend to be more dedicated, diligent, devoted to their school and gratified with their occupation, these in turn have a positive impact on student learning and have ability to create the perfect learning environment for the process which guarantee quality education. The presence of enthusiasm, aptitude and opportunity does guarantee high performance. MOEC (1995) posit that the teacher in the classroom is the main instrument for bringing qualitative improvement in learning such quality is maximized when there is an enabling environment where learners can participate actively in the process and where there is room for personal growth. A motivated teacher will create an environment that will fascinate students urging them to perform better. Teachers therefore, if motivated inspire pupils to work hard as inspiration is integral in student performance.

Teachers, according to Kusereka (2011) are responsible for more than just academic performance but are equally responsible for many aspects of a child's life as they are role models for the developing pupils they therefore should reach out to the pupils on many levels and be able to build strong relations both inside and outside the classroom making them responsible citizens. For this to be achieved there's need for a great teacher and this base on motivation. Muranda, Ncube, Mapolisa and Tshabalala (2015) are of the opinion that teacher effectiveness is one of the important variables that contribute to overall high performance of any school. Ssendagire (2009) notes that a motivated teacher leads to motivated students hence the students produce good results.

Dike (2009) is of the opinion that teachers play a critical role in fostering the minds and hearts of the youth. Considering that education is central to changing lives and that every professional has passed through the hands of the teacher, they should be treated with respect because of their important role in the society. The interested parties should see to it that the environment is prepared for the educators so that they are able to effectively develop the moral and cognitive being of the pupils and to develop the full human.

The teachers have in their hands the power to build and destroy a child as according to Santrock (2009). The teacher and the school are the major socializing agents ,next to the family, that is, they are responsible to socialize the child into the society and they can be able to deprive the children of their opportunity to blend well in the society .A demotivated teacher is a tool that can bring about low academic performance and can create a generation of social outcasts and people who roam the street.

Santrock (2009) notes that extrinsic motivation involves external incentives such as rewards that enable a person to execute work, with the impending reward in the back of his mind acting as a push factor to high performance, the teacher can achieve much. However teacher incentives that were put in place by the ministry were withdrawn leaving teachers without. Fredrick Taylor in his scientific management theory posits that worker motivation is very important for the execution of a task as the worker is motivated by money. He put forward that those who worked harder be given a fair wage so as to motivate them to produce even better results, Sekovan (2004).

Nhundu and Peresuh (2002) posit that motivation and management of teaching and learning environment makes up the major themes of educational psychology hence motivation is essential for every teacher to be academically functional and effective in the classroom. Psychological theories have reflected that intrinsic motivation is a basis for performance. Intrinsic motivation is based on internal factors such as self-determination, curiosity, challenge and effort. The cognitive approach stress the importance of intrinsic motivation in achievement as praise can enhance intrinsic motivation, interest, self-determination and self-responsibility. School administrators and the government should make the profession dignified and praise the teachers so that they are elevated to and motivated to achieve even more.

Swartz et al (2011) notes that according to Maslow, human motivation rests on a hierarchy of needs. He is of the view that when individuals' needs have been fulfilled they can go ahead to fulfill more complex expectations. When provided with the basic

needs, teachers are then able to perform better and to put their effort on their work as they are not in a position to grunt against their superiors and drag their feet as they will be motivated.

Ssendagire (2009) is of the opinion that a motivated teacher leads to motivated students and hence motivated students produce good results. Gwaradzimba and Shumba (2010) supports the argument as they say that teachers are significant in determining the quality of education that children receive in schools, as such it is the government mandate to ensure that teachers perform to the best of their ability in the classrooms to ensure good academic performance. If teachers are dissatisfied with government educational policies, administration issues and remuneration they can easily leave the children to suffer on their own or leave for greener pastures, Mapfumo et al (2008).

Kusereka (2011) in his dissertation established that teachers were unwilling to help school managers with student disciplinary problems, they were not always punctual for classes, and their class attendance was irregular. These were manifestations of general demotivation and low morale of teachers. He also believed that it is the fact that numerous teachers were not highly motivated and that the students of these classrooms teachers were perhaps not receiving the highest quality education. Motivated teachers have positive impact on student learning, are able to create appropriate classroom atmosphere, have reasonable control of their work activities, are willing to accept responsibility and are personally accountable for the outcomes. Sergiovanni & Starrat (1993:67-69) notes that there will be less likelihood of poor performance. Motivation has direct effects on the school. Motivated staff often led to

improved student and teacher performance. Poorly motivated teachers, on the other hand, are likely to withdraw from the school either through absenteeism which has a negative effect on learners. There is a close relation between teacher job satisfaction and students' learning outcome. This implies that when teachers' job satisfaction is low it means that poor quality results will be produced.

2.3 Factors that motivate teachers to attain set goals

2.3.1 The school leadership

Mullins (2010:473) asserts that effective management team leads to success in the organization as a good manager gives value to his subordinates. Sometimes it is not about money but appreciation of one's effort. Managers are to treat people fairly and according to merit giving them praise and feedback. Hale and Hale (1999) observed that communication is the best way to oil the industrial wheels and if used effectively will churn the organization forward. It is also equally important for the leadership to maintain open lines of communication as this create an enabling environment hence motivating the teachers.

2.3.2 Remuneration

Sekovan (2004) asserts that Taylor has argued that monetary reward is inevitable in an organization in order to produce the best yields and to raise staff motivation levels. The teachers need reasonable salary and allowances to put them at a better position compared to their counterpart's . The equity theory attaches peoples feeling on how they are treated in comparison with others who do the same job as theirs. This has led to movement to South Africa and other parts of Africa and the world at large as they wanted to leave the situation. Incentives are also expected to boost the coffers of the

staff for all the hard work they do. Noll(2009) is of the opinion that merit pay can accelerate school improvement and offering financial incentives to teachers who choose to work hard can be a good move.

2.3.3 The teaching and learning environment and resources

Agyeaman,Baku and Gbadamosi(2000) Are of the opinion that teaching tools like text books ,reader exercise books teachers guides ,libraries and other school facilities are motivating for better school performance. If these are provided the environment becomes enabling for teachers to execute their jobs and performance improves. Dehaloo (2011:56) posits that the socio economic status of the school influences the motivation and job satisfaction levels of teachers and the achievement of learners. The schools in the rural areas that lack clean water do not have good sanitation and basic infrastructure always get more staff turnover which has a negative bearing on learner performance. Agyeman et al (2000) believes that infrastructure should be provided as these are motivating factors for both teachers and learners. Teachers tend to move away from insecure areas especially if the accommodation is dilapidated.

2.3.4 Education policies

Singh (2002), Maslow's hierarchy of needs theory establish that security is necessary in order for one to achieve goals and security in the education sector comes with policies that do not threaten the teachers but rather incorporates them to feel secure. Carl (2005:223) notes that as education implementers, teachers' desire full involvement in decision making processes. If teachers take part in decision making they become willing participants in implementing the curriculum and their exclusion and to-down policy formulation becomes a demotivation and mainly meets with

resentment. Chidamoyo and Mahlatini(2013) believes that top down policy implementation with limited participation by teacher accelerate the already very limited degree of self-determination that can be exercised by teachers and the end result is that teachers feel that they are being coerced not surprisingly teachers resist these reforms effort.

2.4 Current position of the rural school environment on teacher motivation

Many studies have proven that the working conditions that are in rural schools are the major demotivating factor as the government concentrate on m the core neglecting the periphery. Mandina (2012) is of the opinion that presently the quality of education offered to children in many rural schools is poor making it inevitable for parents to keep their children out of the classroom as they lack confidence in the whole system as well as the teachers. Mandina (2012) goes on to say that rural schools are remote and poorly developed lacking basic infrastructure for teaching and learning, roads, electricity and transport.

Lingham (2012) posit that rural schools are hardly visited by education advisors and this has detrimental effects on teacher performance. More so, teachers do not want to work in periphery schools as they do not want to suffer from the hardships in the rural areas and are demotivated. Morgan et al (2006) asserts that, poor funding of education results in poor salaries as well as poor infrastructure and facilities which compromise the quality of education delivered in the rural areas. Teachers complain on low status accorded to teaching profession by noting that it is undervalued profession compared to their counterparts and their search for additional income impact performance.

The quality of life in rural schools is basically poor and teachers share accommodation; have to bear leaking roofs and recreation facilities are lacking which brings boredom, Akyeampong and Stephens (2002). The learning environment according to Margaret Chinowaita of daily news of March 2015 is deplorable and the structures are in a dilapidated state especially in resettlement areas. At worst pupils learn under trees exposed to bad weather conditions and lessons are sometimes abandoned in bad weather conditions. The teachers are demotivated to work under such conditions thereby subjecting pupils to low quality education.

UNESCO report of (2011) established that the worth of teachers is very low due to poor recognition given to teaching profession as explained by various demotivation factors. Teachers in many African countries are working in challenging conditions that are aggravated by poor remuneration allowances, no promotions among others, teachers brought out that lack of motivation and poor teaching conditions reduce their ability to achieve satisfactory learning outcomes. Nhundu (2002:176) government still invests in urban than rural schools in spite of initiatives to redirect more funds towards rural education. The rural schools continue to shoulder the burden of government policy which is dismissed by exorbitant building levies which makes it close to impossible for the environment to be enabling for teachers as the schools are still under construction.

2.5 What needs to be done to enhance teacher motivation?

Kusereka (2011:165) in his dissertation recommended that the differences between teacher motivation in the rural and urban schools should be addressed. Incentives to foster motivation and development programs aimed at teacher motivation should be

put in place. Teachers working condition should be addressed and ameliorative interventions should be designed. Foegbu (2004) notes that a classroom climate is essential and if teacher perceive the classroom as healthy, safe and supportive facilities as well as resources are made available, he/she tends to participate in overall improvement of the school. The responsibility then lies with the teacher to enhance student performance as the environment is set and there are no excuses.

Maforah (2004:78) is of the opinion that principals or school managers should be aware of different management styles and be in a position to apply relevant styles where appropriate. Educators should be involved in job decision making and interpersonal relations should be promoted so as to bring about full human development. McClelland, in the needs theory notes that there are individuals who have affiliation needs and they need to be presented with opportunities to develop interpersonal relations, Stahl (1983). The theory also notes that there are others with need for power hence placing these in the forefront gives them a sense of achievement thus involving them in decision making is vital to them.

Chindanya (2015) put emphasis on leadership to provide adequate and consistent feedback so that staff are aware of their shortcomings and work on them. Alam (2011) believes that academic growth and development is a necessity and time to time refresher courses need be put in place to update teacher content base and enhance their teaching skills which brings improvements in the education sector as a whole and enhance school academic performance. The school staff should be involved in job redesigning to be meaningful, challenging and achievable. More so staff should be involved in policy making so that they identify with the policy.

The country's treasury should come up with ways to finance education and increase the salaries of teachers in order to raise the standard of living above poverty datum line, Mapolisa et al (2015). School heads should be developed in in-service training that helps them to motivate teachers and help them participate better in the classroom. The government should raise teacher salaries and should acknowledge teacher efforts and they should not hesitate to spend more on teacher training ,Alam (2011).

The WOZA perspective (2010) recommended that parents should do their best to pay fees set by the ministry so that the resources that are needed by the school are acquired. Parents should come up with developmental projects to raise funds to buy material resources needed by the school like textbooks, chalks and other resources. The community need be involved in the day to day running of the school helping to make the vision set to be achieved by providing the school with necessities. The locals should join in conducting inventories of available resources and institutions for teacher's growth and pupil performance.

2.6 Summary

Teacher motivation is essential in ensuring high academic performance in schools hence its study becomes paramount if not pivotal . The chapter has established that teachers when motivated can achieve their fullest potential and in turn bring about high achievement. The literature studied in this chapter has brought to light that there is a close relationship between teacher motivation and academic performance. It is also worth noting that the rural schools are facing motivation crisis as the environment is not favorable for them to exert themselves fully as they have

constraints and challenges that range from material resources, accommodation and no incentives among other factors. The motivation theories studied such as Maslow's need theory shows that for an organization to function the physiological safety needs and belonging needs are to be addressed. The Goal Setting Theory also put across that goals are to be clearly set and should be achievable which makes it easier for teachers to work towards these goals and ensure that learner performance is improved. The chapter has therefore looked at the theoretical framework and attempted to answer research questions put forward in order to understand the concept motivation.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The chapter will closely look at the data collection procedures and the research design to be followed in order to achieve this study. It will focus on the population and the sample to be used purpose of this research. The researcher justifies why she chose the research design to be followed and the strengths this has for the purpose of this study. Three instruments were used, that is, questionnaires, interviews and document analysis which were used in triangulation to ensure that there is a true representation of the opinion of those in the study. Weaknesses of one instrument was complimented by another.

3.1 Methodology

A qualitative design which involves descriptive survey was used in data collection. Methodology refers to the philosophical basis on which the research is founded. The research methodology leaned more towards the qualitative than to the quantitative approach. It focused on the sample and population of the research, the research instruments which are questionnaires, interviews and document analysis. This approach was chosen mainly because addressed the key issues of the research and will respond to the 'why', 'how' and 'what' of the research. Both, the desk research which involves document analysis and field research which involves the presence of the researcher in data collection was carried out to achieve the aims of the project.

3.2. Research Design

The research design for this study is qualitative, that is, descriptive survey and is necessary in order to identify the perceptions of teachers towards teaching in the current environment. Tewksbury(2009)posits that qualitative method is the approach that centralizes and places primary value on complete understanding and how people experience and operate within milieus that are dynamic and social in their foundation and structure. The design is chosen because it conveniently captures opinion of participants, Kombo and Tromp (2006). It is a method of collecting information by carrying out interviews or administering a questionnaire to a sample of individuals, Orodho (2003). It can be used to collect information about people’s attitudes, opinions, habits or any of the variety of education or social issues.

3.3 Population

The population of the study comprised of 39 teachers from the schools in question, that is, Mupangayi and Bwerhwenga secondary schools which possess the features under study. The schools are in the Tongogara cluster which houses 4 council schools which have the same features with the schools under study and 2 boarding schools. Although the teachers from the selected schools are not representatives of the whole cluster schools, they possess the same features as other council schools in the area. The teachers are representative in gender, experiences, academic and professional qualification as well as age. Wegner (2000) notes that, A population is the collection of all the observations of a random variable under study and about which one is trying to draw conclusions on. It must be defined in specific terms to include only those sampling units with characteristics that are relevant to the problem. Best and Kahn in Orodho (2003) define a population as “any group of individuals that has one or more

characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group.

3.4. Sample

Webster (1985), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Wegner, (2000) defines sampling as the process of selecting a representative subset of observations from a population to determine the characteristics (i.e. the population parameters) of the variable under study. The objective of sampling is to estimate information about the whole population when it is impossible to measure or study the whole population. “A sample is a small proportion of a population selected for observation and analysis. By observing characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.” Best and Kahn (1993). Twenty four (24) teachers from the selected schools were purposively sampled to participate. Two heads of the schools were also selected to take part in the interviews. Their ages ranged from 25 to 55 years of age. All teachers that were consulted were qualified teachers with at least two years teaching experience as they have the experience that is needed to identify the problems they have faced in their profession. The researcher specifically chose the respondents for the purpose that they served in this research due to their knowledge and experience in the teaching field as professionals.

3.5. Research Instruments

In this study, questionnaires were used to collect data. These consisted of open ended and closed question. This was chosen as it saves time and anonymity is upheld. This

instrument tends to be reliable since it encourages greater honesty because of anonymity as this normally increase rate of response. It was also chosen in that it saves time and money. However, same questions may have a different meaning to different individuals thus the researcher refined the contents of the questionnaires making it appropriate for the targeted sample. After structuring the questioner a pretest was run with a small sample to enable the researcher to find out if questions are measuring what they were supposed to measure, the words were clear, if all questions were interpreted the same way by respondents and there was less research bias. The pretest was run at a distant place to avoid sharing of information.

3.5.1. Interviews

An interview is a process of collecting data directly and verbally from a respondent. The interview was semi structured in form of a focused interview which intensively investigates a particular topic and aim at giving a complete and detailed understanding of the topic. Interviews play a great role in qualitative research as the interview can gather facts about people's perspectives, feelings, motives, past and present behaviors and events. In qualitative research, they are usually open ended questions and these have an advantage of flexibility. The advantage of using this style of interviewing is that, if it can address the issues which are of real importance to the interviewee It is worth noting however that open ended questions may attract answers that deviates from the study at hand and unnecessary information is gathered. The interview was chosen as a method of data collection in this study in that it offers the researcher the opportunity to obtain independent views directly from the respondents. Open ended questions were chosen because they make it easier for the interviewee to demonstrate their view of situation under study

3.5.2. Questionnaire

The questionnaire is one data collection methods mostly because it reduces costs in terms of time and travelling as it can be sent to a large number of people over a thousand kilometers away, and it also assures participants of anonymity and confidentiality and thus encourages them to respond truthfully. The advantage with this form of research instrument is that, with relatively limited means, you can reach a large number of respondents, and thereby quickly cover a large number of informants. However this research instrument has disadvantages as interpretation of the questionnaire depend on the participants' understanding hence responses might not be appropriate depending on the level of understanding. The questionnaire remained an important tool for this research.

3.5.3. Document Analysis

This is a superior way of finding out retrospective information about a program. They are useful for determining the purpose, rationale and history of a program. Walker (1990)notes that, it is a useful prelude to collecting data as one finds out what data is collected in relation to the topic and what need to be collected to fill in the gaps. Documents have advantages that they are convenient to use and are more credible than other data collection procedures. They are non-reactive and available freely or at a cheap cost. However, records may be inaccurate and out-dated and months behind entries. Documents like termly reports on performance and yearly results were studied and analyzed so as to understand trends on pupil performance. Journals were also being reviewed that bring out learner performance and teacher motivation.

3.5.4 Reliability and validity.

De vos et al (1998) posits that validity refers to the extent to which the instruments measure what they are supposed to measure and the manner in which an instrument is used accurately to measure aspects of the study. The researcher gave the supervisor who is an expert in the area of study to measure face validity and he confirmed that at face value the instruments were measuring what they were supposed to measure and it was relevant for the study. He also looked closely at construct validity and recommended that a pilot test be carried out which was done and the instruments were widely interpreted the same way. Reliability, according to De vos (1998) is the consistency and accuracy of an instrument. The results of the pilot study had a similarity which proved consistency and accuracy of the instruments. The interviews were highly structured with the same format of words to ensure reliability as changes in the wording would undermine reliability since it would cease to be the same question for each individual.

3.6. Data collection procedure

The researcher approached the responsible authorities i.e. the Shurugwi District Education Office and the school heads of school in question to seek permission to access information on the school and teachers so as to carry out the research . The researcher then visited the schools that are Mpangayi and Bwerekwenga secondary schools to administer the questionnaire and to carry out interviews. The respondents were encouraged to answer honestly the questions asked for the purpose of achieving the research. The researcher ensured that the respondents give her informed consent and know that all information is confidential.

3.7. Data Analysis

Data analysis is the process of bringing order and meaning to masses of collected data. It refers to examining what has been collected in a survey and making deductions and inferences. Qualitative research usually generates voluminous data which need to be sorted out. It also means dividing data into meaningful segments. Bogdan and Biklen (1992:153) posit that the concept data analysis is a process of systematic searching and arranging interview transcripts, field notes and other material that the researcher gathers to enable him or her to gain an understanding of them. The data collected was analyzed so that all responses can be categorized, ranked and ordered understanding the responses in relation to the research question. It involves uncovering underlying structures extract important variables, detecting any anomalies and testing any underlying assumptions. The researcher analyzed the data collected and summarised key findings, explained, interpreted and concluded them.

3.8. Data Presentation

The researcher used the descriptive approach in data presentation where the responses were given as they were collected. There was use of frequency tables and percentages to show the trends in pupil performance and to present the findings.

3.9. Ethical Consideration

The researcher considered the following:

3.9.1. Protection from harm

Anonymity was maintained so as to protect participants from harm, be it physical or emotional as participants did not provide their names on the questionnaires. The

researcher guaranteed that the raw data obtained will not be disclosed to anyone who is outside of the research projects as such the information will only be kept and used by the researcher and was to be displayed only after analysis.

3.9.2. Informed consent

Informed consent was sought from the ministry and all the relevant authorities to ensure the authenticity of the study and avoid ambushes that are not known from the top officials. The researcher explained to the respondents the purpose of the study and ensures that it was possible to terminate participation when they do not feel comfortable.

3.10 Summary

The chapter sought to establish that the researcher chose the qualitative research design and justified the reasons why it was chosen. The researcher justified how the chosen methodology was used to achieve this study. The study sought to bring out the disaffection of teachers and was brought to light by carrying out a research study as their opinion and experiences needed to be expressed. Interviews and questionnaires were put in place in a bid to achieve the study. The sampling procedure that was adopted was discussed as well as the population that was studied. It made clear that questionnaires were used and how interviews were carried out as well as document analysis and all three were used in triangulation just in case one missed the point. The chapter therefore served to answer the question 'how' the study was carried out.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0. Introduction

The chapter is a follow up of data collection and methodology which was carried out in chapter 3. It contains the presentation of data collected through interviews, documents and questionnaires. The data is arranged under the categories: extent to which lack of teacher motivation affect school performance, factors that cause low motivation, the current teaching and learning environment in the rural areas and strategies to be implemented to address motivation.

4.1. Distribution of participants

The participants to whom questionnaires were administered were 24 of which 54% were males and 46% were female which brings to light that gender inequalities are being addressed although it is yet to be achieved. Nhundu and Peresuh (2002) are of the opinion that gender imbalances are major problem in Africa and most institutions are yet to revise these. 54% were above 36 years of age and 46% were between 18-35 years of age. Of the total number,50% had over six years teaching experience and the other 50% had less than five years teaching experience. The above distribution brings one to the conclusion that Shurugwi rural has experienced and mature teachers hence the sample was met as planned.

Key

F - **Frequency**

% - **percentage**

4.2. Effects of teacher motivation

Table 1.1

Effect	Very large extent		Large extent		Moderate extent		No extent	
	f	%	f	%	F	%	f	%
teacher absenteeism	20	84	1	4	1	4	2	8
low job satisfaction	18	75	3	13	1	4	2	8
ineffective lesson delivery	22	92	1	4	-	-	1	4
less feedback for learners	19	79	3	13	1	4	1	4

84% of the respondents agreed to a very large extent and 4% agreed to a large extent that teacher demotivation cause teacher absenteeism. Only 4% were on the moderate and 8% decided the teacher motivation led to teacher absenteeism to no extent. 88% also agree that low job commitment was a result of low motivation to a large extent and 12% disagreed as they saw it as no extent.92% agreed that ineffective lesson delivery was a result of low teacher motivation to a very large extent with 4% agreeing to a large extent. Another 4% chose no extent as they decided ineffective lesson delivery was not an effect of low teacher motivation.79% decided that less feedback for learners by teachers was an effect of low teacher motivation to a very large extent. 13% decided that it was an effect to a large extent, 4% decided that it was a moderate effect and 4% decided that it was an effect to a lesser extent. Sergiovanni and Starrat (1993) are of the opinion that poorly motivated teachers are likely to withdraw from school either through absenteeism which has a negative bearing on learner performance. Nziramasanga Commission of Enquiry (1999) noted that poor teacher motivation result in neglecting of responsibilities and classroom

duties as well as teacher absenteeism. It is worth noting that the teacher becomes less effective in lesson delivery and lack of creativity follows which lead to stagnation of the learning process. The stunted approach to learning gives learners a negative attitude to their school work and as a result brings about low learner performance. Another major effect of low teacher morale is less learner feedback from the teacher. In most cases the teacher is worried by other factors such that he/she neglects her duties in this case marking of books. Large amounts of work mount up without being marked and pupils write more work on top of the unmarked which bring about low academic achievement because learners do not do corrections and do not know where they failed.

4.3. Factors that cause low motivation

Table 1.2

Factor	Very large extent		Large extent		Moderate extent		No extent	
	F	%	F	%	f	%	f	%
work itself	4	17	5	21	7	29	8	33
teaching and learning environment	20	84	2	8	1	4	1	4
Remuneration	24	100	-	-	-	-	-	-
working condition	21	88	2	8	1	4	-	-
material resources	16	67	5	21	2	8	1	4
Leadership	19	80	2	8	1	4	2	8
education policies	22	92	2	8	-	-	-	-

Among the respondents, 17% expressed that work itself affected motivation levels to a very large extent supported by 21% who agreed to a large extent. 33% reported that work itself was not a motivator. All teachers expressed that remuneration was the major motivator as all agreed to a very large extent. They also agreed to a very large extent that education policies were also a major motivator as 92% agreed to a very large extent and 8% supported that idea to a large extent. The other common factor that motivated teachers is the working conditions as 96% agreed that working conditions are a necessity for teachers to work effectively and only 4% decided that working conditions contributed to teacher motivation to a moderate extent. 92% agreed that teaching and learning environment had an impact on teacher motivation with only 8% with the view that the teaching and learning environment had little significance. 88% established that leadership affected teacher motivation with 8% on large extent and 4% on no extent at all. Sekovan (2004) is of the opinion that those who worked harder should be given a fair wage so as to motivate them and Maslow in Rollinson (2002) posits that rewards are to be offered to satisfy esteem needs as well as the environment should be clean and enabling to work in. This is also supported by Vrooms expectancy theory in Singh (2002) which says that people associate their contribution towards work and their outcomes. It is widely accepted by various scholars that incentives are important in motivating teachers but they all agree that if the environment is enabling, material resources are provided, the leadership is considerate and all work aspects are addressed, the teacher becomes motivated and can ignore the monetary issue because it becomes a secondary issue. Maslow's theory asserts that meeting low order needs is only enough and will remove dissatisfaction but will leave an individual not motivated as higher order needs come into play thus

when salaries are received security need to be assured and government policies need to protect the teacher.

4.4. The current teaching and learning environment in the rural areas

Table 1.3

Factor	strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	F	%	f	%	f	%	f	%	f	%
Poor accommodation	5	21	10	42	5	21	4	16	-	-
availability of recreation services	6	25	8	33	1	4	7	30	2	8
availability social services	13	54	2	8	1	4	7	30	1	4
accessibility by road networks	1	4	1	4	1	4	8	16	1	55
shortage of teaching and learning resources	16	88	5	21	2	8	1	4	-	-

21% strongly agreed that poor accommodation is a common sight in the rural schools with 42% respondents agreeing in support that poor accommodation was a demotivating factor at their centers. 21% were neutral and 16% disagreed that accommodation was not favorable and it was demotivating them to produce good results . It is worth noting that quite a number about 25% strongly agreed and 33 % agreed that recreation services was lacking in the rural schools with 4% neutral and

38% disagreeing that recreation was demotivating. A large number, 63% agreed that social services were motivating factors and were not provided in the rural areas and 33% were of the opinion that social services were available.8% agreed that accessibility was bad but a large number disagreed that they were affected by inaccessibility of road networks as the schools are well connected.88% agreed that there was shortage of teaching and learning resources in the rural schools ,8% were neutral and 4% disagreed that there was a shortage of teaching and learning resources. Mandina (2012) is of the opinion that rural schools are remote and lack basic infrastructure for teaching and learning, roads, electricity and transport. This is supported by Akyeampong and Stephens (2002) who are of the opinion that the quality of life in the rural schools is basically poor and teachers share accommodation have to bear leaking roofs and recreation facilities are lacking which brings boredom.

4.5. Strategies to be implemented

Table 1.4

Strategy	Strongly agree		Agree		neutral		disagree		Strongly disagree	
	f	%	F	%	f	%	f	%	f	%
teacher incentives	14	58	10	42	-	-	-	-	-	-
teacher involvement in decision making	10	42	8	33	2	8	1	3	3	13
teacher feedback	7	29	7	29	5	21	3	13	2	8
salary increment	20	84	4	16	-	-	-	-	-	-
parent involvement in school development projects	3	13	17	71	2	8	1	4	1	4
Recognition	9	38	11	46	2	8	2	8	1	4

The table shows results with 58% strongly agreeing to teacher incentives and 42% agreeing to the strategy of teacher incentives. This was supported by 83% who strongly agreed to salary increment and 17% agreeing to the strategy which shows that monetary reward is considered the major motivator by many teachers as supported by Mapolisa et al (2015) who is of the opinion that the country treasury should come up with ways to finance education and raise teacher salaries in order to raise the standard of living above poverty datum line. Teacher involvement was supported by a large number that is 33 % agreed to the strategy supported by 42% who strongly agreed to teacher involvement in decision making with only 13% disagreeing strongly to their involvement in decision making. 58% agreed to teacher feedback as a strategy to be implemented to enhance motivation and in turn lead to better performance, 21% disagreed that teacher feedback was necessary as a strategy to motivate teachers and another 21% was neutral. 84% agreed that parents involvement in school development projects was a necessity, 8% disagreed that it was a necessary strategy to implement for teacher motivation and another 8% was neutral. The above is supported by WOZA (2010) which asserts that parents should do their best to be involved in school projects and pay fees set by the ministry so that resources needed are acquired by the school. There is need to work with the community to provide high quality coherence and relationship between parents and the school so as to work in accordance for high performance. The locals should be invited to explore the needs of their schools and take inventory of the resources available. Kusereka (2011) supports the view by saying that low teacher motivation is a common occurrence in a teacher's life cycle hence there need to come up with ways to eliminate it.

4.6. Interview responses

The interviews carried out obtained 100% response and 100% established that they were not satisfied with their work as school heads. The school heads noted that they were motivated by their positions of power, district support systems and general benefits like not sharing accommodation. They expressed high disappointment in the current "witch-hunt" by the public service and said it is affecting their work as they do not feel safe and secure anymore.

4.6.1. What ways do teacher motivation affect learner performance?

Both respondents were of the opinion that when teachers are demotivated they leave children unattended, leave books unmarked and give less feedback to pupils, they abscond lessons and work, they do not scheme or record marks and they come up with excuses to leave the center which have a negative effect on learner performance thus teacher demotivation affect learner performance to a greater extent.

4.6.2. How the rural environments affect teacher motivation?

Both participants established that if the environment is set, the teacher is most likely to lack excuses to work. It will encourage staff retention hence enhance school academic performance. Teachers come up with excuses to dodge classes because the environment is not enabling. The younger teachers try as much as possible to leave the center in pursuit of recreation centers which are in most cases in town i.e. Gweru or Shurugwi. Accommodation is shared to accommodate all teachers hence lack of space and privacy affects teacher motivation.

4.6.3. Strategies put in place by the administration.

One head established that he put in place staff development seminars for their school and have liaised with bigger schools like Tongogara and Parkinson High Schools to invite them for their staff trainings and seminars. They all agreed to have in place beef committees/clubs to try and meet basic needs of the teachers. Both also agreed to have in place end of year parties and celebrations whenever there are achievements like buying of cars or birthday parties by fellow workers to meet the social needs. One head put across that she put in place teacher involvement in decision making although it is to a less extent as a motivating strategy.

4.6.4. Recommendations by school heads to improve learner performance

They both recommended the SDC should put in place school development programs which improve the environment making it possible for teachers to work with less excuses not to. They also put across that the government should revise some policies like incentives should be brought back for teacher motivation. One head established that he was in need of financial capital to start projects at his school to help with funds that would enable development at his Centre and was working with the SDC to make sure that it is achieved. The government should revise teacher salaries so that they are above poverty datum line.

4.7. Document analysis-results

From the result analysis sheets the researcher found that learner performance declined during the period 2006-2008 and the explanation were the economic challenges that were faced by the country during that period. The school suffered from brain drain as a number if teachers left the Centre to try other ventures. The evidence from the log

books of first and second term of 2007(the only log books available for the period 2007-2008) show that only 7 teachers out of 30 were coming to school only to log in and there is no evidence of their spending the day with pupils as there is no log out time. The period 2009 -2010 saw a considerable rise in general pupil performance and this can be attributed to introduction of the dollar as well as incentives. Since then learner performance have risen considerably to date. One challenge that was encountered was that the books were not updated to record the current pass rate and learner performance trends. This is supported by WOZA Perspective (2010) which posits that the teacher salaries became worthless and the vocation became the laughing stock of the society as the beare cheques were easily eaten up by inflation. This led to strikes by the teachers to express their despondency. Some left the profession to search for greener pastures in the diaspora. Those who were local spent their working hours trying to profit from the dollar resulting in high failure rates in schools as teachers would just log in and then do what they would to survive

4.8 Summary

The chapter has analyzed, presented and interpreted the research findings of the study that was carried out. It brought to light the views of teachers on factors that motivate them and how these affect their performance and that of their pupils. It also brought to light the current position of rural schools and how the environment affects teachers and learner performance .It also brought out the strategies to be implemented as per the needs of the teachers. The school head also echoed the same sentiments as those of the teachers and the study has established that teacher motivation is very vital to bring about an improvement to learner performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter is a summary of the entire research findings. It draws conclusions to the problem based on the research findings. Major needs were identified and conclusions were drawn with solutions suggested that could enhance teacher motivation and bring an improvement in learner performance. Proposals for further study will be done and a summary of the reviewed literature, the methodology used as well as the findings will be summarized.

5.1. Chapters summary

The first chapter laid down the problem that is effect of lack of teacher motivation on academic performance and questions on which the research pivoted were put on the ground. The researcher chose two secondary schools with uniform features both being council schools situated in the same geographical area and all rural schools. 24 teachers were purposively sampled from the selected schools out of 59 teachers. Questionnaires were administered to teachers and 2 school heads took part in the interview that was structured. Documents were analyzed to note trends on pupil performance and teacher qualifications were verified through documents for authentication of results of findings

5.2. The extent to which low teacher motivation affect school academic performance.

Results from the study brought out the fact that teacher demotivation or lack of motivation bring about low achievement as 88% have agreed to a large extent that low motivation give rise to absenteeism. 88% agreed that it brings low job commitment,96% agreed that it leads to ineffective lesson delivery and 92% agreed that it causes less feedback to learners. The interviews established that a demotivated teacher do not attend lessons, leaves children unattended, does not mark books, find excuses to leave the Centre and all this has a negative bearing on learner performance.

5.3 Factors that cause low teacher motivation.

From the study that was carried out, factors on the job itself show that teachers were not motivated. They were affected by several factors ranging from work itself, teaching and learning environment, remuneration, working conditions, material resources, leadership and educational policies with only a small number affected to a less extent or neutral

5.4. Current teaching and learning in rural environment.

The study established that the rural environment is not set to bring about high academic performance. Teachers are demotivated by poor accommodation as 62% agreed that accommodation was lacking and poor. They also agreed that the unavailability of social services is also one major setback in the environment. Recreation attracted 58% as mostly the young teachers are motivated by recreation facilities and their unavailability was disturbing. 88% of respondents dismissed the issue of road networks and accessibility as not applying as the schools are easily

reachable. About 88% agreed that there was shortage of teaching and learning resources at the schools.

5.5. Strategies to be implemented to enhance teacher motivation.

100% respondents agreed that they needed incentives for rural teachers in order to be motivated to work even in deplorable conditions. 75% of respondents agreed that teachers should be involved in decision making. 58% agreed that feedback was a necessity to enhance teacher performance. 100% of respondents agreed to salary increment as a strategy that will bring back teacher performance and this was also supported by the school heads. 79% also agreed to parent involvement in school developmental projects and 83% agreed to praise from leadership to be very motivating to the teacher. The school heads also put across the fact that the ministry should help in improving the school environments.

5.6 Recommendations

The study found out that the lack of teacher motivation affect school academic performance to a large extent. It brings about several factors like low job commitment, ineffective lesson delivery and less learner feedback which all affect learner performance. The ministry therefore should put in place strategies that can bring back high job commitment and motivation to mitigate demotivation.

The study established the factors that enhance teacher demotivation and these ranged from lack of rural teacher incentives, low salaries among others .Thus the interested parties should take part in raising the funds needed to provide teachers with the

needed incentives and allowances. The ministry should revisit the salaries that will leave teacher without an excuse to absent themselves from work.

The study brought to light the fact that education policies affect teacher motivation. The top down policy formulation and implementation limit implementer participation and decrease self-determination by teachers. There was a recent policy on SDC who were not supposed to dismiss pupils who have not paid fees by the minister Lazarus Dokora. It became detrimental to teaching and learning as parents deliberately stopped paying fees which affected the acquiring of school resources like chalks, pens books and other operational equipment hence it led to widespread negative effect on teacher lesson delivery thereby affecting learner performance. Another policy is abolition of corporal punishment in the schools. Although the issue is debatable and controversial, the presence of corporal punishment gave the teacher leverage over the learners and presented them with a last resort punishment that made the child to fear its implementation hence it was necessary as a negative motivation tool. Its removal disempowered the teacher to an extent that pupils now dare the teachers' authority which brings about negative attitudes within the teachers and in turn affect learner performance. If the policies favor the teacher, then they become motivated and feel secure within the organizations. If policies are inconsistent that they leave workers insecure and security according to Maslow is a major motivation factor. The policy makers therefore should put in place policies that have the interest of the teacher at heart and the policies should be consistent.

It is also worth noting that the environment in the school needs to be set so as to achieve the aims and mission of the school. The study brought to light that the

teaching and learning environments should be enabling and this can be done by the SDC and the parents working together to clean the environment and provide with necessary tools needed by the school. The school heads should not be too autocratic as this scares the teachers or too laissez faire that everyone does as per wish as this negatively affects learner performance.

Lack of school material resources makes it close to impossible for teachers to deliver lessons thus the non-governmental organizations should help where necessary to provide these. The schools should put in place projects that enable them to raise funds to acquire the resources needed.

Teachers should also be involved in decision making so that they are not only recipients of policies that affect them but partakers as this brings commitment to those policies. The top down approach of decision making should be revised.

5.7. Proposals for further study.

This study was only carried out in Shurugwi rural district to bring about the extent to which lack of teacher motivation brings about low academic performance. The researcher believes that another study that brings out teacher motivation in all school types i.e. urban, farm schools, border town schools among others should be carried out.

The study focused on qualified teachers and left out temporary and student teachers who face challenges of their own which affects learner performance. Therefore

another study has to be carried out that will cater for all teachers regardless of their qualifications.

Teacher motivation studies should be carried out in primary, elementary and higher learning institutions as the motivation issue is controversial and essential on performance of pupils and students.

5.8 Conclusion

The study has established that there is a strong relationship between teacher motivation and academic performance. There is a correlation between teacher and student motivation as a motivated teacher is one who not only feels satisfied with his job but is also empowered to strive for excellence and growth in instructional practice. Therefore, lack of teacher motivation leads to low academic performance

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APPENDIX 1: THE QUESTIONNAIRE FOR TEACHERS

Questionnaire for teachers

I am Siphathisiwe Ngwenya, a student at Midlands State University. I am carrying out a research entitled, **A study of the extent to which lack of teacher motivation affects learner academic performance in Shurugwi rural secondary schools: Midlands Province.** May you respond to the following items, by ticking in the appropriate box. Be free to respond to all questions because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male Female

2. Indicate your highest teaching qualification? Diploma Degree

Masters

Any other

3. **Age:** 18-25 Years 26-35 Years 36-45 Years 46-55 Years

55 years and above

4. For how long have you been in the teaching?

Less than two years 2-5 years 6-10 years 11-15 years

Over 15 years

SECTION B

5. The following are effects of lack of teacher motivation tick where appropriate

6. Very large extent 3.Large extent 2. Moderate extent 1.no extent

Effect	4	3	2	1
Teacher absenteeism				
Low job commitment				
Ineffective lesson delivery				
Less feedback for learners				

7. Are you satisfied with your job as a teacher? Agree Disagree

8. The following are the perceived factors affecting teacher motivation. Indicate the degree to which each of the factors has affected teacher motivation at your school?

4. Very large extent 3. Large extent 2 moderate extent 1. No extent

Factors	4	3	2	1
Work itself				
Teaching and learning environment				
Remuneration				
Working conditions				
Material Resources				
Leadership				
Education policies				

9. Is your school teaching environment suitable? Agree Disagree

10. Listed below are factors that are influential to teacher motivation in the rural areas. Highlight where appropriate how these factors affect teacher motivation?

1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5-Strongly Agree

Factor	1	2	3	4	5
Poor accommodation					
Recreation					
Social services					
Road Networks					
shortage of teaching and learning resources					

11. Below are strategies to be implemented to enhance teacher motivation. Tick where appropriate?

1-Strongly Disagree 2- Disagree 3- Neutral 4- Agree 5-Strongly Agree

Strategy	1	2	3	4	5
Incentives for rural teachers					
Involvement of teachers in decision making					
Feedback					
Salary increments					
Parent involvement in school development projects					
Praise from leadership					

Thank you for your participation.

APPENDIX 2: INTERVIEW SCHEDULE FOR SCHOOL HEADS

INTERVIEW SCHEDULES FOR SCHOOL HEADS

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

2. Are you satisfied with your work as a school head?

Agree

Disagree

Briefly explain what factors motivates you?

3. In what ways does teacher motivation affect learner performance?

4. How does the reward system affect teacher motivation?

5. How does work environment affect teacher motivation?

6. What strategies have you put in place as the administrator to motivate teachers at your school?

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

-SDC?

-Government?

APPENDIX 3: LETTER OF PERMISSION



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FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION

TO WHOM IT MAY CONCERN

The bearer SIPHATHISIKWE NGKENYA RIZIENB is a B.Ed/
MED/PGDE student at this University. She/he has to undertake research on the title:
A STUDY OF THE EXTENT TO WHICH LACK OF TEACHER MOTIVATION
AFFECTS LEARNER PERFORMANCE IN STURUGWI RURAL SECONDARY
SCHOOLS.
He/she is required to present a Research Project in partial fulfilment of the degree
programme.

In this regard, the university kindly requests both your institution and personnel's
assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

[Handwritten signature]

17/9/15

Mrs Shoko B
(Acting Chairperson – Applied Education)

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